

NE

Concordia University
Traditional Report AY 2023-24
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

☐ THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

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CITY

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STATE

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ZIP

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SALUTATION

Dr.

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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), Postgraduate level (PG), or both. [\(§205\(a\)\(C\)\)](#)

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

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year’s IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	Both	
13.1202	Elementary Education	UG	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	UG	
13.1	Special Education	UG	
13.1301	Teacher Education - Agriculture	UG	
13.1302	Teacher Education - Art	UG	
13.1322	Teacher Education - Biology	Both	
13.1303	Teacher Education - Business	UG	
13.1323	Teacher Education - Chemistry	Both	
13.1321	Teacher Education - Computer Science	UG	
13.1324	Teacher Education - Drama and Dance	UG	
13.14	Teacher Education - English as a Second Language	UG	
13.1305	Teacher Education - English/Language Arts	Both	
13.1306	Teacher Education - Foreign Language	UG	
13.1316	Teacher Education - General Science	Both	
13.1328	Teacher Education - History	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	UG	

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.99	Teacher Education - Other	Both	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1329	Teacher Education - Physics	Both	
13.1317	Teacher Education - Social Sciences	Both	
13.1331	Teacher Education - Speech	UG	

Total number of teacher preparation programs:

25

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

Note: This section is preloaded from the prior year's IPRC.

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 type="radio"/> Yes <input checked="" 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 type="radio"/> Yes <input checked="" 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 type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" 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 type="radio"/> Yes <input checked="" 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

Element	Admission	Completion
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: <div>Grade C or higher in Education courses, Emotional/Mental Health & Felony Misdemeanor</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.)

2.75

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:

Both required GPAs for admission and completion are cumulative.

Postgraduate Requirements

Note: This section is preloaded from the prior year’s IPRC.

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 type="radio"/> Yes <input checked="" 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 type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" 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 type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
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 type="radio"/> Yes <input checked="" 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 type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <div>Grade C or higher in Education courses, Emotional/Mental Health & Felony Misdemeanor</div>	<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.)

2.8

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:

2.8 entrance GPA is cumulative from undergraduate degree. 3.0 completion GPA is from cumulative GPA in graduate level educator preparation program.

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2023-24. ([§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>560</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	
<u>Years</u> required of teaching as the teacher of record in a classroom	

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	<div>9</div>
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	<div>18</div>
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	<div>111</div>
Number of students in supervised clinical experience during this academic year	<div>53</div>

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

Description of Supervised Clinical Experience: Sixteen weeks of teaching under the supervision of classroom teacher and university supervisor. First-hand middle level classroom experiences. Upon completion, candidates will be able to demonstrate proficiency in: learner development and learning differences; learning environments; content knowledge and application; instructional strategies and assessment; professional learning and ethical practice; leadership and collaboration; and human relations skills. Number of students in supervised clinical experience during this academic year is the number of students in actual student teaching experience. It does not include students completing field experiences or observations prior to student teaching.

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

2023-24 Total	
Total Number of Individuals Enrolled	328
Subset of Program Completers	54

Gender	Total Enrolled	Subset of Program Completers
Male	110	13
Female	218	41
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	1	0
Asian	1	0
Black or African American	4	1
Hispanic/Latino of any race	11	2
Native Hawaiian or Other Pacific Islander	0	0
White	251	47
Two or more races	8	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
No Race/Ethnicity Reported	52	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.

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 2023-24.

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 2023-24

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="6"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="23"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="6"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="11"/>
13.1301	Teacher Education - Agriculture	<input type="text" value="0"/>
13.1302	Teacher Education - Art	<input type="text" value="3"/>
13.1303	Teacher Education - Business	<input type="text" value="2"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="5"/>
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="5"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text" value="5"/>
13.1315	Teacher Education - Reading	<input type="text" value="0"/>
13.1316	Teacher Education - Science Teacher Education/General Science	<input type="text" value="0"/>
13.1317	Teacher Education - Social Science	<input type="text" value="3"/>
13.1318	Teacher Education - Social Studies	<input type="text" value="0"/>
13.1320	Teacher Education - Trade and Industrial	<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="0"/>
13.1323	Teacher Education - Chemistry	<input type="text" value="0"/>
13.1324	Teacher Education - Drama and Dance	<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"/>
13.1331	Teacher Education - Speech	<input type="text" value="0"/>

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	<input type="text" value="0"/>
13.14	Teacher Education - English as a Second Language	<input type="text" value="2"/>
13.99	Education - Other Specify: <input type="text" value="Religious Education"/>	<input type="text" value="1"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2023-24. 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?

