title II higher education act

Union College
Traditional Program

2016 | Title II Reports

Complete Report Card

AY 2014-15

Institution Information

Name of Institution: Union College
Institution/Program Type: Traditional
Academic Year: 2014-15
State: Nebraska

Address: 3800 South 48th Street

Lincoln, NE, 68506

Contact Name: Dr. Denise White
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Email: dewhite@ucollege.edu

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?
Elementary Education	No
Secondary Education, Art Education K-12	No
Secondary Education, Biology Education 7-12	No
Secondary Education, Chemistry Education 7-12	No
Secondary Education, English	No
Secondary Education, English Language Arts Education, 7-12	No
Secondary Education, History Education 7-12	No
Secondary Education, Mathematics Education 7-12	No
Secondary Education, Music Education 7-12	No
Secondary Education, Physical Education K-12	No
Secondary Education, Physics Education 7-12	No
Secondary Education, Religious Education	No
Secondary Education, Science Education, 7-12	No
Secondary Education, Social Science Education 7-12	No
Secondary Education, Vocal Music Education,7-12	No
Total number of teacher preparation programs: 15	

Section I.b Admissions

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

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:

www.ucollege.edu/academics/human-development/education/program-admission

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

When all criteria is met.

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	Yes	Yes
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	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	No
Interview	Yes	No
Other Felony Statement, Personality Test, Speech and Hearing Clearance	Yes	Yes

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

2.75

What was the median GPA of individuals accepted into the program in academic year 2014-15

3.24

What is the minimum GPA required for completing the program?

2.75

What was the median GPA of individuals completing the program in academic year 2014-15

3.43

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?

No

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	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported
Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
Other	Data not reported	Data not reported

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

What was the median GPA of individuals accepted into the program in academic year 2014-15

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2014-15

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 2014-15:	79
Unduplicated number of males enrolled in 2014-15:	24
Unduplicated number of females enrolled in 2014-15:	55

2014-15	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	14
Race	
American Indian or Alaska Native:	0
Asian:	1
Black or African American:	6
Native Hawaiian or Other Pacific Islander:	0
White:	55
Two or more races:	3

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2014-15.

Average number of clock hours of supervised clinical experience required prior to student teaching	100
Average number of clock hours required for student teaching	640
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	2
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	16
Number of students in supervised clinical experience during this academic year	13

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

The response provided above reflects faculty directly engaged with candidates in supervised clinical experience which, in Nebraska, is defined as the student teaching experience. In addition to the numbers reported above, 5 individuals are engaged with other supervised field experiences such as the state required 100 hour practicum. The number provided reflects adjunct faculty and PK12 teachers (cooperating teachers) directly engaged with candidates in supervised clinical experience which, in Nebraska, is defined as the student teaching experience. The number provided reflects candidates in supervised clinical experience which, in Nebraska, is defined as the student teaching experience. In addition to the numbers reported above, 92 candidates participated in other supervised field experiences such as the state-required 100 hour practicum.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2014-15. 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	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	10
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
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	1
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
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 - Other Specify: Religious Education	2

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2014-15. 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	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	10
Teacher Education - Junior High/Intermediate/Middle School Education	
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	1
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
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	
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: Religious Education	2

Section I.f Program Completers

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

2014-15: 13

2013-14: 13

2012-13: 17

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 2014-15

Did your program prepare teachers in mathematics in 2014-15?

Yes

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

1

Did your program meet the goal for prospective teachers set in mathematics in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

The Enrollment Services team recruits for all majors. We provide specific information for each major and meet with prospective students - for all majors in education. The education faculty also participates in the activities provided for visiting students.This includes classroom activities, booth set-ups and games, luncheons and dinner times together.

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 2015-16

Is your program preparing teachers in mathematics in 2015-16?

Yes

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

1

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in mathematics in 2016-17?

Yes

How many prospective teachers does your program plan to add in mathematics in 2016-17?

1

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 2014-15

Did your program prepare teachers in science in 2014-15?

Yes

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

1

Did your program meet the goal for prospective teachers set in science in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

The Enrollment Services team recruits for all majors. We provide specific information for each major and meet with prospective students - for all majors in education. The education faculty also participates in the activities provided for visiting students.This includes classroom activities, booth set-ups and games, luncheons and dinner times together.

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 2015-16

Is your program preparing teachers in science in 2015-16?

Yes

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

0

Provide any additional comments, exceptions and explanations below:

The same number will continue and we do not know yet what the new students will register as their majors.

Academic year 2016-17

Will your program prepare teachers in science in 2016-17?

Yes

How many prospective teachers does your program plan to add in science in 2016-17?

1

Provide any additional comments, exceptions and explanations below:

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 2014-15

Did your program prepare teachers in special education in 2014-15?

