

Institution and Educator Preparation Program Contextual Information

1a. Institutional Background**Doane University History and Purpose**

Doane has occupied a distinguished place among the colleges and universities of the Midwest as Nebraska's first and oldest private liberal arts and sciences school.

On July 11, 1872, Doane College was founded. The college was officially incorporated at that time as a nonprofit institution governed by an independent, self-perpetuating board of trustees. It has received continuous accreditation from the North Central Association of Colleges and Schools, now named the Higher Learning Commission, since 1913.

Doane began its work in higher education for adult and non-residential students when it offered its first professional development classes in Lincoln in 1981. The current Lincoln campus was established in 1988.

In 2016, Doane College became Doane University, reflecting its structure of multiple campuses, colleges, and the addition of online programs. No matter the changes, Doane has continued to hold on to its liberal arts origins, prioritizing teaching, research, academic study and helping students reach success in all aspects of their education.

Doane is historically affiliated with what is now called the United Church of Christ (UCC). Doane serves as the representative institution for the Nebraska, Rocky Mountain, Kansas-Oklahoma, and South Dakota conferences of the UCC. Doane, although founded by Protestants, is open to students of all religions, as well as those who profess no formal religion.

Doane University Mission, Vision and Values

Doane University's mission is to create distinctive educational experiences, immersed in the liberal arts, to prepare our students for careers and lives grounded in inquiry, ethics, and a commitment to lead and serve in the global community.

Values

- **Inclusion:** Doane values creating an environment in which all individuals and communities are able to fully participate, belong and thrive in authentic ways.
- **Integrity:** Doane values ethical and principled decision-making and taking responsibility for one's actions.
- **Innovation:** Doane values forward thinking and the ability to develop and implement new or re-imagined ideas in a collaborative environment.
- **Transformation:** Doane values enhancing lives and developing potential.

Accreditation

Recognized by educational accrediting agencies as a standard four-year college of liberal arts, Doane University is accredited by the Higher Learning Commission and a member of the North Central Association. Its credits are accepted by the University of Nebraska and by state

departments of education. Its graduates are regularly accepted to full graduate standing by leading American universities.

Programs at the university are also accredited by the Nebraska Coordinating Commission for Postsecondary Education, the National Association of Schools of Music, The Engineering Accrediting Commission of ABET, the Accreditation Council for Business Schools and Program, and the Council for Accreditation of Educator Preparation.

The university holds membership in the National Association of Schools of Music, the Council of Independent Colleges, the Association for Governing Boards, the American Association of Colleges of Teacher Education, the Association of Independent Liberal Arts Colleges of Teacher Education, The Council for the Advancement of and Support of Education, that National Association of Independent Colleges and Universities, and the Council of Independent Nebraska Colleges.

Doane's Academic Affairs Division is led by the Chief Academic Officer who serves on the President's Leadership Team and oversees all academic units at the University. Academic Programs reside in one of three Colleges: the College of Arts and Sciences, the College of Business, or the College of Education. Each college has a Dean responsible for administering the programs. In the College of Education there are three academic departments: Teaching and Learning, Educational Leadership and School Counseling, and Mental Health Counseling.

College of Education

Mission

Learn. Challenge. Empower. Transform.

Belief Statements

The College of Education of Doane University is a community that pursues and celebrates excellence.

In this pursuit:

- We foster a vibrant intellectual community that values learning, collaboration, curiosity, inquiry and scholarship.
- We create connections and meaningful relationships.
- We cultivate a culture where all individuals are affirmed, challenged, and empowered.
- We advocate for diversity, equity and service through the support of socially just policies and practices.
- We promote the process of development and honor the journey that is individually and systemically transformative.

Educator Preparation Programs

Doane University has three academic colleges. The Teacher Education Programs reside within the College of Education which includes the Department of Teaching and Learning, the Department of Education Leadership and School Counseling, and the Department of Mental Health Counseling.

