



Wayne State College  
Traditional Report AY 2024-25  
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

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Jech

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# List of Programs

THIS PAGE INCLUDES:

>> [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](#)

## 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	UG	
13.1202	Elementary Education	UG	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	UG	
13.1	Special Education	Both	
13.1302	Teacher Education - Art	UG	
13.1322	Teacher Education - Biology	UG	
13.1303	Teacher Education - Business	UG	
13.1323	Teacher Education - Chemistry	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	UG	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	UG	
13.1306	Teacher Education - Foreign Language	UG	
13.1316	Teacher Education - General Science	UG	
13.1307	Teacher Education - Health	UG	
13.1328	Teacher Education - History	UG	
13.1311	Teacher Education - Mathematics	UG	

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1312	Teacher Education - Music	UG	
13.99	Teacher Education - Other	UG	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1315	Teacher Education - Reading	UG	
13.1317	Teacher Education - Social Sciences	UG	
13.1331	Teacher Education - Speech	UG	
13.1309	Teacher Education - Technology/Industrial Arts	UG	
13.1320	Teacher Education - Trade and Industrial	UG	

**Total number of teacher preparation programs:**

38

# Program Requirements

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 checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" 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
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" 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:

Our grade point average (GPA) is calculated on a 4.0 scale. According to Nebraska Department of Education regulations, all candidates must have at least a 2.75 GPA in order to advance to clinical practice. WSC also requires a 2.75 GPA in their Content Area and Professional Education coursework. As of summer 2025, the Nebraska Department of Education no longer requires passage of a content exam for licensure.

## 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 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

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

Our grade point average (GPA) is calculated on a 4.0 scale. Graduate students interested in pursuing the Master's degree in Special Education (which can lead to initial certification as a Special Education Generalist) must have at least a 2.75 undergraduate GPA; they must supply a transcript from the undergraduate institution; and they must provide three recommendations obtained from either past or current employers or from school administrators, and an Statement of Purpose. Upon admission to teacher education they must have a 3.0 GPA in their initial graduate coursework. According to Nebraska Department of Education regulations, all initial candidates must have at least a 2.75 GPA in order to advance to clinical practice. Per Wayne State policy regarding grades for graduate students, a minimum overall average of "B" (3.0 on a 4.0 scale) is required.

## 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 2024-25. ([§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

100

Number of clock hours required for student teaching

640

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)	
<b>Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom</b>	<input style="width: 100%; height: 20px;" type="text"/>
<b><u>Years</u> required of teaching as the teacher of record in a classroom</b>	<input style="width: 100%; height: 20px;" type="text"/>

All Programs	
<b>Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)</b>	<input style="width: 100%; height: 20px;" type="text" value="8"/>
<a href="#">Optional tool</a> for automatically calculating full-time equivalent faculty in the system	
<b>Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)</b>	<input style="width: 100%; height: 20px;" type="text" value="34"/>
<b>Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year</b>	<input style="width: 100%; height: 20px;" type="text" value="239"/>
<b>Number of students in supervised clinical experience during this academic year</b>	<input style="width: 100%; height: 20px;" type="text" value="164"/>

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

The data provided above reflects faculty, adjunct faculty, and PK-12 teachers directly engaged with candidates in supervised clinical practice which, in Nebraska, is defined as the student teaching experience. In addition to the specific numbers reported above, just under 400 individuals (faculty + PK-12 teachers) are engaged with pre-clinical practice practicum experiences required to meet the state department's requirement of 100 hours minimum prior to clinical practice. Our clinical practice requirement is full day for 16 weeks for candidates with one field or two subject endorsements; and 18 weeks for those with one field and one subject. Candidates with two field endorsements must complete two full semesters of clinical practice.

# Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [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))**

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

2024-25 Total	
Total Number of Individuals Enrolled	571
Subset of Program Completers	164

Gender	Total Enrolled	Subset of Program Completers
Male	151	40
Female	420	124
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	1	0
Asian	3	1
Black or African American	2	0
Hispanic/Latino of any race	52	8
Native Hawaiian or Other Pacific Islander	0	0
White	504	153
Two or more races	8	1

**Race/Ethnicity**

**Total Enrolled**

**Subset of Program Completers**

**No Race/Ethnicity Reported**

1

1

## Teachers Prepared

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 2024-25.