Does this teacher preparation provider grant degrees upon completion of its programs?

☒ Yes

☐ No

☐ No teachers prepared in academic year 2023-24

If this provider 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="6"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="23"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="6"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="11"/>
13.1301	Teacher Education - Agriculture	<input type="text" value="0"/>
13.1302	Teacher Education - Art	<input type="text" value="3"/>
13.1303	Teacher Education - Business	<input type="text" value="2"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="5"/>
13.1306	Teacher Education - Foreign Language	<input type="text" value="0"/>
13.1307	Teacher Education - Health	<input type="text" value="0"/>

CIP Code	Academic Major	Number Prepared
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="5"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text" value="5"/>
13.1315	Teacher Education - Reading	<input type="text" value="0"/>
13.1316	Teacher Education - General Science	<input type="text" value="0"/>
13.1317	Teacher Education - Social Science	<input type="text" value="3"/>
13.1318	Teacher Education - Social Studies	<input type="text" value="0"/>
13.1320	Teacher Education - Trade and Industrial	<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="0"/>
13.1323	Teacher Education - Chemistry	<input type="text" value="0"/>
13.1324	Teacher Education - Drama and Dance	<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"/>
13.1331	Teacher Education - Speech	<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="2"/>
13.99	Education - Other Specify: <input type="text" value="Religious Education"/>	<input type="text" value="1"/>
01	Agriculture	<input type="text" value="0"/>
03	Natural Resources and Conservation	<input type="text" value="0"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text" value="0"/>
09	Communication or Journalism	<input type="text" value="0"/>

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	<input type="text" value="0"/>
12	Personal and Culinary Services	<input type="text" value="0"/>
14	Engineering	<input type="text" value="0"/>
16	Foreign Languages, Literatures, and Linguistics	<input type="text" value="0"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text" value="0"/>
21	Technology Education/Industrial Arts	<input type="text" value="0"/>
22	Legal Professions and Studies	<input type="text" value="0"/>
23	English Language/Literature	<input type="text" value="0"/>
24	Liberal Arts/Humanities	<input type="text" value="0"/>
25	Library Science	<input type="text" value="0"/>
26	Biological and Biomedical Sciences	<input type="text" value="0"/>
27	Mathematics and Statistics	<input type="text" value="0"/>
30	Multi/Interdisciplinary Studies	<input type="text" value="0"/>
38	Philosophy and Religious Studies	<input type="text" value="0"/>
40	Physical Sciences	<input type="text" value="0"/>
41	Science Technologies/Technicians	<input type="text" value="0"/>
42	Psychology	<input type="text" value="0"/>
44	Public Administration and Social Service Professions	<input type="text" value="0"/>
45	Social Sciences	<input type="text" value="0"/>
46	Construction	<input type="text" value="0"/>
47	Mechanic and Repair Technologies	<input type="text" value="0"/>
50	Visual and Performing Arts	<input type="text" value="0"/>
51	Health Professions and Related Clinical Sciences	<input type="text" value="0"/>
52	Business/Management/Marketing	<input type="text" value="0"/>
54	History	<input type="text" value="0"/>

CIP Code	Academic Major	Number Prepared
99	Other Specify: <div></div>	0 <div></div>

Respond to the following assurances. 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

Note: This section is preloaded from the prior year's IPRC.

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:

1. EPP offers programs for shortage areas as identified by State of Nebraska and local school districts who participate in EPP's Education Advisory Committee. AETP and TEACH grants are available for candidates who are working toward completion of shortage area programs. 2. School partners join in and contribute to the program's decision-making processes through the Education Advisory Committee. Additionally, EPP uses survey data from program completers in their first, second, and third year and their school principals to assess the teaching effectiveness of program completers through their third year. 3.Special Education teachers are required to earn the bachelor's degree with all core subjects required, including additional math courses. They are also required to complete six credit hours of literacy methods coursework. 4. All Education candidates are required to take at least one three-credit hour course that prepares general education teachers to provide instruction to students with disabilities, EDUC 224 Teaching

Exceptional Learners or EDUC 593 Basic Foundations of Special Education and Inclusive Practices. 5., 6., and 7: All Education candidates are required to complete at least two three-credit hour courses that prepare them to provide instruction to limited English proficient students, low-income families, and students from urban and rural schools: EDPS 210 Educational Psychology & Child Development or PSY 511 Psychological Foundations to Teaching and Learning and EDUC 225 Diverse Classrooms and Human Relations or EDUC 532 Enhancing Learning Through Linguistic and Cultural Diversity.