The College of Education holds primary responsibility within Doane University for the preparation of teachers and administrators. In collaboration with other academic departments

of the University, the department offers certification programs to prepare teacher candidates and administrators in grades pre-kindergarten through twelve. The educator preparation faculty and our colleagues across the university share a commitment to quality programs that will meet the challenges facing educators and administrators in the next decades.

Guiding Principles

- The teacher education programs utilize historical, philosophical and practical knowledge as the foundation for understanding educational purposes and values.
- All teacher education students have a strong foundation in pedagogical knowledge, skills, and dispositions. Emphasis is placed on learning content in context through collaboration and reflection.
- The teacher education faculty engages key stakeholders in intentional processes and reflection on data and practices that lead to continuous improvement of the programs.
- The teacher education programs design and revise certification areas based on current theory, research, applied practice, state and national requirements and program review.
- The teacher education programs provide leadership opportunities for students to engage in meaningful dialogue and experiences concerning issues of diversity, equity and inclusion.
- The teacher education program makes intentional its commitment to the principles of diversity, equity and inclusion by encouraging all stakeholders in continual growth and reflection. This is evident in the growth of personal and professional understanding and practical application in all aspects of teaching and learning.
- The teacher education faculty and pre-service and in-service teachers engage in meaningful exploration and dialogue about the world of practice to enhance contextual understanding.
- The teacher education faculty utilizes authentic forms of assessment, including performance assessment, and traditional forms of assessment to evaluate students and programs.
- All early childhood, elementary, ESL, middle school, secondary and special education pre-service teachers demonstrate competency in their respective academic areas and complete practica in their certification area(s).
- The teacher education programs integrate practicums and internships throughout the student experience designed to participate in the real world of teaching. Simultaneously and with intentionality, students analyze local and global issues through on campus course work designed to intersect with the varied real world experiences of students, families and communities.
- The teacher education programs pledge the competence of their program completers to the employing school. This pledge assures that beginning teachers enter the professional work force with adequate knowledge, skills and dispositions to successfully fulfill responsibilities of the teaching profession or the teacher education programs will provide in-service education for the graduate.

- The teacher education program continues to support program completers through their first year of teaching with mentoring efforts in the schools, along with optional guided seminar sessions.

1b. Endorsement Program List

Doane University supports programs that lead to certification in 27 different field, subject, or supplemental endorsement areas.

Endorsement	Undergraduate/Graduate	Grade Levels	Field/Subject
Superintendent	Graduate	PK-12	
Principal	Graduate	PK-12, PK-8, 7-12	
School Counselor	Graduate	PK-12	Field
Biology	Undergrad/Graduate	7-12	Subject
Chemistry	Undergrad/Graduate	7-12	Subject
Coaching	Undergrad/Graduate	7-12	Supplemental
Early Childhood Education	Undergrad/Graduate	PK-3	Supplemental
Elementary Education	Undergrad/Graduate	K-6	Field
English as a 2 nd Language	Undergrad/Graduate	PK-12, PK-6, 7-12	Supplemental
English Lang. Arts	Undergrad/Graduate	7-12	Field
Health and PE	Undergrad/Graduate	PK-12	Field
History	Undergrad/Graduate	7-12	Subject
Mathematics	Undergrad/Graduate	6-12	Field
Middle Level – ELA, Mathematics, Science, Social Science	Undergrad/Graduate	5-9	
Music	Undergrad/Graduate	PK-12	Field
Physical Education	Undergrad/Graduate	PK-6, 7-12, PK-12	Field
Reading and Writing	Graduate	PK-6, 7-12	Supplemental
Reading Specialist	Graduate	PK-12	Subject
Science	Undergrad/Graduate	7-12	Field
Secondary English	Undergrad/Graduate	7-12	Subject
Social Science	Undergrad/Graduate	7-12	Field
Special Education Generalist	Undergrad/Graduate	K-12, K-6, 7-12	Field, Subject
Theatre	Undergrad/Graduate	7-12	Supplemental
World Language-Spanish	Undergrad/Graduate	7-12	Subject

1c. Significant Teacher Education Program changes since last state approval review.

