



University of Nebraska - Lincoln
Traditional Report AY 2019-20
Nebraska



REPORT COMPLETE
STATUS: **CERTIFIED**

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

181464

☐ THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

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CITY

Lincoln

STATE

Nebraska



ZIP

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SALUTATION

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List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both.

(\$205(a)(C))

THIS PAGE INCLUDES:

>> [List of Programs](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Teacher Preparation Program](#)

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	Both	
13.1	Special Education	Both	
13.1301	Teacher Education - Agriculture	UG	
13.1322	Teacher Education - Biology	Both	
13.1303	Teacher Education - Business	UG	
13.1323	Teacher Education - Chemistry	Both	
13.1337	Teacher Education - Earth Science	Both	
13.14	Teacher Education - English as a Second Language	PG	
13.1305	Teacher Education - English/Language Arts	Both	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Both	
13.1306	Teacher Education - Foreign Language	Both	
13.1316	Teacher Education - General Science	Both	
13.1307	Teacher Education - Health	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	UG	
13.99	Teacher Education - Other	Both	
13.1314	Teacher Education - Physical Education and Coaching	UG	

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1329	Teacher Education - Physics	Both	
13.1315	Teacher Education - Reading	PG	
13.1317	Teacher Education - Social Sciences	UG	
13.1331	Teacher Education - Speech	UG	
13.1309	Teacher Education - Technology/Industrial Arts	PG	

Total number of teacher preparation programs:

30

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

THIS PAGE INCLUDES:

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

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

Undergraduate Requirements

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 table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
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 type="radio"/> Yes <input checked="" 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 checked="" type="radio"/> Yes <input 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

Element	Admission	Completion
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <div></div>	<input type="radio"/> Yes <input type="radio"/> No	<input 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.)

2.5

3. 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

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

Postgraduate Requirements

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 table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
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 type="radio"/> Yes <input checked="" 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 checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" 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

Element	Admission	Completion
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <div></div>	<input type="radio"/> Yes <input type="radio"/> No	<input 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.)

3

3. 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

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

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2019-20. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

☒ Yes

☐ No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	<div>100</div>
Number of clock hours required for student teaching	<div>640</div>

Are there programs in which candidates are the teacher of record?

☐ Yes

☒ No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	<div></div>
Number of years required for teaching as the teacher of record in a classroom	<div></div>

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

7

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

111

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

336

Number of students in supervised clinical experience during this academic year

310

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

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

(§205(a)(1)(C)(ii))

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Enrolled Student](#)
- [Program Completer](#)

Enrollment and Program Completers

2019-20 Total	
Total Number of Individuals Enrolled	956
Subset of Program Completers	286

Gender	Total Enrolled	Subset of Program Completers
Male	233	208
Female	723	78
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	4	0
Asian	17	2
Black or African American	12	3
Hispanic/Latino of any race	55	15
Native Hawaiian or Other Pacific Islander	3	1
White	813	253

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	46	10
No Race/Ethnicity Reported	6	2

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.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic Major

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 2019-20.

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))

What are CIP Codes?

☐

No teachers prepared in academic year 2019-20

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="50"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="150"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	17
13.1301	Teacher Education - Agriculture	24
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	10
13.1305	Teacher Education - English/Language Arts	20
13.1306	Teacher Education - Foreign Language	5
13.1307	Teacher Education - Health	1
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	8
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	15
13.1312	Teacher Education - Music	21
13.1314	Teacher Education - Physical Education and Coaching	3
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	7
13.1317	Teacher Education - Social Science	16
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	6
13.1323	Teacher Education - Chemistry	4
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	1
13.1331	Teacher Education - Speech	2

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	<input type="text" value="2"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text" value="WBL"/>	<input type="text" value="42"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2019-20. 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.

What are CIP Codes?

Do participants earn a degree upon completion of the program?

- ☒ Yes
- ☐ No

☐ No teachers prepared in academic year 2019-20

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="50"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="150"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="17"/>
13.1301	Teacher Education - Agriculture	<input type="text" value="24"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text" value="10"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="20"/>
13.1306	Teacher Education - Foreign Language	<input type="text" value="5"/>
13.1307	Teacher Education - Health	<input type="text" value="1"/>