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\(a\)\)](#)

Note: Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

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 \(2023-24\)](#)
- >> [Review Current Year’s Goal \(2024-25\)](#)
- >> [Set Next Year’s Goal \(2025-26\)](#)

Report Progress on Last Year’s Goal (2023-24)

1. Did your program prepare teachers in mathematics in 2023-24?

If no, leave remaining questions for 2023-24 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

The EPP goal is to produce three (3) program completers with Math endorsements in 2023-2024, including secondary and middle levels.

3. Did your program meet the goal?

- ☐ Yes
- ☒ No

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:

We will continue to prepare Math teachers and encourage candidates to choose math education. We will have math education completers in future years.

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

The two mathematics teachers who prepared were prepared for Middle Level Mathematics.

Review Current Year's Goal (2024-25)

7. Is your program preparing teachers in mathematics in 2024-25? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

The EPP goal is to produce five (5) program completers with Math endorsements in 2024-2025, including secondary and middle levels.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in mathematics in 2025-26? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

The EPP goal is to produce five (5) program completers with Math endorsements in 2025-2026, including secondary and middle levels.

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\(a\)\)](#)

Note: Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2023-24\)](#)
- >> [Review Current Year’s Goal \(2024-25\)](#)
- >> [Set Next Year’s Goal \(2025-26\)](#)

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

- [Quantifiable Goals](#)

Report Progress on Last Year’s Goal (2023-24)

1. Did your program prepare teachers in science in 2023-24?

If no, leave remaining questions for 2023-24 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

The EPP will have zero (-0-) program completers in secondary or middle level science areas in the 2023-24 academic year. We continue to prepare science teachers, but have none that are interested in doing so for this academic year.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

We continue to prepare science teachers, but had none that were interested in doing so for this academic year. We will have completers prepared to teach science in upcoming years.

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:

Review Current Year's Goal (2024-25)

7. Is your program preparing teachers in science in 2024-25? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

The EPP goal is to produce one (1) program completer with Science endorsements in 2024-2025, including secondary and middle level Biology, Chemistry, Physics, and Science.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in science in 2025-26? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

The EPP goal is to produce four (4) program completers with Science endorsements in 2025-2026, including secondary and middle levels Biology, Chemistry, Physics, and Science.

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\(a\)\)](#)

Note: Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

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 \(2023-24\)](#)
- >> [Review Current Year’s Goal \(2024-25\)](#)
- >> [Set Next Year’s Goal \(2025-26\)](#)

Report Progress on Last Year’s Goal (2023-24)

1. Did your program prepare teachers in special education in 2023-24?

If no, leave remaining questions for 2023-24 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

The EPP goal is to produce four (4) program completers in 2023-2024 with Special Education endorsements at the K-12, K-6, and/or 7-12 levels.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

The EPP produced six (6) special education teachers for K-6 and K-12 levels. We continue to offer special education programs and invite candidates to choose special education.

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:

Review Current Year’s Goal (2024-25)

7. Is your program preparing teachers in special education in 2024-25? If no, leave the next question blank.

☒ Yes

☐ No

8. Describe your goal.

The EPP goal is to produce three (3) program completers in 2024-2025 with Special Education endorsements at the K-12, K-6, and/or 7-12 levels.

Set Next Year’s Goal (2025-26)

9. Will your program prepare teachers in special education in 2025-26? If no, leave the next question blank.

☒ Yes

☐ No

10. Describe your goal.

The EPP goal is to produce eight (8) program completers in 2025-2026 with Special Education endorsements at the K-12, K-6, and/or 7-12 levels.