Revision to move data collection for student impact to program completers.

Following our most recent CAEP review for initial programs in 2019 the department decided to pursue different options of investigating impact on student learning for our initial certification completers. Our previous measures were focused on “teacher work sample” projects completed during student teaching experiences. We made the shift to pursue intentional data gathered from follow-up virtual meetings with completers several times each academic year. This proved somewhat effective, but still has not generated the data we had hoped. The department is now pursuing a strategy to identify completers during the graduate programs and will be utilizing data from graduate program action research projects.

Redesign from dispositions measure to teacher identity measure.

Following observations from faculty and data from student teacher evaluations, the faculty decided to emphasize a new approach to scaffolding students’ professionalism skills. We replaced our previous dispositions assessment with a new measure for “teacher identity development” in 2023-24. A new process to introduce the form and provide formative feedback throughout the candidate’s teacher education program was also implemented. The new assessment is proving successful to help build key skills for our candidates while providing consistent and regular feedback for candidates.

Restructure of the Initial programs advisory group to Vision Improvement Partners.

In 2022, the annual advisory committee utilized by the initial teacher education programs made recommendations to revise and restructure the format on how faculty and staff can connect and get feedback from PK-12 partners.

Upon taking their recommendations, the programs then created the Vision Improvement Partners (VIPS). This is an intentionally selected group of 8 practicing teachers and administrators that were invited to make a 2-year commitment and attend 4 meetings during a 2-year span during the 2023-24 and 2024-25 academic years. In addition, VIPs receive mileage reimbursement and stipends for each meeting. So far, attendance has been perfect, and the consistency of participants has allowed the group to have deeper conversations about program data, continuous improvement ideas, and PK-12 practices.

Provided support and then eliminated support of Praxis CORE testing.

Following COVID, Doane’s initial programs saw significant challenges with students preparing for and passing the required Praxis 1 CORE test, which was required for admission to the teacher education program. The faculty added a sophomore zero-credit class that was required for all students who had not yet passed the exam. It provided tutoring, support, and practice exams. This helpful program was discontinued following the removal of Praxis CORE from the NDE requirements.

Shift in majority enrollment delivery mode for School Counseling program from on ground to online.

Following the COVID-19 pandemic a noticeable trend emerged in our School Counseling program. Prior to the pandemic the majority of coursework was completed at on ground locations in person. Following the pandemic the students' preferences have shifted significantly toward online modalities. The current enrollment indicates about 80% of the credit hours in the program are taken online. This has necessitated a variety of adaptations for our faculty.

1d. Anticipated program and/or endorsement changes.

Revising undergraduate elementary program to no longer require a 2nd endorsement area in the major.

Revisions to Rule 24 and 21 have necessitated changes in Doane's Elementary Education program. For at least the past 30 years the program has required undergraduate students majoring in Elementary to add an additional endorsement. Changes that allow candidates to add additional endorsements via content exam, however, have made this a burdensome requirement. In order to help maintain well-rounded completers without requiring a 2nd endorsement area, the program has created a minor that provides experiences and content across areas like special education, English language learners, and early childhood education.

Revising the special education programs at undergraduate and graduate level to adapt to anticipated changes in Rule 24 credit hour requirements.

Anticipated changes in the required number of credit hours for the special education generalist endorsement have created the need to adapt content and programming for both the undergraduate and graduate levels. Efforts to accommodate the significant reduction in credit hours while maintaining outcomes and preparation quality are currently in progress.

Add the new Computer Science supplemental endorsement.

The addition of the new six credit hour Computer Science endorsement provides an opportunity for Doane to allow completers a chance to add this supplemental endorsement at both the graduate and undergraduate level. We hope to begin offering this program as soon as it is approved by NDE.