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	8
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	15
13.1312	Teacher Education - Music	21
13.1314	Teacher Education - Physical Education and Coaching	3
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	7
13.1317	Teacher Education - Social Science	16
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	6
13.1323	Teacher Education - Chemistry	4
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	1
13.1331	Teacher Education - Speech	2
13.1337	Teacher Education - Earth Science	2
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: WBL	42
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	<input type="text"/>
12	Personal and Culinary Services	<input type="text"/>
14	Engineering	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
21	Technology Education/Industrial Arts	<input type="text"/>
22	Legal Professions and Studies	<input type="text"/>
23	English Language/Literature	<input type="text"/>
24	Liberal Arts/Humanities	<input type="text"/>
25	Library Science	<input type="text"/>
26	Biological and Biomedical Sciences	<input type="text"/>
27	Mathematics and Statistics	<input type="text"/>
30	Multi/Interdisciplinary Studies	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
40	Physical Sciences	<input type="text"/>
41	Science Technologies/Technicians	<input type="text"/>
42	Psychology	<input type="text"/>
44	Public Administration and Social Service Professions	<input type="text"/>
45	Social Sciences	<input type="text"/>
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	<input type="text"/>
54	History	<input type="text"/>

CIP Code	Academic Major	Number Prepared
99	Other Specify: <div></div>	<div></div>

Respond to the following assurances. Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. [\(§205\(a\)\(1\)\(A\)\(iii\); §206\(b\)\)](#)

Program Assurances

1. Program 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:
- Required courses; dialogue with school districts plus meeting state guidelines, standards and National Accreditation.

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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

[>> Report Progress on Last Year's Goal \(2019-20\)](#)

[>> Review Current Year's Goal \(2020-21\)](#)

[>> Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in mathematics in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

Increase diversity of program students by 10%. Increase students in program by 3.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

a. Increase diversity of program-Yes, grew from one graduate to 3 b. Increase students in program by 3-No, number of students has gone down-most likely because of pandemic conditions that caused an overall drop in registration. 4. Strategies used: a. Follow up with students who had difficulties by advisor and major professor b. Early admittance to program to improve contact c. Recruitment of MA students by Graduate Chair d. Improvement of clarity on website (for MA) e. Support for pre-service teachers of color is a department wide initiative including Math teachers

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

a. Create Partnership with middle and high schools with large number of students from minoritized communities b. Create partnership with community organizations (e.g. Boys and Girls club, Churches) c. Expand funding sources to support students who wish to become Math teachers including grants and Fund raising d. Continuous support for students in the program to improve retention, specifically success in Math courses. The support will expand to include peer support networks.

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

N/A

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in mathematics in 2020-21? If no, leave the next question blank.

☒

Yes

☐

No

8. Describe your goal.

a. Five year goal is to increase number of students in the program to 60 next year we aim to increase to 48 (a 10% increase) b. Five year Goal is to increase diversity in the program by 20% next year will be expanded by 5

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in mathematics in 2021-22? If no, leave the next question blank.

☒

Yes

☐

No

10. Describe your goal.

a. Five year goal is to increase number of students in the program to 60 next year we aim to increase to 48 (a 10% increase) b. Five year Goal is to increase diversity in the program by 20% next year will be expanded by 5

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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

[>> Report Progress on Last Year's Goal \(2019-20\)](#)
 [>> Review Current Year's Goal \(2020-21\)](#)
 [>> Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in science in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

a. Increase number of students in program by 3 b. Increase Diversity in the program by 10%

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

a. Grew from 19 to 22 graduates. Strategies used: a. Follow up with students who had difficulties by advisor and major professor b. Early admittance to program to improve contact c. Recruitment of MA students by Lead Professor d. Improvement of clarity on website (for MA) e. Support for pre-service teachers of color is a department wide initiative including Science teachers

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

a. Create Partnership with science departments across campus b. Create partnership with community organizations (e.g. Boys and Girls club, Churches) c. Expand funding sources to support students who wish to become science teachers including grants and Fund raising d. Continuous support for students in the program to improve retention, specifically success in science courses. The support will expand to include peer support networks.

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

N/A

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in science in 2020-21? If no, leave the next question blank.



Yes



No

8. Describe your goal.

Increase diversity in the program by 10% Increase number of students by 3

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in science in 2021-22? If no, leave the next question blank.



Yes



No

10. Describe your goal.

- a. Five year goal is to increase number of students in the program from 23 to 40 graduates a year next year we aim to reach 27 students in the program
- b. Five year Goal is to increase diversity in the program by 20% next year will be expanded by 5%

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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

>> [Report Progress on Last Year's Goal \(2019-20\)](#)

>> [Review Current Year's Goal \(2020-21\)](#)

>> [Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in special education in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

a. We graduated 11 secondary SpEd teachers and 23 dual majors for a total of 44 students in the department a. To increase or maintain the numbers of students we are preparing to become special education teachers b. To ensure our students are prepared to fulfill the requirements outlined in the Council for Exceptional Children (CEC) standards

