

Doane College
Traditional Program

2015 | Title II
Reports

Complete Report Card

AY 2013-14

Institution Information

Name of Institution: Doane College

Institution/Program Type: Traditional

Academic Year: 2013-14

State: Nebraska

Address: 1014 Boswell
Education Division
Crete, NE, 68333

Contact Name: Dr. Lyn Forester

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?
(<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Biology secondary education 7-12	No
Chemistry secondary education	No
Early Childhood B-3	No
Elementary K-6	No
English Language Learners K-12	No
English secondary education 7-12	No
German secondary education	No
History secondary education	No
Language Arts secondary education	No
Middle School Education 4-9	No
Music education K-12	No
Physical Education K-12	No
Physics secondary education	No
Reading Specialist	No
Science secondary education 7-12	No
Social Science secondary education 7-12	No
Spanish secondary education 7-12	No
Special Education K-12	No
Theater secondary education 7-12	No
Total number of teacher preparation programs: 19	

Section I.b Admissions

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

Sophomore year There is post graduate admission following the first semester of course work.

Does your initial teacher certification program conditionally admit students?

Yes

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

<http://www.doane.edu/undergraduate-degree-information>

Please provide any additional comments 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 post-graduate students. Students must meet all requirements. All students have one semester(1st semester Junior Year) to complete the PPST successfully.

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum 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 basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	No	No
Interview	No	No

Other

Data not reported

Data not reported

What is the minimum GPA required for admission into the program?

2.6

What was the median GPA of individuals accepted into the program in academic year 2013-14

3.49

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2013-14

3.5

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	Yes	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum 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 basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	Yes	Yes

Recommendation(s)	Yes	Yes
Essay or personal statement	No	No
Interview	No	No
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

2.8

What was the median GPA of individuals accepted into the program in academic year 2013-14

3.21

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2013-14

3.91

Please provide any additional comments about the information provided above:

Section I.c 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.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2013-14:	59
Unduplicated number of males enrolled in 2013-14:	13
Unduplicated number of females enrolled in 2013-14:	46

2013-14	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:	1
Native Hawaiian or Other Pacific Islander:	0
White:	58
Two or more races:	0

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2013-14.

Average number of clock hours of supervised clinical experience required prior to student teaching	224
Average number of clock hours required for student teaching	560
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	12
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	136
Number of students in supervised clinical experience during this academic year	77

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

The response above reflects faculty directly engaged with candidates in supervised clinical experience which, in Nebraska, is defined as the student teaching experience.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2013-14. 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	20
Teacher Education - Early Childhood Education	9
Teacher Education - Elementary Education	31
Teacher Education - Junior High/Intermediate/Middle School Education	10
Teacher Education - Secondary Education	14
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	

Teacher Education - Art	2
Teacher Education - Business	
Teacher Education - English/Language Arts	11
Teacher Education - Foreign Language	1
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	4
Teacher Education - Music	6
Teacher Education - Physical Education and Coaching	5
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	2
Teacher Education - Social Science	15
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	1
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	4
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other	

Specify: _____

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2013-14. 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	19
Teacher Education - Early Childhood Education	9
Teacher Education - Elementary Education	31
Teacher Education - Junior High/Intermediate/Middle School Education	10
Teacher Education - Secondary Education	14
Teacher Education - Agriculture	
Teacher Education - Art	2
Teacher Education - Business	
Teacher Education - English/Language Arts	8
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	3
Teacher Education - Music	6
Teacher Education - Physical Education and Coaching	4
Teacher Education - Reading	
Teacher Education - Science	2
Teacher Education - Social Science	9
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	

Teacher Education - Drama and Dance	1
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	2
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	1
Psychology	2
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	4
Sociology	2
Visual and Performing Arts	
History	4
Foreign Languages	1
Family and Consumer Sciences/Human Sciences	
English Language/Literature	2
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	

Biology	
Mathematics and Statistics	1
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	1
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify: Human Relations and Fitness Studies	2

Section I.f Program Completers

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

2013-14: 68

2012-13: 65

2011-12: 67

Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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. **(§205(a)(1)(A)(ii), §206(a))**

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in mathematics in 2013-14?

Yes

How many prospective teachers did your program plan to add in mathematics in 2013-14?

4

Did your program meet the goal for prospective teachers set in mathematics in 2013-14?

Yes

Description of strategies used to achieve goal, if applicable:

Mentoring by IHE faculty and math and teacher education.

Extensive field experiences in mathematics

Method coursework, specific to mathematics

Semester long student teaching experience

Beginning teacher assistance - bridge program

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in mathematics in 2014-15?

Yes

How many prospective teachers did your program plan to add in mathematics in 2014-15?

4

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in mathematics in 2015-16?

Yes

How many prospective teachers does your program plan to add in mathematics in 2015-16?

3

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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. (§205(a)(1))

(A)(ii), §206(a)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in science in 2013-14?

Yes

How many prospective teachers did your program plan to add in science in 2013-14?

2

Did your program meet the goal for prospective teachers set in science in 2013-14?