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 2024-25

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="22"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="72"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	8
13.1210	Teacher Education - Early Childhood Education	30
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	7
13.1303	Teacher Education - Business	3
13.1305	Teacher Education - English/Language Arts	9
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	19
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	8
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	6
13.1311	Teacher Education - Mathematics	6
13.1312	Teacher Education - Music	6
13.1314	Teacher Education - Physical Education and Coaching	20
13.1315	Teacher Education - Reading	34
13.1316	Teacher Education - Science Teacher Education/General Science	5
13.1317	Teacher Education - Social Science	12
13.1318	Teacher Education - Social Studies	0
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	0
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	3
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	0
13.1331	Teacher Education - Speech	2

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	19
13.99	Education - Other Specify: Work-Based Learning	17

## Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2024-25. 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 2024-25

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	22
13.1202	Teacher Education - Elementary Education	72
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	8
13.1210	Teacher Education - Early Childhood Education	30
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	7
13.1303	Teacher Education - Business	3
13.1305	Teacher Education - English/Language Arts	9
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	19

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	6
13.1311	Teacher Education - Mathematics	6
13.1312	Teacher Education - Music	6
13.1314	Teacher Education - Physical Education and Coaching	20
13.1315	Teacher Education - Reading	34
13.1316	Teacher Education - General Science	5
13.1317	Teacher Education - Social Science	12
13.1318	Teacher Education - Social Studies	0
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	0
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	0
13.1331	Teacher Education - Speech	2
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	19
13.99	Education - Other Specify: Work-Based Learning	17
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	2 <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	3 <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	2 <input type="text"/>
44	Public Administration and Social Service Professions	1 <input type="text"/>
45	Social Sciences	1 <input type="text"/>
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
50	Visual and Performing Arts	4 <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	<b>Other Specify:</b> <input data-bbox="289 121 1263 163" type="text" value="Travel and Tourism"/>	<input data-bbox="1295 90 1572 132" type="text" value="1"/>

# Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

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:

The education programs at WSC are CAEP accredited and state approved. Some content areas have obtained other national accreditations. Accreditation and approval requirements overlap with many of these assurances and ensures that programs are indeed maintaining rigor and continuously striving for improvement. The School of Education and Behavioral Sciences has ensured that these concepts are embedded throughout their coursework and curriculum for all teacher candidates. Practicum courses are a combination of instruction and field experiences where candidates can apply theory to practice while working with diverse student populations in a variety of school settings. Other opportunities available to students include: Northeast Nebraska Teacher Academy (NENTA) Qualified Wayne State College education majors serve northeast Nebraska school districts as paid substitute teachers through our NENTA program. NENTA is a substitute teacher development partnership between Wayne State College and the

Northeast Nebraska Network Consortium comprised of school districts in Educational Service Units 1, 2, 7, 8, and 17. NENTA is specifically designed to prepare eligible college students to serve as highly qualified substitute teachers to help meet, in part, the substitute teacher shortage in northeast Nebraska. In order for NENTA students to serve as substitute teachers, they must meet certain NENTA eligibility requirements as well as regulations set forth by the Nebraska Department of Education (NDE). NENTA students serve as substitute teachers in districts where teachers are absent due to illness or are participating in professional development opportunities. The availability of NENTA subs provides area teachers the opportunity for professional development which in turn allows them to make improvements toward their student achievement and district goals. NENTA students are helping to enhance the overall teaching/learning experience for all involved. Co-teaching Model for Clinical Practice For the past seven years, we have been able to offer cooperating teachers and candidates the option to participate in a co-teach model during clinical practice. By working along side of the cooperating teacher in all phases of instruction (planning, delivery, assessment) from day one of the experience, the candidate gains valuable working knowledge of the profession. An additional positive outcome is that the candidate is viewed by the PK-12 students as a 'teacher' and not a 'student teacher'. The school also works closely with it's Advisory Council for Educator Preparation (ACEP). ACEP has proven to be a valuable conduit for collaborative efforts to improve teacher preparation. The Council includes representatives from all four Schools on campus to insure that secondary endorsement programs in the arts and sciences are represented; teachers and administrators from area PK-12 districts; and professional staff from ESU #1. The purpose of this Council is to discuss and promote collaborative initiatives that will significantly impact current efforts of the Unit and encourage further endeavors to create effective schools, teacher education programs, and quality teaching at all levels. Meetings are held once each term to discuss issues of common concern and to collaborate on projects that lead to improved preparation of candidates. Some new degree options are currently in the works to help address the shortage and respond to needs of area districts.