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

a. Worked with the CEHS Director of Recruiting to set goals and to attend recruiting events to share our program with incoming freshman students b. Classes within the Special Education are aligned with the CEC standards and the students' complete assignments based on the standards to ensure mastery

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

a. Met with CEHS Director of Recruiting and faculty attended recruiting events to engage with students b. Faculty met to review course objectives to ensure all CEC standards were being covered during the student's coursework and then submitted in a portfolio at the end of student teaching

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

None necessary

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in special education in 2020-21? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

a. To increase or maintain the numbers of students we are preparing to become special education teachers b. To ensure our students are prepared to fulfill the requirements outlined in the Council for Exceptional Children (CEC) standards

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in special education in 2021-22? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

a. To increase or maintain the numbers of students we are preparing to become special education teachers b. To review all foundational classes to ensure there aren't any gaps in best practices of teacher preparation and with the CEC Standards.

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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in instruction of limited English proficient students in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

Increasing diversity by 10% Increasing number by 3

3. Did your program meet the goal?

- ☐ Yes
- ☒ No

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

a. No, diversity decreased from 23% to 20% b. No, number of students graduating has gone down from 13 to 10 - most likely because of pandemic conditions that caused an overall drop in registration and especially for practicing teachers (it is an added endorsement and most students are working teachers).

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

a. Recruit specifically from World Language teachers b. Create partnership with community organizations c. Expand funding sources to support students who wish to become LEP teachers including grants and Fund raising d. Work with advisors to increase awareness of provisional certification for Undergraduates.

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

N/A

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

b. Five year Goal is to increase diversity in the program to 25-30% next year will be expanded 25%

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

a. Five year goal is to graduate 60 LEP teachers in the next year we aim to increase to graduate 10 b. Five year Goal is to increase diversity in the program to 25-30% next year will be expanded 25%

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(§205\(a\)\(1\)\(B\)\)](#)

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 RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

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 (%)
ETS5701 -AGRICULTURE Educational Testing Service (ETS) Other enrolled students	1			
ETS5701 -AGRICULTURE Educational Testing Service (ETS) All program completers, 2019-20	8			
ETS5701 -AGRICULTURE Educational Testing Service (ETS) All program completers, 2018-19	22	168	22	100
ETS5701 -AGRICULTURE Educational Testing Service (ETS) All program completers, 2017-18	19	172	19	100
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE 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 (%)
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	4			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	6			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	6			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	9			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	6			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	4			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	3			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	3			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	3			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All enrolled students who have completed all noncl	103	172	101	98
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	491	172	477	97
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2019-20	277	171	276	100
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2018-19	335	172	333	99
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2017-18	280	176	277	99

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 enrolled students who have completed all noncl	104	181	104	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students	502	181	494	98
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2019-20	277	181	277	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2018-19	336	181	336	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2017-18	280	184	279	100
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	104	170	103	99
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	498	171	477	96
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2019-20	278	171	276	99
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2018-19	335	172	335	100
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2017-18	281	173	279	99
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All enrolled students who have completed all noncl	8			
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) Other enrolled students	33	172	33	100
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	6			
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) Other enrolled students	22	177	21	95
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) Other enrolled students	27	166	22	81
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5272 -ED OF DEAF AND HARD OF HEARING Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5272 -ED OF DEAF AND HARD OF HEARING Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2019-20	3			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2018-19	12	175	12	100
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2017-18	18	179	18	100
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All enrolled students who have completed all noncl	30	169	28	93
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	1			
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2019-20	143	171	141	99
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2018-19	152	171	147	97
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2017-18	155	174	153	99
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2019-20	19	177	18	95
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2018-19	20	178	20	100
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2017-18	22	183	22	100
ETS5122 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5122 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2019-20	5			
ETS5122 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2018-19	10	166	10	100
ETS5122 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2017-18	14	170	14	100
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	8			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	7			
ETS5183 -GERMAN WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2018-19	2			
ETS5183 -GERMAN WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2017-18	3			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	11	162	11	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	11	164	11	100
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	18	167	18	100
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) Other enrolled students	1			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2019-20	21	172	20	95
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2018-19	20	169	20	100
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2017-18	16	171	16	100
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	2			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	2			
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2017-18	34	181	34	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2017-18	34	180	34	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2017-18	34	176	34	100
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2019-20	42	175	42	100
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2018-19	45	173	45	100

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, 2017-18	32	174	32	100
ETS5691 -SE: PRESCHOOL EARLY CHILDHOOD Educational Testing Service (ETS) All program completers, 2019-20	3			
ETS5691 -SE: PRESCHOOL EARLY CHILDHOOD Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
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, 2019-20	14	172	14	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	29	170	29	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	20	170	20	100
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2019-20	3			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2018-19	5			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2017-18	6			

