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Chadron State College
Traditional Program
2010-11

Print Report Card

Program Information

Name of Institution: Chadron State College
Institution/Program Type: Traditional
Academic Year: 2010-11
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	No
Fee/Payment	No	No

Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
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	No
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	Yes	No
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Resume	No	No
Bachelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test	No	No
Other (specify: no other requirements)	No	No

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

<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:

For the postgraduate students, the admission to the teacher education program is upon completion of bachelors degree program, successful completion of specified content and professional courses, and the basic skills test score rather than at the junior level category.

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 2010-11:	305
Unduplicated number of males enrolled in 2010-11:	63
Unduplicated number of females enrolled in 2010-11:	242

2010-11	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	10
<i>Race</i>	
American Indian or Alaska Native:	2
Asian:	2
Black or African American:	2
Native Hawaiian or Other Pacific Islander:	0
White:	274
Two or more races:	4

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2010-11.

Average number of clock hours required prior to student teaching	112.5
Average number of clock hours required for student teaching	640
Number of full-time equivalent faculty in supervised clinical experience during this academic year	0.92
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	2.7
Number of students in supervised clinical experience during this academic year	387

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

Clinical experience is defined as the student teaching internship. Field experience is defined as experiences prior to the student teaching internship that are either (1) embedded assignments requiring observation and participation within a PK-12 classroom based on hours or (2) a course in which the candidates are to observe and participate for a set number of clock hours.

The elementary and special education endorsements require 125 hours of observation and participation in classrooms prior to student teaching internship. Secondary endorsements require 100 hours of observation and participation in classrooms prior to student teaching experience. Thus the average is 112.5 field experience prior to student teaching internship.

For the embedded observation/participation field experiences, the credit awarded to the faculty member is .5 credit per course section. These courses are EDUC 131 and PSYC 231. The credit awarded to faculty for the observation and participation course is 2 credits for EDUC 320 and 1 credit for EDUC 300. Student teachers

take 16 credits hours for a 16 week student internship period. Students are visited and evaluated by a supervisor six (6) times during the 16 week period. Faculty members receive 1 credit load for six (6) visits. The undergraduate faculty load for two semesters is 24 credits. Thus to figure the number of faculty FTE supervising, the total credits for supervision is divided by 24.

The count for the number of students supervised for the 2010/2011 period is an unduplicated count (as requested by the State). It should be understood that a student might take an EDUC 131, Introduction to Teaching course in the fall term and a PSYC 231, Educational Psychology course the following spring, however this student was counted only once. The unduplicated count is 387 and the duplicated count is 520.

Section I.d Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2010-11. 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	5
Teacher Education - Early Childhood Education	5
Teacher Education - Elementary Education	56
Teacher Education - Junior High/Intermediate/Middle School Education	3
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	2
Teacher Education - Business	7
Teacher Education - English/Language Arts	3
Teacher Education - Foreign Language	
Teacher Education - Health	3
Teacher Education - Family and Consumer Sciences/Home Economics	1
Teacher Education - Technology Teacher Education/Industrial Arts	1
Teacher Education - Mathematics	3
Teacher Education - Music	5
Teacher Education - Physical Education and Coaching	5
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	5
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	4
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: Theatre = 2 candidates Library Media Specialist = 1 candidate	3

Section I.d Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2010-11. 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	5
Teacher Education - Early Childhood Education	5
Teacher Education - Elementary Education	56
Teacher Education - Junior High/Intermediate/Middle School Education	3
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	2
Teacher Education - Business	7
Teacher Education - English/Language Arts	3
Teacher Education - Foreign Language	

Teacher Education - Health	3
Teacher Education - Family and Consumer Sciences/Home Economics	1
Teacher Education - Technology Teacher Education/Industrial Arts	1
Teacher Education - Mathematics	3
Teacher Education - Music	5
Teacher Education - Physical Education and Coaching	5
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	5
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	4
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	2
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: Library Media Specialist = 1	1