# Annual Goals: Mathematics

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

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](#)

## Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in mathematics in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

Our goal for 2024-25 is to have at least 8 students enter the pathway in Math Education, which would maintain our 5 year average.

3. Did your program meet the goal?

- Yes  
 No

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

The department continues to support their targeted recruitment efforts through various programs and projects. Students to Teachers through Educator Preparation (STEP) and Dual Credit. STEP is a pathway initiative with high school career academies in our service region. We offer our preprofessional sequence of education courses with strategic high school partners to help recruit students into the teaching field. NOYCE The school was awarded the Robert Noyce Teacher Scholarship Grant starting the 2022-2023 year and funding has continued for 2023-24. This grant provides funding to provide scholarships, stipends, and programmatic support to recruit and prepare STEM majors and professionals to become K-12 teachers. To date we have recruited 9 Math Education NOYCE students. GENERAL STRATEGIES Many general college recruitment strategies are utilized such as college fairs, Educators Rising events, interactive on-campus visits with prospective students and families, and working with Admissions staff who serve as recruiters for our school. Our math faculty organize and host the WSC Math Contest for students in grades 7-12. Math education students work with over 200 students from 20 Northeast Nebraska schools. Finally, we also promote the Nebraska Department of Education Attracting Excellence to Teacher Preparation forgivable loan program, which provides funding for juniors and seniors in shortage areas in the state of Nebraska.

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

We focused on retention by bringing a variety of guest speakers to campus. We also focused on peer mentoring where students currently in the program mentor students who are new to the program. This mentoring provided a positive experience for our students by building strong bonds among our students. The math and science faculty are working on some new recruitment initiatives to implement over the next year. One strategy will include reaching out to science and math teachers across the state of Nebraska asking for referrals of current students that the teachers feel may make good future teachers. Recruitment efforts would be targeted to those students.

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

## Review Current Year's Goal (2025-26)

**7. Is your program preparing teachers in mathematics in 2025-26? If no, leave the next question blank.**

- Yes  
 No

**8. Describe your goal.**

Our goal for 2025-26 is to have at least 9 students enter the pathway in Math Education, which would maintain our 5 year average.

## Set Next Year's Goal (2026-27)

**9. Will your program prepare teachers in mathematics in 2026-27? If no, leave the next question blank.**

- Yes  
 No

**10. Describe your goal.**

Our goal for 2026-27 is to have at least 10 students enter the pathway in Math Education, which would maintain our 5 year average.

# 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.

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 \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

## Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in science in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

Our goal for 2024-25 is to have at least 4 students enter the pathway in Science Education, which would maintain our five year average.

3. Did your program meet the goal?

- Yes  
 No

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

The department continues to support their targeted recruitment efforts through various programs and projects. Students to Teachers through Educator Preparation (STEP) and Dual Credit. STEP is a pathway initiative with high school career academies in our service region. We offer our preprofessional sequence of education courses with strategic high school partners to help recruit students into the teaching field. NOYCE The school was awarded the Robert Noyce Teacher Scholarship Grant starting the 2022-2023 year and funding has continued for 2023-24. This grant provides funding to provide scholarships, stipends, and programmatic support to recruit and prepare STEM majors and professionals to become K-12 teachers. To date we have recruited 9 Math Education NOYCE students. GENERAL STRATEGIES Many general college recruitment strategies are utilized such as college fairs, Educators Rising events, interactive on-campus visits with prospective students and families, and working with Admissions staff who serve as recruiters for our school. Our math faculty organize and host the WSC Math Contest for students in grades 7-12. Math education students work with over 200 students from 20 Northeast Nebraska schools. Finally, we also promote the Nebraska Department of Education Attracting Excellence to Teacher Preparation forgivable loan program, which provides funding for juniors and seniors in shortage areas in the state of Nebraska.

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

The math and science faculty are working on some new recruitment initiatives to implement over the next year. One strategy will include reaching out to science and math teachers across the state of Nebraska asking for referrals of current students that the teachers feel may make good future teachers. Recruitment efforts would be targeted to those students.

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

We fell short of our goal by 1 student.

## Review Current Year's Goal (2025-26)

**7. Is your program preparing teachers in science in 2025-26? If no, leave the next question blank.**

- Yes  
 No

**8. Describe your goal.**

Our goal for 2025-26 is to have at least 6 students enter the pathway in Science Education, which would maintain our five year average.