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(§205\(a\)\(1\)\(B\)\)](#)

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 RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2019-20	279	272	97
All program completers, 2018-19	344	337	98
All program completers, 2017-18	327	320	98

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

Low-Performing

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
- ☒ CAEP
- ☐ AAQEP
- ☐ Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- ☐ Yes
- ☒ No

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 State of Nebraska requires that all teacher education candidates meet the following standards in the area of instructional technology. We address these four, State of Nebraska teacher education standards in our technology curriculum. These are: 1. Teachers demonstrate a sound understanding of technology operations and concepts. 2. Teachers plan and design effective learning environments and experiences supported by technology. 3. Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. 4. Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Students in undergraduate programs complete TEAC 259, Technology in the Classroom. Graduate students enroll in TEAC 880A, Survey of Instructional Technology. Both courses address the standards listed above.

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Teacher Training

1. Provide a description of the activities that prepare general education teachers to:

a. Teach students with disabilities effectively

All general education students are required to take, at a minimum, 1 class on disabilities (SpEd 201) and learn how to make accommodations for them in the general education environment. These students are also encouraged to take other courses in special education by their advisors

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

This information is covered in the course described above (SpEd 201) and there is a specific assignment in which the students have to read and interpret a student's IEP to demonstrate their knowledge of the document

c. Effectively teach students who are limited English proficient.

The State of Nebraska requires that all teacher education candidates must meet a set of standards related to teaching special populations. We address five State of Nebraska teacher education standards in our programs. These are: 1. Knowledge of the exceptional education needs of the disabilities defined by section 79-1118.01R.R.S. 2. Knowledge of the major characteristics of each disability in order to recognize its existence in children. 3. Knowledge of various alternative for providing the least restrictive environment for children with disabilities. 4. Knowledge of methods of teaching children with disabilities in the regular classroom. 5. Knowledge of pre-referral alternatives, referral systems, multidisciplinary team responsibilities, the individualized education plan process and the placement process.

2. Does your program prepare special education teachers?

- ☒ Yes
- ☐ No

If yes, provide a description of the activities that prepare *special education teachers* to:

a. Teach students with disabilities effectively

a. Teach students with disabilities effectively – Students can earn an endorsement in either SpEd/Elementary Education or secondary special education and per NDE regulations they must take 30 hours in general special education content b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act. – This content is part of numerous classes in which students learn about the various components of the IEP process (i.e., assessment, composition of the team, writing present level and goal statements, etc...). In the practicum course students are required to write an IEP and are further encouraged to lead their own IEP meeting during their student teaching experience c. Effectively teach students who are limited English proficient. - All students are required to take TEAC 4/813 to learn about how to teach and engage ELL students. In addition, students are highly encouraged to take additional ELL courses and earn a minor in this area in which they can complete as a Master's student

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act. – This content is part of numerous classes in which students learn about the various components of the IEP process (i.e., assessment, composition of the team, writing present level and goal statements, etc...). In the practicum course students are required to write an IEP and are further encouraged to lead their own IEP meeting during their student teaching experience

c. Effectively teach students who are limited English proficient.

The State of Nebraska requires that all teacher education candidates must meet a set of standards related to teaching special populations. We address five State of Nebraska teacher education standards in our programs. These are: 1. Knowledge of the exceptional education needs of the disabilities defined by section 79-1118.01R.R.S. 2. Knowledge of the major characteristics of each disability in order to recognize its existence in children. 3. Knowledge of various alternative for providing the least restrictive environment for children with disabilities. 4. Knowledge of methods of teaching children with disabilities in the regular classroom. 5. Knowledge of pre-referral alternatives, referral systems, multidisciplinary team responsibilities, the individualized education plan process and the placement process. All students are required to pass SPED 201, Accommodating Exceptional Learners in the Classroom (Elementary) or SPED 201, Accommodating Exceptional Learners in the Secondary Classroom. In addition, to enhance candidates' ability to address ELL, a curriculum revision has been proposed to include a full course in preparation to teach students who are limited in English language skills. With respect to preparing teachers to effectively teach limited English proficient students, our programs in Elementary Education require both a course and accompanying field placement; our programs in secondary education adopted a required course for all students admitted to all majors in secondary education beginning fall 2017. The University of Nebraska-Lincoln is the only Nebraska teacher preparation program to require this for its undergraduate candidates.

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.

N/A

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.

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:

Sherri M. Jones

TITLE:

Dean

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:

Sherri M. Jones

TITLE:

Dean