



College of St. Mary  
Traditional Report AY 2016-17  
Nebraska



REPORT COMPLETE

STATUS: CERTIFIED

## Institution Information

### ADDRESS

7000 Mercy Road

### CITY

Omaha

### STATE

Nebraska

### ZIP

68106

### SALUTATION

Dr.

### FIRST NAME

Paula

### LAST NAME

Peal

### PHONE

(402) 399-2651

### EMAIL

ppeal@csm.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?

(<https://www2.ed.gov/programs/tqpartnership/awards.html>)

☐ Yes  
☒ No

If yes, provide the following:

AWARD YEAR

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

- ☐ Residency
- ☐ Pre-baccalaureate
- ☐ Both Residency and Pre-baccalaureate

# List of Programs

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year’s report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

THIS PAGE INCLUDES:

>> [Program Information](#)

## 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 <https://www2.ed.gov/programs/tqpartnership/awards.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Art	No	
Biology	No	
Business, Marketing and Information Technology	No	
Chemistry	No	
Early Childhood Education	No	
Early Childhood Inclusive	No	
Elementary Education	No	
English as a Second Language	No	
English Language Arts	No	
Health and Physical Education	No	
Mathematics	No	
Middle Grades	No	
Reading and Writing 7-12	No	
Reading and Writing K-6	No	
Religious Education	No	

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Science	No	
Secondary English	No	
Social Science	No	
Spanish	No	
Special Education 7-12	No	
Special Education K-6	No	
Total number of teacher preparation programs: 21		



# Program Requirements

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

- >> [Admissions](#)
- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

## Admissions

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

Sophomore year



If Other, please specify:

2. Does your initial teacher certification program conditionally admit students?

- ☒ Yes
- ☐ No

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

http://www.csm.edu/academics/education

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

Transfer candidates who enter at the sophomore or junior level are admitted at the end of their first or second semester at College of Saint Mary. The Department has used the INSTITUTIONAL RECOMMENDATION FOR ACCEPTING A COMPOSITE SCORE FOR MEETING THE BASIC SKILLS COMPETENCY REQUIREMENT in some cases, resulting in lower than 100 percent pass rates on the ETS data sheet.

## Undergraduate Requirements

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

1. Are there initial teacher certification programs at the undergraduate level?

- ☒ Yes
- ☐ 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 undergraduate level. If no, leave the rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <div>ePortfolio</div>	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.65

3. What was the median GPA of individuals accepted into the program in academic year 2016-17?

3.634

4. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

5. What was the median GPA of individuals completing the program in academic year 2016-17?

3.717

6. Please provide any additional information about the information provided above:

## Postgraduate Requirements

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

1. Are there initial teacher certification programs at the postgraduate level?

☒ Yes  
☐ 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. If no, leave the rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text" value="e portfolio"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

3. What was the median GPA of individuals accepted into the program in academic year 2016-17?

3.103

4. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

5. What was the median GPA of individuals completing the program in academic year 2016-17?

3.944

6. Please provide any additional information about the information provided above:

# Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2016-17. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

[Additional guidance on reporting supervised clinical experience and nonclinical coursework.](#)

Average number of clock hours of supervised clinical experience required prior to student teaching	171
Average number of clock hours required for student teaching	654
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)	6
Number of students in supervised clinical experience during this academic year	49

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

College of Saint Mary Teacher Education candidates begin supervised practicum/field experiences the first semester they are enrolled and continue to engage in field experiences throughout the entire program. In Nebraska, Clinical is defined as student teaching experience. Numbers represent student teaching/clinical hours and faculty only.

# Enrollment

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

If your IHE offers both traditional and alternative programs, be sure to enter the candidates enrolled in the appropriate reports. For the traditional report, provide only the candidates enrolled in traditional programs within the IHE. For the alternative report, provide only the candidates enrolled in the alternative programs within the IHE.