No

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Mentoring by IHE faculty science and teacher education

Extensive field experiences in science

Methods coursework specific to science

Semester long student teaching experience

Beginning teacher assistant - bridge program

Provide any additional comments, exceptions and explanations below:

One goal not met because one person self selected out of science education

Academic year 2014-15

Is your program preparing teachers in science in 2014-15?

Yes

How many prospective teachers did your program plan to add in science in 2014-15?

4

Provide any additional comments, exceptions and explanations below:

"4" anticipated completers

Academic year 2015-16

Will your program prepare teachers in science in 2015-16?

Yes

How many prospective teachers does your program plan to add in science in 2015-16?

2

Provide any additional comments, exceptions and explanations below:

"2" anticipated completers

Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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. (**§205(a)(1)(A)(ii), §206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in special education in 2013-14?

Yes

How many prospective teachers did your program plan to add in special education in 2013-14?

23

Did your program meet the goal for prospective teachers set in special education in 2013-14?

Yes

Description of strategies used to achieve goal, if applicable:

Mentoring by IHE faculty in special education

Extensive field experiences in special education

Methods coursework specific to special education

Semester long student teaching experience

Beginning assistance - bridge program

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in special education in 2014-15?

Yes

How many prospective teachers did your program plan to add in special education in 2014-15?

14

Provide any additional comments, exceptions and explanations below:

'14' anticipated student count to finish in special education

Academic year 2015-16

Will your program prepare teachers in special education in 2015-16?

Yes

How many prospective teachers does your program plan to add in special education in 2015-16?

20

Provide any additional comments, exceptions and explanations below:

"20" anticipated completers in special education

Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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. ([§205\(a\)\(1\)](#)) ([A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in instruction of limited English proficient students in 2013-14?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?

5

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2013-14?

Yes

Description of strategies used to achieve goal, if applicable:

Mentoring by IHE faculty in ESL coursework and teacher education

Extensive field experiences in ESL

Methods coursework in ESL

Semester long student teaching experience

Beginning teacher assistance - bridge program

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in instruction of limited English proficient students in 2014-15?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

2

Provide any additional comments, exceptions and explanations below:

'2' anticipated ESL completers

Academic year 2015-16

Will your program prepare teachers in instruction of limited English proficient students in 2015-16?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2015-16?

4

Provide any additional comments, exceptions and explanations below:

Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared 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 at the undergraduate level and one semester of practicum experiences and one semester of student teaching at the post-graduate level. These experiences are in urban and rural settings, with low income, students with special needs, and children with limited English.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	177	180	169	95
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS)	68	181	68	100

All program completers, 2013-14				
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	62	182	62	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	64	180	64	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	175	178	169	97
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2013-14	68	178	68	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2012-13	62	180	62	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2011-12	64	178	64	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	184	175	167	91
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2013-14	68	176	68	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2012-13	63	178	62	98
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2011-12	64	176	64	100

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2013-14	68	68	100
All program completers, 2012-13	63	62	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

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 Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

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 the evidence that your program uses to show that it 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 the evidence your program uses to show that it 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 introduced in methods course work and 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 integrated into methods 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

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

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 the evidence your program uses to show that it 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 students at Doane College take a specific course for special education that studies all disability areas. In addition, students participate in IEP and other SAT meetings.

The concepts and skills needed to teach ELL students are integrated into the curriculum. Students may choose to add an ELL endorsement for the state of Nebraska.

Students also complete at least one semester in a school that has a diverse population. They teach lessons, assist teachers, and are responsible for a variety of classroom activities.

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 the evidence your program uses to show that it 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 students with special needs are integrated into the general education population. Course work includes appropriate methods for handicapping conditions, 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.

Explanation for Pass Rates: Doane College pass rates do not show 100% because we use the composite score allowed by the state of Nebraska. 100% of our students pass the PPST either through meeting the individual score requirements or through the composite score. 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 in the initial program 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 for the initial program and 150 hours for the post-bac 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 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, and Theatre FACULTY The Division has nine full time faculty members and three full-time adjunct faculty members. Dr. Lyn Forester, Dean of Teacher Education Dr. Tim Frey, Department of Special Education Dr. Matt Kutcher, Instructional Technology 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, Director of Secondary Education Ms. Denee Wehrs, Elementary/Special Education Ms. Nikki Pieper, Early Childhood Education Ms. Emily Greisch, Generalist and practicum advisor Ms. Deb Stuto, Advanced Program for initial preparation 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. GPA requirements for the initial program at the advanced level include a 2.8 GPA from the institution from which students received their degree and a 3.0 at completion of the program. 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), 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); The post-graduate teacher education program has the same requirements as the initial program at the undergraduate level. There is a difference in the hour requirement for practicum experiences (post-graduate - 200 hours) and the guarantee of employment. However, the unit does offer the warranty for excellence on the advanced students. In the spring of 2012 Doane college completed their review by the state department of education and NCATE. There were no deficiencies cited and Doane received re accreditation from both bodies.

Supporting Files



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