## Set Next Year's Goal (2026-27)

**9. Will your program prepare teachers in science in 2026-27? If no, leave the next question blank.**

- Yes  
 No

**10. Describe your goal.**

Our goal for 2026-27 is to have at least 8 students enter the pathway in Science Education, which would maintain our five year average.

# Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

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](#)

## Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in special education in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

Our goal for 2024-25 is to have at least 27 new students enter the pathway in Special Education. This will maintain our 5 year average.

3. Did your program meet the goal?

- Yes  
 No

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

We were very successful in recruiting Special Education candidates for the reporting year. Our ESU for a Para-to-Teacher program for Special Education is still running strong and we were awarded a grant by the Nebraska Department of Education in the summer of 2025. We continue to encourage students to consider adding SPD endorsements to their primary teaching endorsements. We often end up graduating more students in this area than originally recruited due to students adding the endorsement later. We do offer a fully online graduate program for Special Education that offers certification. We will continue to promote that program and will partner with College Relations to create recruitment videos.

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 (2025-26)

7. Is your program preparing teachers in special education in 2025-26? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

Our goal for 2025-26 is to have at least 35 new students enter the pathway in Special Education. This will increase our 5 year average.

## Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in special education in 2026-27? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

Our goal for 2026-27 is to have at least 40 new students enter the pathway in Special Education. This will continue to increase our 5 year average.

# Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

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](#)

## Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in instruction of limited English proficient students in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

Our goal for 2024-25 is to have at least 15 new students enter the pathway for the English as a Second Language endorsement, which will potentially increase our five-year average by 1 student.

3. Did your program meet the goal?

- Yes  
 No

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

We faced a dip in students declaring ESL as a minor as we only recruited 9 new students. The institution will continue to support the Strategic Enrollment Plan in an effort to increase enrollments in all programs. The department continues to support their targeted recruitment efforts through various programs and projects. Students to Teachers through Educator Preparation (STEP) and Dual Credit. STEP is a pathway initiative with high school career academies in our service region. We offer our preprofessional sequence of education courses with strategic high school partners to help recruit students into the teaching field. WSC continues to advise students to add additional endorsements and stack multiple endorsements in their program. ESL is highly encouraged and pairs nicely with our Reading and Writing endorsement. The program is offered fully online through mostly summer courses.

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 (2025-26)

7. Is your program preparing teachers in instruction of limited English proficient students in 2025-26? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

Our goal for 2025-26 is to have at least 17 new students enter the pathway for the English as a Second Language endorsement.

## Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in instruction of limited English proficient students in 2026-27? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

Our goal for 2026-27 is to have at least 25 new students enter the pathway for the English as a Second Language endorsement. This would increase our 5 year average.

## 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

Your state does not require assessments for an initial teaching credential; thus, this section is not applicable. To acknowledge, please select "This Page is Completed" at the bottom of the page, and click "Save".

## Summary Pass Rates

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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

Your state does not require assessments for an initial teaching credential; thus, this section is not applicable. To acknowledge, please select "This Page is Completed" at the bottom of the page, and click "Save".

# 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\(a\)\(1\)\(E\)](#))

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

## 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

# Use of Technology

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.

All Candidates Our educator preparation program (EPP) helps our teacher candidates (regardless of endorsement area) develop the knowledge and skills to effectively integrate technology in their future classrooms. Knowing that every school district has its own technology tools, and that it would be impossible for us to prepare candidates for every type of available technology, our goal is to have candidates achieve a comfort level with technology to help them design and teach lessons to meet the needs of all learners. This includes learning to use available technology to assess performance and growth in those learners. Some examples of technology use and instruction include: EDU 250 Human Development and Cognition models and discussed multiple technological resources that can be implemented to enhance the teaching and learning for many students. Two interactive engagement tools include Mentimeter and Padlet. The former is used to allow students to vote for class preferences (modeling how choice can be a powerful motivator), review concepts to model of formative data should drive instruction, and to check in how students are feeling about upcoming tasks/events in order to be in touch with student needs. The latter is used as a collaboration tool where student groups add in pieces from different parts of the concept, creating the entire picture of notes to be used as a reference. QR codes are also regularly used when students are completing station work as a model for how stations may easily include videos or resources that are best viewed digitally. SPD 302 Inclusion and Co-Teaching in General Education explores many online websites that can be used for integrating technology into the curricula and instruction such as PowerPoints, NearPod, Menti-Menter, Canva, Kahoot, Quizlet. Teacher Candidates use technology to complete online modules about differentiated instruction. Teacher Candidates use technology to collect data and research teaching and learning strategies. Teacher Candidates learn about technology tools used for progress monitoring and special education assessments. Teacher Candidates identify types of assistive technology and analyze which students would