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\(a\)\)](#)

Note: Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2023-24\)](#)
- >> [Review Current Year’s Goal \(2024-25\)](#)
- >> [Set Next Year’s Goal \(2025-26\)](#)

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

- [Quantifiable Goals](#)

Report Progress on Last Year’s Goal (2023-24)

1. Did your program prepare teachers in instruction of limited English proficient students in 2023-24?

If no, leave remaining questions for 2023-24 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

The EPP goal is to produce one (1) program completer in 2023-2024 with English Second Language endorsements.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

The EPP produced two (2) completers with English Second Language endorsements. We continue fo offer English Second Language program and invite candidates to join the program.

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:

Review Current Year’s Goal (2024-25)

7. Is your program preparing teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.

- ☒ Yes
- ☐ No

8. Describe your goal.

The EPP goal is to produce one (1) program completer in 2024-2025 with English Second Language endorsements.

Set Next Year’s Goal (2025-26)

9. Will your program prepare teachers in instruction of limited English proficient students in 2025-26? If no, leave the next question blank.

- ☒ Yes
- ☐ No

10. Describe your goal.

The EPP goal is to produce eight (8) program completers in 2025-2026 with English Second Language endorsements.

Assessment 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:

>> [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	2			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	3			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	5			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2022-23	10	176	10	100
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2021-22	63	173	62	98
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2022-23	12	182	12	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2021-22	74	180	74	100
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2022-23	12	176	12	100
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2021-22	70	172	70	100
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) Other enrolled students	110	179	103	94
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2023-24	50	178	50	100
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2022-23	41	181	41	100
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2021-22	19	170	19	100
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) Other enrolled students	111	176	101	91
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2023-24	49	179	49	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2022-23	39	181	38	97
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2021-22	8			
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) Other enrolled students	111	166	84	76
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2023-24	50	171	46	92
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2022-23	39	171	37	95
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2021-22	12	169	12	100
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) Other enrolled students	2			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2023-24	5			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2022-23	5			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2021-22	12	175	12	100
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	9			
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2023-24	24	173	24	100
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2022-23	18	174	18	100
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2021-22	27	170	27	100
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS 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 (%)
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2023-24	5			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2022-23	4			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) Other enrolled students	1			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	6			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	4			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) Other enrolled students	1			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5164 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	2			
ETS5164 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2023-24	5			
ETS5164 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	1				
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	2				
ETS5164 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	1				
ETS5442 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) Other enrolled students	1				
ETS5442 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2022-23	2				
ETS5442 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2021-22	1				
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	1				
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23	1				
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	3				
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) Other enrolled students	1				
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2023-24	5				
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2022-23	3				
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2021-22	8				
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3				
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	5				

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	3			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) Other enrolled students	2			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2023-24	6			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2022-23	9			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2021-22	10	177	10	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	3			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	4			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	6			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) Other enrolled students	2			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2021-22	3			

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, 2023-24	54	48	89
All program completers, 2022-23	55	51	93
All program completers, 2021-22	82	80	98

Low-Performing

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

Note: This section is preloaded from the prior year’s IPRC.

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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:

North Central - Higher Learning Commission

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, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

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.

1. Candidates are prepared to integrate technology into curricula and instruction, collect, manage, and analyze data in several professional Education methods courses throughout the program. 2. Every candidate is required to complete EDUC 346 Instructional Technology, EDUC 506 Integrating Technology into the Classroom, or EDUC 670 Technology in Assessment and Instructional Improvement with a grade of C or higher. These courses are dedicated to the integration and use of technology for teachers. All candidates are required to successfully complete one of these courses with a grade of C or higher. 3. In coursework prior to student teaching, candidates are assessed formatively and expected to "Provide(s) relevant learning experiences that incorporate digital tools to stimulate interest. (InTASC 8; CAEP 1.1)" and "Use(s) student performance data and knowledge of students to identify interventions that support students. (InTASC 6; CAEP 1.1)" at the "Developing" level. 4. During student teaching, candidates are assessed summatively and expected to "Provide(s) relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity. (InTASC 8; CAEP 1.1)" and ("Use(s) student performance data and knowledge of students to identify interventions that support and/or advance students to positively impact learning. (InTASC 6; CAEP 1.1)" at the "Proficient" level. 5. Improvements in the area of Technology are consistently ongoing due to the nature of technological changes. The EPP has developed an ongoing Technology Plan focused on improvements to teacher preparation in this area, based on ISTE Standards, TPAK Framework, and feedback from members of the Education Advisory Committee who are leaders in local schools. 6. Universal design is taught and assessed explicitly in EDUC 324E Instruction and Assessment for Elementary/Middle, EDUC 324S Instruction and Assessment for Middle/Secondary, and EDUC 505 Instruction and Assessment. All candidates are required to successfully complete one of these courses with a grade of C or higher. Universal design is also required in student teaching and assessed with edTPA. 7. The