No

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

Did your program meet the goal for prospective teachers set in special education in 2014-15?

NA

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:

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in special education in 2015-16?

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in special education in 2016-17?

No

How many prospective teachers does your program plan to add in special education in 2016-17?

Provide any additional comments, exceptions and explanations below:

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 2014-15

Did your program prepare teachers in instruction of limited English proficient students in 2014-15?

No

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

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2014-15?

NA

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:

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in instruction of limited English proficient students in 2015-16?

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in instruction of limited English proficient students in 2016-17?

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2016-17?

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.
NA

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:

Field experiences are a cornerstone of the unit's program towards the development of knowledge, skills, and professional dispositions that support learning for all students. The NDE Rule 20 requires a minimum of 100 hours of field experience before candidates can student teach. Union College is in the College View neighborhood in Nebraska's capital, and in 2010-2011, 90% of the unit's candidates completed their field experiences in the Lincoln Public School District (LPS). LPS is a multilingual environment, with over 50 languages represented, and with increasingly diverse ethnic and racial demographics due to the fact that Lincoln is a relocation center for refugees. In October 2009, for example, Caucasians represented approximately 72% of the student population; African Americans or Black 7%; American Indian 1.3%; Asian or Pacific Islander 4.5%; Hispanic 10.1% and Multi-Ethnic 5.2%.While the specific percentages regarding ethnicity may vary each year, the candidates continue to complete the majority of their field experience in LPS.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	4			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students	4			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS)	2			

All enrolled students who have completed all noncl				
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	4			
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All enrolled students who have completed all noncl	13	180	12	92
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	8			
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	10	179	10	100
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	14	179	14	100
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	14	182	14	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All enrolled students who have completed all noncl	12	179	12	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	8			
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	10	177	10	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	14	178	14	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	14	180	14	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All enrolled students who have completed all noncl	11	175	11	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS)	8			

Other enrolled students				
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	10	178	10	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	14	175	14	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	14	176	14	100

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2014-15	10	10	100
All program completers, 2013-14	14	14	100
All program completers, 2012-13	14	14	100

Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?
Yes

If yes, please specify the organization(s) that approved or accredited your program:
State
NCATE

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.

Each student is required to complete a technology course as part of the general education at Union College. Additional assignments are given in each of the education classes which require students to use technology for classroom presentation and in lesson planning for their practicum and student teaching.In the 2016-17 school year, a new course, Educational Technology, will replace the general technology course previously required.

Unit faculty model the use of technology which includes web sites, video/DVDs, Smartboard,Smartboard software, document camera and PowerPoint. Exposure to the above listed technology is important for candidates since they are required to incorporate technology in preparation and presentation of course assignments, evaluation of web sites, software, and technology to assist in teaching.The primary classroom for use of Education professors will be remodeled in the summer of 2016 and additional technology components will be added.

When completing the Teacher Work Sample, the data collected while teaching the unit - pre-test, post-test, etc. - is compiled into a table or chart to present the findings as part of the TWS.

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**
  No

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.

The following are the course objective of the special education class that is taught on campus.

1. To discover what is meant by the terms "students with exceptionalities," special education, and disabilities.

2. To list relevant provisions made for special populations under Federal Laws, and to discover how the provisions are currently being made in general curriculum

classrooms.

3. To discuss effective instruction in the light of the special needs of students.

4. To identify possible negative effects of labeling and to discuss arguments for and against separate "special education" and inclusion.

5. To examine assessment and the role it plays in special education services.

6. To outline the characteristics, and strengths of students who have disabilities; who are different culturally, linguistically, or socio-economically; and those who are gifted and talented.

7. To review and discuss instructional approaches and teaching tactics for use with students with disabilities, giftedness, and other diverse backgrounds.

8. To indicate current issues, concerns, and trends related to special education and inclusion.

9. To gain knowledge and experience by interacting with students who are receiving special education services or students who are identified as gifted through completion of 20 hours of direct observation in public school classrooms that reflect socioeconomic and cultural diversity.

Methods to teach ELL/ESL learners in the traditional classroom will be incorporated into the already established methods courses: Methods of Reading and Language Arts and Math Methods.

The number of total hours required for graduation has been lowered; therefore adding a new course is not feasible at this time.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
  NA
- **participate as a member of individualized education program teams**
  NA
- **teach students who are limited English proficient effectively**
  NA

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.**

We do not offer a special education program. However, we do include a course for all education students, EDUC 346, Special Education in the Classroom which includes 20 hours of field experience, with 15 hours special needs and 5 hours gifted.The field work packet is currently under revision.

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.

Regarding Section 1.c Enrollment: Teacher candidates in elementary and secondary education programs are required to demonstrate their content knowledge by successfully completing a comprehensive, multi-disciplinary program of study and a sequence of professional courses in education, theory, and teaching methods.