benefit from these technologies. Elementary Candidates In EDU 320 Instructional Media and Technology is a course designed to help candidates develop specific instructional skills using current available technology. Students learn how to integrate the ISTE Standards for students and teachers. Additionally, students learn effective technology integration through the use of the University of South Florida's Technology Integration Matrix (TIM). In EDU 340 Early Reading, students explore many online websites that can be used to improve the teaching and learning of PK-3 students in literacy. Students use technology to research evidence-based practices and incorporate UDL into lesson plan designs. In addition, a digital portfolio, which teacher candidates can incorporate into their classrooms to improve the teaching and learning of students in literacy, is required. In EDU 302, Curriculum and Assessment course, the students dedicate approximately two weeks to a unit on "Data Literacy." During this unit, they examine how student data is collected, managed, and analyzed by school districts to make educational decisions. In addition, the students in this course create a curriculum map based on state standards and design a summative assessment that is aligned to the curriculum using the principles of universal design for learning. EDU 431 Development of Science in the Elementary and Middle School classroom models the use of probes for data collection purposes. Students use temperature probes (and others when necessary) and associated software to experience how this data collection can be more useful than using a thermometer. Other technology tools introduced in this class include interactive science modules and data collection websites for teacher and/or student use. Special Education Candidates For students seeking SPD K-8 and SPD K-12 endorsements, SPD 252 Instructional Methods for Special Education K-8 explores many online websites that can be used to improve the teacher and learning of elementary students in special education. Students use technology to research Evidence-Based Practices and incorporate UDL into lesson plan designs. In addition, assistive technology is introduced, which teacher candidates can incorporate into their classrooms to improve the teaching and learning of students in special education. For students seeking SPD 6-12 and SPD K-12 endorsements, SPD 254 Instructional Methods for Special Education explores many online websites (listed in textbook) that can be used for improving the teaching and learning of secondary students in special education. Students use technology to complete online modules about secondary reading instruction. Students use technology to research UDL and assistive technology that they can incorporate into their classroom to improve the teaching and learning of students in special education. Students explore an online platform SRS which contains MDTs, IEPs and transition plans. For students seeking SPD K-8 or SPD K-12 endorsements, In SPD 435 the teacher candidates have a hybrid activity 3 times during the semester where they review one of the "On the Internet" resources listed in specific chapters of their hybrid textbook. The teacher candidates share their findings with their Professional Learning Community groups during specific in-class discussions highlighting what they learned from that internet resource, how the internet resource connected to the material covered in the textbook, and how they will then implement what they learned from the internet resource and textbook into their future classroom. For students seeking either SPD subject endorsements or SPD field endorsement, SPD 352 uses technology throughout the class as students set up Individualized Education Plans on an online platform (SRS). Teacher Candidates use technology to access online Multidisciplinary Team and Individualized Education Plan Meetings and collect relevant data from the meetings to improve the teaching and learning of students in special education. Secondary and K-12 Endorsements For students seeking SPD K-12 endorsement or content area K-12 / secondary endorsements, SPD 436 explores many online websites that can be used for integrating technology into the curricula and instruction such as PowerPoints, NearPod, Menti-Menter, Canva, Kahoot, Quizlet, etc. Teacher Candidates use technology to create a classroom arrangement using online tools. Teacher Candidates use technology to complete online modules about behavior management. Teacher Candidates use technology to research assistive technology that they can incorporated into their classroom to improve teaching and learning of students in special education. In addition to coursework content, students are exposed to and use various technology and data software throughout their program. This includes: 1) Technology tools such as touch screen presentation tools, iPads, document cameras, digital projectors, etc. are available for use by candidates and faculty in all campus classrooms; 2) Candidates learn applications and cloud storage technology; 3) Software systems such as Canvas (learning management system), Anthology Portfolio (repository of artifacts and data related to teacher candidates), and Adobe Creative Cloud (creative software suite) are used across campus by candidates and faculty; 4) The campus continues to deliver more sections of courses using an on-line format while striving to enhance on-line delivery to maximize educational opportunities and experiences with this mode of delivery. Several courses integrate the International Society for Technology in Education (ISTE) Standards.

# Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

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

Teacher candidates are required to take SPD 302 Inclusion and Co-Teaching in General Education. This course provides instruction in the various aspects of the knowledge base required to effectively teach students with special needs. The following topics are included in the content of the course: the study of special education legislation, procedural requirements such as the Multidisciplinary Team (MDT) and Individualized Education Program (IEP), exceptional learner information, instructional techniques for reaching all learners, communication and collaboration among professionals and families, and how to evaluate and assess learning. Teacher candidates are also required to take SPD 435/436 Classroom Management Through Social Emotional Learning K-8/6-12. These courses provide instruction in understanding the social and emotional development of all learners while considering Multi-Tiered Systems of Support (MTSS). Emphasis on implications for the inclusive learning environment, promotion of social competence, awareness of prosocial skills, and effective utilization of responsive relationships. Completing the Functional Behavior Assessment (FBA) process and developing the Behavior Intervention Plan (BIP) product to meet the needs of elementary/secondary learners.

#### 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*.

Instruction during SPD 302 includes defining the Individualized Education Program (IEP), so that candidates understand what it is and who is eligible for one. Instruction also includes guiding the candidates' understanding of the process of evaluation for special education, knowing what is included in an IEP in order to meet the procedural and substantive requirements of IDEA, and learning how to navigate an IEP meeting with other team members through meaningful collaboration. In addition to SPD 302, candidates are required to take a course in human communication designed to enhance their knowledge of the elements and models of effective communication in a variety of situations including interpersonal and small group communication.

#### c. Effectively teach students who are limited English proficient.

Teacher candidates are required to complete EDU 250 Human Development and Cognition and EDU 275 PK-12 Instructional Design. During these pedagogical foundation classes, teacher candidates are challenged to explore and recognize the various processes by which humans learn. Content in these two courses includes instruction on planning and facilitating effective and differentiated experiences for all learners, including Multilingual Learners (MLs), and learning how to relate effectively to other individuals and groups in a pluralistic society. Teacher candidates practice developing appropriate lesson designs that meet the needs of all learners, a process that includes reflecting on individual differences, including linguistic and cultural differences, in how learners think and behave based on their unique needs, experiences, and characteristics. Also, in EDU 250 Human Development and Cognition, there is an emphasis on using research-based strategies and thinking of teaching and learning through the lens of UDL to create a higher level of accessibility for all learners within inclusive classrooms. Specific strategies that meet the needs of multiple populations of learners (e.g. MLs, students with ADHD, students coming from poverty, students with an SLD such as dyslexia) are routinely modeled, discussed, and implemented. In SPD 302 Inclusion and Co-Teaching in General Education, the different levels of English Language Learners (ELL) are explored along with accommodations and best practices that work well with ELL students. Teacher candidates must provide differentiation and accommodations in a differentiated lesson plan as a final project. Additionally, teacher candidates develop skills in teaching language and understanding linguistic diversity. The objectives for the students are to: describe language proficiency & student achievement; explain the characteristics & needs of ELLs; and demonstrate teaching ELLs from a multicultural perspective. An important focus is the development of basic interpersonal communication skills versus the development of cognitive academic language proficiency. Students with limited English proficiency are discussed especially as they are often overrepresented in special education services and many of the interventions used for students with disabilities are best practices for English language learners. In SPD 435/436 Classroom Management through Social-Emotional Learning K-8/6-12, both of

