

Title II Higher Education Act

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Nebraska Wesleyan University
Traditional Program
2010-11

Print Report Card

Program Information

Name of Institution: Nebraska Wesleyan University

Institution/Program Type: Traditional

Academic Year: 2010-11

State: Nebraska

Address: 5000 Saint Paul Ave.

Lincoln, NE, 68504

Contact Name: Dr. Peter Heckman

Phone: 402-465-2312

Email: pheckman@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
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	Yes	No
Resume	No	No
Bachelor's degree or higher	No	No
Job offer from school/district	No	No
Personality test	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 2010-11:	140
Unduplicated number of males enrolled in 2010-11:	40
Unduplicated number of females enrolled in 2010-11:	100

2010-11	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	0
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	1
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	138
Two or more races:	0

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	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	4
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	1
Number of students in supervised clinical experience during this academic year	54

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

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	10
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	24
Teacher Education - Junior High/Intermediate/Middle School Education	2
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	2
Teacher Education - English/Language Arts	2
Teacher Education - Foreign Language	3
Teacher Education - Health	7
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	3
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	3
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	3
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: Natural Science: 2	2

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	10
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	24
Teacher Education - Junior High/Intermediate/Middle School Education	2
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
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	
Teacher Education - Music	7
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	2
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	

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	5
Foreign Languages	3
Family and Consumer Sciences/Human Sciences	
English Language/Literature	2
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	2
Mathematics and Statistics	3
Physical Sciences	

Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	2
Computer and Information Sciences	
Other Specify: Health & Human Performance: 7	7

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: 51

2009-10: 36

2008-09: 34

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>The Education Department is working more closely with the Mathematics Department to find ways to ensure success for students.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>The Education Department, along with the Mathematics Department will continue to</p>

	<p>identify ways in which we can develop and support students seeking an endorsement in secondary math.</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>Nebraska Wesleyan University recently established an annual scholarship symposium that takes place each spring. This event continues to grow in size. This spring, for the first time, classes have been cancelled in order to allow students to attend the event. This event is bringing younger college students into greater contact with the scholarship in the sciences that seniors are achieving at Nebraska Wesleyan University.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>The Education Department will seek to increase collaboration with faculty in the Natural Science Division in order to graduate more students who have an endorsement in secondary sciences.</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 2</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>The new ELL endorsement was approved by the Curriculum Committee in the fall of 2010. Interest in the program has been building gradually. The first two graduates of the program will graduate in the spring of 2012.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Larger classes in the ELL sequence would improve things both for the instructor and for the students. We are exploring the possibility of integrating undergraduate ELL classes with the ELL classes that are currently being offered to graduate students in our University</p>

	College in order to increase the enrollment in these classes.
Foreign Language	<p>Academic year: 2010-11</p> <p>Goal: Certify 4</p> <p>Goal met? No</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>The Education Department will consult with the Modern Language faculty to determine how we might increase the number of graduates in this area.</p>

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	24	180	24	100	98	180
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	62	182	62	100	99	180
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	52	181	52	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	24	178	24	100	99	179
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	63	179	63	100	99	179
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2010-11	52	178	52	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	24	176	24	100	97	177
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	62	177	61	98	97	176
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2010-11	52	177	50	96	98	177
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS)	35	177	35	100	99	177

All program completers, 2009-10

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2010-11	52	50	96	96
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 is well integrated into the Nebraska Wesleyan University education curriculum. Students are required to take Education 187, Instructional Technology where they learn how to use data bases, wireless telecommunication, augmentative communication software and literacy and

mathematical support software. Students learn to collect, manage and assess data in their methods courses, using a variety of assessment tools. In several courses in the Education Department curriculum, students are required to submit materials using LiveText, a document and data management system. The three principles of Universal Design for Learning - multiple means of representation, action/expression and engagement – are woven throughout several courses, particularly in special education. In both Sped. 107 (Understanding Human Differences) and Sped. 207 (Methods for Teaching Adolescents with Disabilities) students are taught these main principles and participate in online learning modules through CAST. Additionally, they evaluate lesson plans to examine how the principles are applied at their grade level or in their content area. During special education student teaching, Wesleyan students are required to attend one of each: SAT, MDT and IEP meetings. They are also required to show competency in writing an IEP during student teaching. Nebraska Wesleyan students learn to use the SRS system during Sped. 257 (Legal Issues in Special Education) and use the SRS system to write an IEP during student teaching.

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 University have many opportunities to show competence in their abilities to work with diverse populations, including students with exceptionalities. When students take literacy methods courses, for example, they also take the literacy adoption course. A similar procedure is utilized in connection with the math methods course. In these methods courses, students receive instruction on research-based methods of pedagogy that work for all students but that are particularly effective for students with exceptionalities. Sped. 107 (Understanding Human Differences) is an introductory course that teaches students how to construct individual education plans. In some of the special education courses there are conversations about strategies that work for students who have limited English skills and students with language processing issues, as some of these strategies overlap. Our students participate in field experiences and practica in inclusive classrooms. All education students take Ed. 185 (Education in a Pluralistic Society), a course that addresses diversity in the classroom and community and that examines equity issues faced by people with exceptionalities. In relation to special education and the law, Nebraska Wesleyan University students learn basic information in Ed. 1 (Introduction to Education in the United States) and learn to implement instruction and meet students' needs in the methods courses.

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 at Nebraska Wesleyan University have many opportunities to show competence in their abilities to work with diverse populations, including students with exceptionalities. When students take literacy methods courses, for example, they also take the literacy adoption course. A similar procedure is utilized in connection with the math methods course. In these methods courses, students receive instruction on research-based methods of pedagogy that work for all students but that are particularly effective for students with exceptionalities. Sped. 107 (Understanding Human Differences) is an introductory course that teaches students how to construct individual education plans. In some of the special education courses there are conversations about strategies that work for students who have limited English skills and students with language processing issues, as some of these strategies overlap. Our students participate in field experiences and practica in inclusive classrooms. All education students take Ed. 185 (Education in a Pluralistic Society), a course that addresses diversity in the classroom and community and that examines equity issues faced by people with exceptionalities. In relation to special education and the law, Nebraska Wesleyan University students learn basic information in Ed. 1 (Introduction to Education in the United States) and learn to implement instruction and meet students' needs in the methods courses. Special Education majors learn to write individual education plans in accordance with current law in Sped. 257 (Legal Issues in Special Education).

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 teaching careers enroll in Ed. 1 (Introduction to Education in the United States) so that they have a better basis for making the decision to teach. As they enroll in Ed. 1 they also enroll in Ed. 75 (Field Experience) so that their decision to continue with education or not is also based on some experience with working with young people. In order to be accepted into the Teacher Education Program, students must earn at least a 2.5 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 also have completed at least 75% of the coursework in their major and provide documentation of at least 100 hours of working with young people in various school settings.

Supporting Files

Nebraska Wesleyan University
Traditional Program
2010-11

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