After entering the enrollment data, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Enrollment](#)

## Enrollment

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 2016-17	153
Unduplicated number of males enrolled in 2016-17	9
Unduplicated number of females enrolled in 2016-17	144

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.  [\(§205\(a\)\(1\)\(C\)\(ii\)\(H\)\)](#)

2016-17	Number Enrolled
Ethnicity	
Hispanic/Latino of any race	13
Race	

2016-17	Number Enrolled
American Indian or Alaska Native	1
Asian	2
Black or African American	18
Native Hawaiian or Other Pacific Islander	0
White	113
Two or more races	4

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

## Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2016-17. 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\(b\)\(1\)\(H\)\)](#)

[Additional guidance on reporting teachers prepared by subject area.](#)

### What are CIP Codes?

☐

 No teachers prepared in academic year 2016-17

CIP Code	Subject Area	Number Prepared
13.01	Education - General	<input type="text" value="0"/>
13.10	Teacher Education - Special Education	<input type="text" value="14"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="6"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="17"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="5"/>
13.1205	Teacher Education - Secondary Education	<input type="text" value="14"/>
13.1206	Teacher Education - Multiple Levels	<input type="text" value="9"/>

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	0
13.1303	Teacher Education - Business	2
13.1305	Teacher Education - English/Language Arts	10
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	0
13.1312	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	5
13.1315	Teacher Education - Reading	4
13.1316	Teacher Education - Science Teacher Education/General Science	6
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	0
13.1319	Teacher Education - Technical Education	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1325	Teacher Education - French	0
13.1326	Teacher Education - German	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	0
13.1330	Teacher Education - Spanish	2



CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	<input type="text" value="0"/>
13.1332	Teacher Education - Geography	<input type="text" value="0"/>
13.1333	Teacher Education - Latin	<input type="text" value="0"/>
13.1335	Teacher Education - Psychology	<input type="text" value="0"/>
13.1337	Teacher Education - Earth Science	<input type="text" value="0"/>
13.14	Teacher Education - English as a Second Language	<input type="text" value="8"/>
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	<input type="text" value="0"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text" value="0"/>

## Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2016-17. 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\(b\)\(1\)\(H\)](#))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

[Additional guidance on reporting teachers prepared by academic major.](#)

### What are CIP Codes?

☐ No teachers prepared in academic year 2016-17

CIP Code	Academic Major	Number Prepared
13.01	Education - General	<input type="text" value="0"/>
13.10	Teacher Education - Special Education	<input type="text" value="14"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="6"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="17"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="5"/>
13.1205	Teacher Education - Secondary Education	<input type="text" value="14"/>
13.1301	Teacher Education - Agriculture	<input type="text" value="0"/>

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	<input type="text" value="0"/>
13.1303	Teacher Education - Business	<input type="text" value="2"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="10"/>
13.1306	Teacher Education - Foreign Language	<input type="text" value="0"/>
13.1307	Teacher Education - Health	<input type="text" value="0"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text" value="0"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text" value="0"/>
13.1311	Teacher Education - Mathematics	<input type="text" value="0"/>
13.1312	Teacher Education - Music	<input type="text" value="0"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text" value="5"/>
13.1315	Teacher Education - Reading	<input type="text" value="4"/>
13.1316	Teacher Education - Science	<input type="text" value="6"/>
13.1317	Teacher Education - Social Science	<input type="text" value="0"/>
13.1318	Teacher Education - Social Studies	<input type="text" value="0"/>
13.1319	Teacher Education - Technical Education	<input type="text" value="0"/>
13.1321	Teacher Education - Computer Science	<input type="text" value="0"/>
13.1322	Teacher Education - Biology	<input type="text" value="1"/>
13.1323	Teacher Education - Chemistry	<input type="text" value="0"/>
13.1324	Teacher Education - Drama and Dance	<input type="text" value="0"/>
13.1325	Teacher Education - French	<input type="text" value="0"/>
13.1326	Teacher Education - German	<input type="text" value="0"/>
13.1328	Teacher Education - History	<input type="text" value="0"/>
13.1329	Teacher Education - Physics	<input type="text" value="0"/>
13.1330	Teacher Education - Spanish	<input type="text" value="2"/>
13.1331	Teacher Education - Speech	<input type="text" value="0"/>