Education department requires candidates to use a Lesson Plan format that is based on universal design. This universal design Lesson Plan format is taught and assessed in every Education course. The summative performance assessment for the program is the edTPA, completed by each candidate during student teaching. The edTPA requires universal design for lesson planning and requires all candidates to demonstrate effective use of assessment to inform instruction.

Provide the following information about your teacher preparation program.

[\(§205\(a\)\(1\)\(G\)\)](#)

Note: This section is preloaded from the prior year’s IPRC.

Teacher Training

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

a. Teach students with disabilities effectively

One course (3 semester credit hours) that includes effectively teaching students with disabilities and participating as a member of individualized education program team is required for all Education candidates to successfully complete with a grade of C or higher prior to student teaching (EDUC 224 Teaching Exceptional Learners, EDUC 593 Basic Foundations of Special Education and Inclusive Practices, or EDUC 559 Instructional Methods for Students with Learning Disabilities and other struggling Learners in Inclusive Settings). Additionally, instructional methods courses for every program include methods for differentiation of instruction, science of reading, and assessment for diverse learners in the general education classroom.

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*.

One course (3 semester credit hours) that includes effectively teaching students with disabilities and participating as a member of individualized education program team is required for all Education candidates to successfully complete with a grade of C or higher prior to student teaching (EDUC 224 Teaching Exceptional Learners, EDUC 593 Basic Foundations of Special Education and Inclusive Practices, or EDUC 559 Instructional Methods for Students with Learning Disabilities and other struggling Learners in Inclusive Settings).

c. Effectively teach students who are limited English proficient.

One course (3 semester credit hours) that includes preparation for effectively teaching students who are limited English proficient is required of all Education candidates to complete with a grade of C or higher prior to student teaching (EDUC 225 Diverse Classrooms and Human Relations, EDUC 532 Enhancing Learning through Linguistic and Cultural Diversity, or EDUC 526 Language and Culture).

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

1. Special Education teacher preparation requires coursework to prepare candidates for students with mild/moderate disabilities, learning disabilities, and behavior disorders. 2. Either 42 or 51 semester credit hours of coursework prior to student teaching are required and include American Sign Language, adaptive physical education, instruction, assessment, evaluation, IEPs, teaching students with mild disabilities, and teaching students with moderate disabilities. The number of credit hours is based on the State of Nebraska requirements for K-6 (42), K-12 (51), and 7-12 (42) Special Education endorsements. 3. Special Education teacher candidates are placed for student teaching with Special Education teachers who effectively teach students with disabilities. These candidates are required to perform on the student teaching summative assessment in teaching students with disabilities to the "Proficient" level.

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*.

1. One course (3 semester credit hours) that includes effectively teaching students with disabilities and participating as a member of individualized education program team is required for all Special Education candidates to successfully complete (EDUC 224 Teaching Exceptional Learners). 2. Special education teacher preparation includes successful completion, with a grade of C or higher, of EDUC 314 Assessment, Evaluation and IEP in which candidates must prepare, present, and assume various roles to participate in IEPs. 3. Special Education candidates are placed for student teaching with Special Education teachers and required to participate in IEP meetings to the extent that families and school districts will allow during student teaching.

c. Effectively teach students who are limited English proficient.

One course (3 semester credit hours) that includes preparation for effectively teaching students who are limited English proficient is required of all Special Education candidates to complete with a grade of C or higher prior to student teaching (EDUC 225 Diverse Classrooms and Human Relations).

Contextual Information

On this page, review the contextual information about your program, and update as needed.

Note: This section is preloaded from the prior year’s IPRC.

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.

All programs meet the requirements of and are approved by the Nebraska Department of Education for Teacher Certification. All educator preparation programs are fully accredited by the Council for Accreditation of Educator Preparation.

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:

Lorinda Sankey

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:

Cari Berner

TITLE:

Administrative Assistant