those courses include specific elements related to teaching culturally diverse students. The classroom management components of those courses incorporate cultural differences that may impact student behavior as it relates to their heritage and how those behaviors may be interpreted differently in a school setting. Discussion occurs on how strategies and services for effectively teaching ELLs can overlap with the strategies and services that are more readily provided to students with disabilities. Elementary Candidates In EDU 332: Development of Language Arts in the Elementary and Middle School methodology course, students explore the science of writing while designing and applying multiple research-based literacy strategies rather than a single instructional unit. An emphasis is placed on differentiation, particularly for students who are Emergent Bilinguals and may not yet be proficient in English. Teacher candidates learn and practice strategies that build academic vocabulary while integrating reading, writing, speaking, and listening in authentic and meaningful ways. These strategies include structured oral language practice, explicit vocabulary instruction, scaffolded writing supports, interactive read-alouds, and opportunities for collaborative dialogue. Throughout the course, future teachers receive guidance, modeling, and practice of these approaches in class. Teacher candidates reflect on how to effectively implement them within English Language Arts instruction. In EDU 302: Curriculum, Standards, and Assessment in the Elementary School, the instructional focus centers on unpacking content standards, prioritizing essential learning outcomes, and developing coherent curriculum maps that guide instruction. Teacher candidates learn how to analyze standards to identify key concepts and skills, sequence them effectively, and design instruction that aligns with clearly defined learning goals. An emphasis is placed on aligning assessments with prioritized standards while ensuring they are responsive to the needs of diverse learners, including Emergent Bilingual students. In EDU 216 Children's Literature course, all students are expected to find and read books that would support students who are Emergent Bilinguals. The emphasis tends to be on the use of bilingual picture storybooks, and also the use of books that represent the cultural and linguistic diversity found in society. The future general education teachers thus learn to select quality books to support all student learning for any grade level or level of English proficiency. In EDU 340 Early Reading, discussions focus on ways to support the reading development of PK-3 students who are also learning English as a second language. The future general education teachers are tasked to identify resources, materials, and strategies that can be used to support the reading development of these students and ways to support the goal of biliteracy. In EDU 341 Intermediate Reading, discussions focus on ways to support the reading development of upper elementary students who are also learning English as a second language. The future general education teachers are tasked to identify resources, materials, and strategies that can be used to support the reading development of these students and ways to support the goal of biliteracy. ESL and Reading and Writing Candidates In EDU 415 ESL Programs, Curriculum and Assessment, students gain a foundational understanding of the history of English as a Second Language (ESL) programs in America and the ways to provide appropriate education for English Language Learners. Curriculum is evaluated relative to research in second language acquisition. Students also learn about student placement as well as measuring student growth in language development. In EDU 416 ESL Methods and Assessment, students focus on the educational research surrounding the most effective strategies, techniques, and approaches to supporting learning for English Language Learners. Students are tasked with completing assignments using fictional data provided to make lesson plans that would meet individual student needs. ESL Candidates In EDU 417 English as a Second Language Practicum, students are provided with an opportunity to educate children and young adults who are learning English as a Second Language. Students are required to work within a school to follow all policies and guidelines, while using assessment data, to make lesson plans tailored for individual students and meeting their language learning needs. Secondary/PK-12 Candidates Candidates demonstrate preparedness to effectively teach students who are limited English proficient (EL/ELL) through both the design and implementation of instructional strategies. Candidates develop and teach mini-lessons based on six evidence-based strategies—three focused on reading and three on vocabulary—and deliver these lessons to their peers. Throughout the semester, candidates are exposed to a wide range of instructional approaches, observing up to four peer-taught strategies per class session and as many as thirty strategies overall. In addition, each lesson plan requires a dedicated section on instructional modifications, where candidates identify and apply specific supports for English learners. This combination of planning, practice, and observation ensures that candidates build both the knowledge and practical skills necessary to differentiate instruction and support the diverse linguistic needs of their future students.

## 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

Candidates seeking the Special Education Generalist K-12 Field Endorsement are required to complete 36 credit hours in the content of special education. Candidates seeking the Special Education Generalist K-8 Subject Endorsement are required to complete 30 credit hours in the content of special education. Candidates seeking the Special Education Generalist 6-12 Field Endorsement are required to complete 30 credit hours in the content of special education. All WSC special education teaching candidates inquire and reflect to create inclusive learning communities and facilitate learning for all students by meeting professional standards and implementing the following standards (InTASC Model Core Teaching Standards 1-10 and two additional standards which are common among Teacher Preparation across Nebraska). Additionally, special education teaching candidates demonstrate competency in the 7 Council for Exceptional Children (CEC) Initial Performance-Based standards. These candidates also demonstrate their commitment to their chosen profession by exhibiting professional dispositions, responsibilities, and professional skills. All Special Education Generalist candidates must complete coursework in: introduction to special education; instructional methods; functional curriculum; inclusion and co-teaching; special education law; assessment, evaluation and the development of IEP; practicum in special education; classroom management through social-emotional learning; consultation and collaboration; and clinical practice in special education.

**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*.**

Candidates for the Special Education Endorsement are required to take SPD 352 (Assessment, Evaluation and the IEP) and SPD 452 (Consultation and Collaboration). Instruction during these classes includes the Multi-Disciplinary Team (MDT) process and construction of the Individualized Education Program (IEP) with the emphasis on culturally and linguistically responsive teaching. In SPD 461 Practicum in Special Education, teacher candidates are expected to attend IEPs and MDTs as part of their field experience. Teacher candidates reflect on their attendance/participation in those meetings as part of the graded activities for that course. Beginning in Fall 2026 the SPD Practicum course will be split into SPD 461 for K-8 and SPD 462 for 7-12 each at 1 credit hour to complete a minimum of 40 clock hours in the specified grade level. As part of the General Studies requirements at WSC, all teacher candidates are required to take CNA 100 Principles of Human Communication. This course is designed to enhance their knowledge of the elements and models of effective communication in a variety of situations, including interpersonal and small group.