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	<input type="text" value="0"/>
13.1333	Teacher Education - Latin	<input type="text" value="0"/>
13.1335	Teacher Education - Psychology	<input type="text" value="0"/>
13.1337	Teacher Education - Earth Science	<input type="text" value="0"/>
13.14	Teacher Education - English as a Second Language	<input type="text" value="8"/>
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	<input type="text" value="0"/>
13.03	Education - Curriculum and Instruction	<input type="text" value="0"/>
13.09	Education - Social and Philosophical Foundations of Education	<input type="text" value="0"/>
24	Liberal Arts/Humanities	<input type="text" value="0"/>
42	Psychology	<input type="text" value="0"/>
45.01	Social Sciences	<input type="text"/>
45.02	Anthropology	<input type="text" value="0"/>
45.06	Economics	<input type="text" value="0"/>
45.07	Geography and Cartography	<input type="text" value="0"/>
45.10	Political Science and Government	<input type="text" value="0"/>
45.11	Sociology	<input type="text" value="0"/>
50	Visual and Performing Arts	<input type="text" value="0"/>
54	History	<input type="text" value="0"/>
16	Foreign Languages	<input type="text" value="0"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text" value="0"/>
23	English Language/Literature	<input type="text" value="10"/>
38	Philosophy and Religious Studies	<input type="text" value="1"/>
01	Agriculture	<input type="text" value="0"/>
09	Communication or Journalism	<input type="text" value="0"/>
14	Engineering	<input type="text" value="0"/>

CIP Code	Academic Major	Number Prepared
26	Biology	<input type="text" value="1"/>
27	Mathematics and Statistics	<input type="text" value="0"/>
40.01	Physical Sciences	<input type="text" value="0"/>
40.02	Astronomy and Astrophysics	<input type="text" value="0"/>
40.04	Atmospheric Sciences and Meteorology	<input type="text" value="0"/>
40.05	Chemistry	<input type="text" value="0"/>
40.06	Geological and Earth Sciences/Geosciences	<input type="text" value="0"/>
40.08	Physics	<input type="text" value="0"/>
52	Business/Business Administration/Accounting	<input type="text" value="2"/>
11	Computer and Information Sciences	<input type="text" value="0"/>
99	Other Specify: <input type="text"/>	<input type="text"/>

On this page, enter the total number of individuals who completed the program in AY 2016-17 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Program Completers](#)

## Program Completers

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

2016-17	<div>49</div>
2015-16	<div>64</div>
2014-15	<div>64</div>

# Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

- >> [Annual Goals - Mathematics](#)
- >> [Annual Goals - Science](#)
- >> [Annual Goals - Special Education](#)
- >> [Annual Goals - Instruction of Limited English Proficient Students](#)
- >> [Assurances](#)

## 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 <https://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 2016-17

1. Did your program prepare teachers in mathematics in 2016-17?

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2016-17?

3

3. Did your program meet the goal for prospective teachers set in mathematics in 2016-17?

- ☒ Yes
- ☐ No
- ☐ Not applicable

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

### Academic year 2017-18

7. Is your program preparing teachers in mathematics in 2017-18?

- ☒ Yes  
☐ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2017-18?

4

9. Provide any additional comments, exceptions and explanations below:

### Academic year 2018-19

10. Will your program prepare teachers in mathematics in 2018-19?

- ☒ Yes  
☐ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2018-19?

2

12. Provide any additional comments, exceptions and explanations below:

## 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 <https://www2.ed.gov/about/offices/list/oep/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 2016-17

1. Did your program prepare teachers in science in 2016-17?

- ☒ Yes  
☐ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in science in 2016-17?

5

3. Did your program meet the goal for prospective teachers set in science in 2016-17?

- ☒ Yes  
☐ No  
☐ Not applicable

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

College of Saint Mary continues to recruit future teachers in the field of Science. Cooperation between the Teacher Education and Science Department faculty provides strong support for teacher candidates. A reduction in tuition for undergraduates should help to attract additional candidates.

### Academic year 2017-18

7. Is your program preparing teachers in science in 2017-18?

- ☒ Yes  
☐ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2017-18?

5

9. Provide any additional comments, exceptions and explanations below:

### Academic year 2018-19

10. Will your program prepare teachers in science in 2018-19?

- ☒ Yes  
☐ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2018-19?

4

12. Provide any additional comments, exceptions and explanations below:

## 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 <https://www2.ed.gov/about/offices/list/oep/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 2016-17

1. Did your program prepare teachers in special education in 2016-17?

- ☒ Yes  
☐ No (leave remaining questions for year blank)

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

8

3. Did your program meet the goal for prospective teachers set in special education in 2016-17?

- ☒ Yes  
☐ No  
☐ Not applicable

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

In addition to the MAT cohorts, College of Saint Mary has reworked our Early Childhood Inclusive program. This is a growing need within Nebraska. College of Saint Mary continues to recruit future teachers in the field of Special Education. Cooperation between the Teacher Education and Special Education Department faculty provides strong support for teacher candidates. A reduction in tuition for undergraduates should help to attract additional candidates.

### Academic year 2017-18

7. Is your program preparing teachers in special education in 2017-18?

- ☒ Yes  
☐ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in special education in 2017-18?

8

9. Provide any additional comments, exceptions and explanations below:

### Academic year 2018-19

10. Will your program prepare teachers in special education in 2018-19?

- ☒ Yes  
☐ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2018-19?

9

12. Provide any additional comments, exceptions and explanations below:

## 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 <https://www2.ed.gov/about/offices/list/oep/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 2016-17

1. Did your program prepare teachers in instruction of limited English proficient students in 2016-17?

- ☒ Yes  
☐ No (leave remaining questions for year blank)

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

10

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2016-17?

- ☒ Yes  
☐ No  
☐ Not applicable

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

We added an additional endorsement of Reading and Writing to the Master's of Arts in Teaching elementary option. This is also an area of need in Nebraska. This may impact the number of ESL trained teachers at College of Saint Mary. College of Saint Mary continues to recruit future teachers in the field of English as a Second Language. Cooperation between the Teacher Education and English Department faculty provides strong support for teacher candidates. A reduction in tuition for undergraduates should help to attract additional candidates.

### Academic year 2017-18

7. Is your program preparing teachers in instruction of limited English proficient students in 2017-18?

- ☒ Yes

☐ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2017-18?

9

9. Provide any additional comments, exceptions and explanations below:

### Academic year 2018-19

10. Will your program prepare teachers in instruction of limited English proficient students in 2018-19?

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2018-19?

5

12. Provide any additional comments, exceptions and explanations below:

## 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.

1. 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
- ☐ No

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

- ☒ Yes
- ☐ No

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

- ☒ Yes
- ☐ No
- ☐ Program does not prepare special education teachers

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

- ☒ Yes
- ☐ No

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

- ☒ Yes
- ☐ No

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

☒ Yes  
☐ No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

☒ Yes  
☐ No

8. Describe your institution's most successful strategies in meeting the assurances listed above:

College of Saint Mary maintains close relationships with human resources offices in local school districts and tracks hiring trends. Candidates are encouraged to pursue education endorsements in areas of need such as Special Education, English as a Second Language, Mathematics, and Science. Making Special Education and English as a Second Language endorsements available to the post-bachelor's program in 2008 significantly increased the number of graduates who obtained those endorsements. The program's number of practicum hours in genuine and diverse classroom settings have been maintained to provide candidates with many opportunities to work with actual classroom teachers. These experiences enable candidates to become involved in and develop understanding of instructional decisions made by practicing teachers. All teacher candidates, including those seeking endorsement in Special Education, must complete 47 credit hours of a core curriculum in liberal arts which include language arts, mathematics, natural sciences, social sciences, fine arts, philosophy, and psychology. Special education K-6 teacher candidates are required to do a dual major in elementary and special education. This creates a basis of understanding around grade level expectations and elementary standards. All teacher education candidates at College of Saint Mary take a general overview course SPE 101/501 and a second special education course SPE 240/540. Within these two courses, general education preservice teachers learn about teaching diverse learners and the referral process. As a part of the overview in SPE 101/501 candidates are introduced to common characteristics of disabilities and the concept of differentiated instruction and co-teaching to meet the needs of diverse learners. Within this course candidates are introduced to the referral and IEP/IFSP process. Examples of SAT, MDT and IEP/IFSP forms used are provided within the instruction piece to acquaint candidates with varying roles the general education teacher plays in this process. Additionally, all candidates are required to complete a 10 hour special education classroom observation in conjunction with this course. Candidates are asked to observe how the general education teacher uses technology and methodologies to reach all students within the classroom. Units required in SPE 101/501 focus on working with English Language learners, co-teaching and RtI practices. All Teacher Education candidates are required to take SPE 240/540. Within this course, candidates learn to strengthen communication skills with professionals, paraprofessionals, future students and parents. Content includes looking at communication skills needed to be part of a collaborative team of professionals. Role playing of difficult classroom situations including situations with parents, students and professionals is a part of the course. Within the classroom instruction, teacher candidates participate in mock parent/teacher conferences, and outlines of SAT, MDT and IEP/IFSP meetings. A required unit in this course focuses on students living in poverty. Candidates enrolled in SPE 240 are required to complete a 10 hour service project. The hands on experience associated with tutoring offers insight into the needs of children and families with limited English proficiency and issues associated with those who live in poverty. Working with students with limited English proficiency is addressed in both these courses as well as all educational methods courses. Most College of Saint Mary teachers obtain positions in urban schools upon graduation. Therefore, the program places candidates in field experience and clinical practice settings with diverse populations of students, including those from low SES families, limited English speaking students, and children of varied races, ethnicities and abilities. The program's strong partnerships with local school districts and community agencies enable candidates to develop extensive skills in teaching all children in all settings.

On this page, review the assessment pass rates. Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	2			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	68	169	68	100
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2016-17	34	168	34	100
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2015-16	13	170	13	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students	67	183	67	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2016-17	35	185	35	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2015-16	13	188	13	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	68	171	67	99
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2016-17	35	173	35	100
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2015-16	15	173	15	100
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2016-17	3			
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	4			
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2016-17	22	170	22	100
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2015-16	17	165	17	100
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) Other enrolled students	3			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2016-17	5			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2015-16	3			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	4			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2016-17	4			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	7			
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2016-17	8			
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	42	180	42	100
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	58	180	58	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	7			
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2016-17	8			
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	42	180	42	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	58	180	58	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	7			
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2016-17	8			
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	42	177	42	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	58	177	58	100
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) Other enrolled students	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2016-17	9			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2015-16	7			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2015-16	1			



# Summary Pass Rates

On this page, review the summary pass rates. Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

## Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2016-17	49	49	100
All program completers, 2015-16	60	59	98
All program completers, 2014-15	59	59	100

# Low-Performing

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Low-Performing](#)

## Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.  [\(§205\(a\)\(1\)\(D\), §205\(a\)\(1\)\(E\)\)](#)

1. Is your teacher preparation program currently approved or accredited?

- ☒ Yes
- ☐ No

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

- ☒ State
- ☐ NCATE
- ☐ TEAC
- ☐ CAEP
- ☒ Other specify:

Higher Learning Commission of North Central Association of Colleges and Universities

2. 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)?

- ☐ Yes
- ☒ No

# Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

## Use of Technology

1. 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. [\(\\$205\(a\)\(1\)\(F\)\)](#)

Does your program prepare teachers to:

a. integrate technology effectively into curricula and instruction

- ☒ Yes
- ☐ No

b. use technology effectively to collect data to improve teaching and learning

- ☒ Yes
- ☐ No

c. use technology effectively to manage data to improve teaching and learning

- ☒ Yes
- ☐ No

d. use technology effectively to analyze data to improve teaching and learning

- ☒ Yes
- ☐ No

2. 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.

The university's commitment to technology provides continuous opportunities for pre-service teachers to develop technology skills and to become proficient in integrating technology into instructional pedagogy and planning. College of Saint Mary preservice teachers are taught to become leaders in educational technology and are encouraged to share their knowledge of technology with cooperating teachers in the field. All candidates complete EDU 201/501 Technology in the Classroom or SPE 201/510 Adaptive Technology, in which they create web sites which serve as program portfolios to monitor their growth as teachers. Candidates are required to include technology in lesson plans for field experience and clinical practice and to provide data on the growth of their students through a case study during clinical. The principles of Universal Design are integrated into all methods courses through emphasis on developmentally appropriate practices, multiple intelligences, and attention to diversity and special needs. During Clinical/Student Teaching all College of Saint Mary candidates complete a case study incorporating technology and universal design principles to support and document their own teaching practices.



On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. If you submitted an IPRC last year, this section is pre-loaded from your prior year’s report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

## 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.  [\(§205\(a\)\(1\)\(G\)\)](#)

1. Does your program prepare general education teachers to:

a. teach students with disabilities effectively

☒ Yes

☐ No

b. participate as a member of individualized education program teams

☒ Yes

☐ No

c. teach students who are limited English proficient effectively

☒ Yes

☐ No

2. 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.

As a part of the overview in SPE 101/501 candidates are introduced to common characteristics of disabilities and the concept of differentiated instruction and team teaching to meet the needs of diverse learners. Within this course candidates are introduced to the referral and IEP/IFSP process. Examples of SAT, MDT and IEP/IFSP forms used are within the instruction piece to acquaint candidates with the varying roles the general education teacher plays in this process. Additionally, all candidates are required to complete a 10 hour special education classroom observation in conjunction with this course. Candidates are asked to observe how the general education teacher uses technology and methodologies to reach all students within the classroom. One of the units required in SPE 101/501 focuses on working with English Language learners. All Teacher Education candidates are required to take SPE 240/540. Within this course, candidates learn to strengthen communication skills with professionals, future students and parents. Content includes looking at communication skills needed to be part of a collaborative team of professionals. Role playing of difficult classroom situations including situations with parents, students and professionals is a part of the course. Within the classroom instruction, teacher candidates participate in mock parent/teacher conferences, and outline information needed for SAT, MDT, and IEP/IFSP meetings, co-teaching and RtI. A required unit in this course focuses on students living in poverty. Candidates enrolled in SPE 240 are required to complete a 10 hour service project. The hands on experience associated with tutoring offers insight into the needs of children and families with limited English proficiency and issues associated with those who live in poverty. Working with Students with limited English proficiency is addressed in both these courses as well as all educational methods courses. Additionally, all elementary education and early childhood majors are required to take SPE 430/530 a literacy assessment course. This course teaches candidates to use an assessment cycle to better understand individual needs of students around literacy learning. During this course at CSM, candidates are required to create a case study around tutoring practices and document data based teaching practices within the tutoring instruction completed during this course.

**3. Does your program prepare special education teachers to:**

**a. teach students with disabilities effectively**

- ☒ Yes  
☐ No  
☐ Program does not prepare special education teachers

**b. participate as a member of individualized education program teams**

- ☒ Yes  
☐ No  
☐ Program does not prepare special education teachers

**c. teach students who are limited English proficient effectively**

- ☒ Yes  
☐ No  
☐ Program does not prepare special education teachers

**4. 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.**

Candidates receiving an endorsement in Special Education are required to take a general education major. All teacher education candidates at the College of Saint Mary take a general overview course SPE 101/501 and a second Special Education course SPE 240/540. Within in these two courses general education preservice teachers learn about teaching diverse learners and the referral process. As a part of the overview in SPE 101/501 candidates are introduced to common characteristics of disabilities and the concept of differentiated instruction and co-teaching to meet the needs of diverse learners. Within this course, candidates are introduced to the referral and IEP/IFSP process. Examples of SAT, MDT and IEP/IFSP forms used are within the instruction piece to acquaint candidates with the varying roles the general education teacher plays in this process. Additionally, all candidates are required to complete a 10 hour special education classroom observation in conjunction with this course. Candidates are asked to observe how the general education teacher uses technology and methodologies to reach all students within the classroom. One of the units required in SPE 101/501 focuses on working with English Language learners. All Teacher Education candidates are required to take SPE 240/540. Within this course, candidates learn to strengthen communication skills with professionals, future students and parents. Content includes looking at communication skills needed to be part of a collaborative team of professionals. Role playing of difficult classroom situations including situations with parents, students and professionals is a part of the course. Within the classroom instruction, teaching candidates participate in mock parent/teacher conferences, and outlines of information needed for SAT, MDT and IEP/IFSP meetings. A required unit in this course focuses on students living in poverty. Candidates enrolled in SPE 240 are required to complete a 20 hour service project tutoring immigrant children at a Mercy Housing facility. The hands on experience associated with tutoring offers insight into the needs of children and families with limited English proficiency and issues associated with those who live in poverty. Working with Students with limited English proficiency is addressed in both these courses as well as all educational methods courses. Special Education candidates take course work in the areas of planning instruction for diverse populations (SPE 220/520 and SPE 331/531). Within the content of these courses candidates examine research based teaching methodologies closely associated with disabilities and English Language Learners. They work on strategies for tying these methodologies to IEP goals for successful instruction and evaluation of learning. They work on collaboration strategies required of Special Education teachers. Candidates closely examine how to utilize paraprofessional as a part of the teaching team, collaboration required to successfully co-teach, and communication needed to be a part of a collaborative referral/Rtl team. The focus of learning is on the role of the Special Education teacher within these varying situations. Additionally, candidates enrolled in SPE 7-12 secondary are enrolled in SPE 360/560, a course designed around Transition/Life Skills instruction for secondary level students. Special Education students are enrolled in a course with a 40 hour practicum located in a Special Education classroom (SPE 373/573). Students observe and implement approaches to remediation through supervised practicum experiences in self-contained classrooms, resource rooms or inclusive settings. Many of these practicum situations include a diverse population including English Language learners. While taking this course students are concurrently enrolled in a course directed specifically to the ethics and law of Special Education (SPE 333/533). Within the content of this course students are provided with hands on learning of the state record keeping and IEP system. They participate in and lead mock referral (SAT), MDT and IEP/IFSP meetings. Students are also required to attend an IEP meetings held at their practicum sites. Students learn how the law addresses requirements for working with students with disabilities and limited English proficiency within the scope of Special Education. Additionally, candidates enrolled in Special Education 7-12 secondary take an additional course, SPE 375/575, requiring 40 hours within a transition program setting. This setting gives them experiences in work and life skills instruction. Finally all students receiving an endorsement in Special Education are required to take two assessment courses beyond that required of the general education teachers (SPE 430/530 & SPE 222/522). These two courses concentrate on the assessment of diverse learners and the role that assessment plays in the referral, IEP and learning processes. Assessment strategies are taught for both formal and informal data gathering. Documentation of student progress is the focus of this coursework. Strategies are taught for documenting student work as required in IEP/IFSP and planning differentiated instruction based on student needs.



# Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

## 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 (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

The program's state accreditation visit was in November 2016. Full state approval by the Nebraska Board of Education was in August 2017.

## Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.



# Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

## Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **153**.

Number of program completers from Section I: Program Information, Program Completers is **49**.

For a total enrollment of **202**.

☐ I certify the total enrollment shown above is correct.

## Certification of submission

☒ I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Paula Peal

TITLE:

Program Director of Teacher Education

## Certification of review of submission

☒ I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF REVIEWER:

Jeff Keyte

TITLE:

Associate Dean, Arts, Sciences and Professional Studies

## Comparison with Last Year

Item	Last Year	This Year	Change
<a href="#">Total Enrollment</a>	129	153	18.60%
<a href="#">Male Enrollment</a>	8	9	12.50%
<a href="#">Female Enrollment</a>	121	144	19.01%
<a href="#">Hispanic/Latino Enrollment</a>	14	13	-7.14%
<a href="#">American Indian or Alaska Native Enrollment</a>	1	1	0.00%
<a href="#">Asian Enrollment</a>	1	2	100.00%
<a href="#">Black or African American Enrollment</a>	15	18	20.00%

Item	Last Year	This Year	Change
<a href="#">Native Hawaiian or Other Pacific Islander Enrollment</a>	0	0	
<a href="#">White Enrollment</a>	94	113	20.21%
<a href="#">Two or more races Enrollment</a>	3	4	33.33%
<a href="#">Average number of clock hours required prior to student teaching</a>	171	171	0.00%
<a href="#">Average number of clock hours required for student teaching</a>	654	654	0.00%
<a href="#">Average number of clock hours required for mentoring</a>	0	0	
<a href="#">Number of full-time equivalent faculty in supervised clinical experience during this academic year</a>	0	2	
<a href="#">Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)</a>	10	6	-40.00%
<a href="#">Number of students in supervised clinical experience during this academic year</a>	68	49	-27.94%
<a href="#">Total completers for current academic year</a>	64	49	-23.44%
<a href="#">Total completers for prior academic year</a>	64	64	0.00%
<a href="#">Total completers for second prior academic year</a>	49	64	30.61%