The general education (LEAD) core requirements for all education candidates emphasize a liberal arts foundation and consist of 41 hours in the areas of communication, fine arts, health and human performance, history, humanities, religion, science, social science, and technology. Elementary education candidates complete the major requirements in a spectrum of academic areas that consist of 107 credit hours, 48 credit hours of professional education courses and 16 credit hours of student teaching. Secondary candidates complete the major requirements in an academic discipline that varies from 30 to 58 credit hours, 29 credit hours of professional education courses and 16 credit hours of student teaching. All programs are centered on certification standards that have been developed in line with standards established by the Nebraska Department of Education (NDE). The Unit Faculty work with Arts and Science faculty and administrators in the content areas to ensure that course content reflects the requirements outlined in each content area. Each summer, program reviews are submitted to the NDE for approval. Over the last five years, a total of 91 candidates completed endorsements in the following areas: BS in Elementary Education,Biology,English, History, English Language Arts,Math , Music, Physical Education,Science,Social Science Education, Chemistry and Religious Education. In the education program, three key assessments that provide evidence of candidate knowledge in the content area are: (1) a cumulative GPA of 2.75 or higher to become eligible for provisional, full, and student teaching admission, graduation and initial state certification; (2) a grade of "C" or higher in courses in the major; (3) passing scores on the Pre-Professional Skills Test (PPST), now the Core, as determined by the NDE. The PPST scores – 100% met NDE requirements Candidates complete a professional course of study based upon the Unit's conceptual framework that includes a well-planned sequence of courses designed to provide the candidates with the pedagogical content knowledge necessary to help all students learn. The sequence allows all candidates the opportunity to study theory, observe instructional techniques associated with a content area, and gain practical experience in their major in P-12 classrooms. Rule 20 of the NDE requires a minimum of 100 hours of field experience prior to the student teaching. Methods courses are designed around certification standards (Rule 24), which incorporate the INTASC standards and standards established by the learned societies. All methods courses require performance-based assessments requiring candidates to observe, plan, instruct, and assess activities for students in P-12 classrooms. Candidates present lessons to their peers and P-12 students in order that they might be assessed on the challenging, clear, and compelling ways in which lesson is taught. Candidates receive the feedback and reflect on ways that a lesson might be improved. In the education program, two key assessments providing evidence of candidate pedagogical content knowledge and skills are: (1) a grade of "C" or higher in all required professional education courses; (2) completion of a minimum of 100 hours of field experience. • Number completing minimum 100 hours - 91 students with 100 to 140 hours (5 years) As candidates student teach, lesson plans are derived from mandated curriculum standards within in which candidates are student teaching. Candidates are required to identify in their lesson plans ways in which technology can be integrated into instruction, strategies to enhance instruction for special needs students and strategies for dealing with student diversity in a positive way. Candidates' teaching and lessons plans are assessed based upon the outcomes identified in the conceptual framework. The outcomes for the conceptual framework have been aligned with NCATE, INTASC and NDE Standards. The candidates are assessed by their Cooperating teacher and College supervisor. Additionally, candidates reflect on their experiences and develop plans for personal improvement during student teaching. During student teaching, candidates complete a TWS and their year 3 portfolio. Senior elementary and secondary education candidates are required to take and pass the Praxis II for program completion. In the education program, seven key assessments providing evidence of candidate professional and pedagogical knowledge and skills are: (1) a grade of "C" or higher on all lesson plans; (2) an average score of 3 or higher on teaching performance evaluation; (3) a score of 2 or higher in each section of the TWS; (4) a score of 2 or higher on year 3 portfolio; (5) average GPA for student teaching; (6) passing scores (159) on the Praxis II as determined by the NDE; (7) completing the Praxis II math field test Number of students with 2 or higher on year 3 portfolio – 100% Average GPA for student teaching - 3.76 In the education program, three key assessments providing evidence of candidate professional disposition are: (1) an average score of 3 or higher on disposition survey; (2) an average score of 3 or higher on student cooperating teacher evaluations in the area of disposition; (3) a score of 2 or higher on portfolio in the area of disposition. Candidate performance on the key assessments for content knowledge, pedagogical content knowledge and skills, professional and pedagogical knowledge and skills, and professional disposition indicates that they have met or exceeded the standard. Two studies are conducted to determine how well our candidates were prepared for the world of teaching. Each spring new teachers and their supervisors are surveyed. The follow-up surveys confirm that our candidates have the knowledge, skills and professional dispositions necessary to help all students learn and be successful in their first year and beyond. We have also added a ten day pre-session experience for the elementary education students. This is a time during which they work with a cooperating teacher in the preparation of a classroom and the first days of school. Additional information regarding educational technology has been incorporated into a senior class.

Supporting Files

Complete Report Card