Section I.e Program Completers

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

2010-11: 101

2009-10: 94

2008-09: 114

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: 2012-13</p> <p>Goal: 5</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>Continued emphasis in marketing and recruitment of teacher education majors by the institution. The Math program can be accessed at above 50% level via on-line delivery, thus advertisement will emphasis this convenience to potential students. Marketing included the post bachelor teacher education opportunities.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Continue social network promotions. Place stronger emphasis on second endorsements in Mathematics and post-bach endorsements for mathematics.</p>
Science	<p>Academic year: 2012-13</p> <p>Goal: 5</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>Continued emphasis in marketing and recruitment of teacher education majors by the institution. Marketing included the post bachelor teacher education opportunities.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Continue the social network promotions.</p>
Special education	<p>Academic year: 2012-13</p> <p>Goal: 6-10</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>Continued emphasis in marketing and recruitment of teacher education majors by the institution. Marketing included the post bachelor</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>The freshman class for this program has grown and the completer numbers should grow as well. The college will concentrate on retention of the students.</p>

<p>Instruction of limited English proficient students</p>	<p>Academic year: 2011-12</p> <p>Goal: NA</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>NA</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>NA</p>
<p>Music</p>	<p>Academic year: 2012-13</p> <p>Goal: 7</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Music is a shortage for the regional surrounding Chadron State College. The College is recruiting through increased performance at area PK-12 schools and well as promotion of on-campus clinics for PK-12 students.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>On campus clinics and performance visits to area schools.</p>

Provide any additional comments, exceptions and explanations below:

Chadron State does not have an endorsement/program in instruction of limited English proficient students. The Mathematics goal of six to ten (6-10) was not met this year. The Mathematics completers for the 2010/11 academic year was three which is down from the previous year. The Science completers was also down from the previous year. the special education was only 1 candidate different from the previous year thus showing no growth.

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:

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 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	30	179	29	97	98	180
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	175	180	173	99	99	180
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	92	180	91	99	99	180
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	86	180	85	99	99	181
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	84	180	83	99	100	181
ETS0710 -PRAXIS I READING Educational Testing Service (ETS)	30	178	30	100	99	179

All enrolled students who have completed all nonclinical courses						
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	174	179	172	99	99	179
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2010-11	92	178	92	100	99	179
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2009-10	85	178	84	99	99	179
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2008-09	85	178	85	100	100	179
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	30	175	28	93	97	177
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	175	176	170	97	97	176
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2010-11	92	176	89	97	98	177
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2009-10	88	175	84	95	99	177
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2008-09	85	176	82	96	99	177

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2010-11	92	88	96	96
All program completers, 2009-10	88	83	94	97
All program completers, 2008-09	86	82	95	98

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, (2) infusion into methods courses, and (3) through observation and participation in school settings. Recent changes have been the addition of an essential studies course (general education) at the freshman level which addresses critical inquiry and creative problem solving via information and learning technologies. Another change has been to move the specialized course for teacher candidates from lower to upper division level. Students now will be introduced to the technology as freshman and the upper level course will be more direct application to teaching and learning.

The Education unit is also changing data management systems from an in-house system to the commercial system of TK20. This system is ready for deployment fall 2012.

This past year the Education unit developed a new technology plan to guide the continued improvement of technology for 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**

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.

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 as identified in IDEA and do ask students to develop effective strategies and methods for working with children with disabilities. The student do know how to work as a team member on the IP team. To address "teaching students who are limited English proficiency" effectively, CSC incorporated some of this content into SPED 230 Introduction to Exceptional and in SPED 334 Differentiated Instruction for Diverse Learners. The Education faculties are continuing to study the curriculum needs for limited English proficiency learners. One unit member is taking courses toward the ESL endorsement within the State. The unit continues to working to increase the instruction in ESL within the general teacher professional education.

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.

The curriculum for special education endorsement includes 34 credit hours of specialized content and two specialized clinical experiences prior to the professional internship. The faculty have increased the content and strategies learning for Teaching students with limited English proficiency. The limited English proficiency instruction is embedded within the existing courses of SPED 230 Introduction to the exceptional learner and SPED 334 Differentiated instruction for diverse classrooms.

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
2010-11

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