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

All WSC teacher candidates are required to complete EDU 250 Human Development and Cognition and EDU 275 PK-12 Instructional Design. During these pedagogical foundation classes, candidates are challenged to explore and recognize the various processes by which humans learn. Content in these two courses includes instruction on planning and facilitating effective and differentiated experiences for all learners, as well as learning how to relate more effectively to other individuals and groups in a pluralistic society. Candidates practice developing appropriate lesson plans that meet the needs of all learners; a process which includes reflecting on individual differences in how learners think and behave based on their unique needs, experiences, and characteristics. In SPD 252 Instructional Methods for Special Education K-8 has a component where students examine differentiation based on ability level that also includes student English language skills. This provides the teacher candidates and opportunity to recognize, evaluate, and implement specific differentiation for English Language Learners. In SPD 302 Inclusion and Co-Teaching in General Education, the different levels of English Language Learners (ELL) are explored along with accommodations and best practices that work well with ELL students. Teacher candidates must provide differentiation and accommodations in a differentiated lesson plan as a final project. Additionally, teacher candidates develop skills in teaching language and understanding linguistic diversity. The objectives for the students are to: describe language proficiency & student achievement; explain the characteristics & needs of ELLs; and demonstrate teaching ELLs from a multicultural perspective. An important focus is the development of basic interpersonal communication skills versus the development of cognitive academic language proficiency. Students with limited English proficiency are discussed especially as they are often overrepresented in special education services and many of the interventions used for students with disabilities are best practices for English language learners. In SPD 435/436 Classroom Management through Social-Emotional Learning K-8/6-12, both of those courses include specific elements related to teaching culturally diverse students. The classroom management components of those courses incorporate cultural differences that may impact student behavior as it relates to their heritage and how those behaviors may be interpreted differently in a school setting. Discussion occurs on how strategies and services for effectively teaching ELLs can overlap with the strategies and services that are more readily provided to students with disabilities.

# Contextual Information

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THIS PAGE INCLUDES:

>> [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.

## 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.

Program Entry and Advancement Admission to Wayne State College does not guarantee entry into its educator preparation programs. Students preparing for professional education must meet benchmark criteria at multiple stages in order to be advanced to the next Level and move forward to completion. These benchmarks include: successful completion of course work, successful completion of clinical experiences, faculty review and recommendation, minimum grade point averages in content, professional education and cumulative grade point average (2.5 on a 4.0 scale for entry into professional education and 2.75 for advancement to clinical practice.) For program completion and recommendation for certification, candidates must receive favorable recommendations from the cooperating teacher and college supervisor(s) at the conclusion of clinical practice. Field Experience In accordance with the Nebraska Department of Education standards, all candidates complete a minimum of 100 clock hours of practicum experiences prior to clinical practice (i.e. student teaching.) These experiences are integrated with courses in the candidate's program. Field placements for initial candidates are determined in partnership with PK-12 area schools, with reliance on the site administrator to select members of his/her staff who possess the right set of skills to mentor a budding professional. Cooperating teachers are required to be endorsed at the same level as the candidate, and they must have at least three years of successful classroom teaching experience before serving as a mentor to the next generation of teachers. The first required field experience for candidates occurs in conjunction with EDU 250 Human Development and Cognition, a course required for all candidates regardless of endorsement area. Candidates are assigned to an accredited PK-12 school setting where they observe, interact, and reflect on what is required of a professional educator. The remaining practicum and clinical experiences are specific to the candidates' chosen endorsement area. Our experiences are designed to be developmental in nature, beginning with observation and reflection, and progressing to opportunities to practice instructional skills and classroom management in a school setting. Candidates are monitored by both the PK-12 site-based cooperating teacher and the instructor of the college course and are allowed to advance through the program only after demonstrating readiness for the next level. Field work culminates with a 16 or 18-week (full day for one college semester) supervised clinical practice experience. Significant Changes No significant changes occurred in 2024-2025.

## 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

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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:

TITLE:

## 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:

TITLE: