

1a. Institution and EPP Background

Chadron State College

Chadron State College (CSC) was originally authorized by the State of Nebraska as a Normal School in 1911. It has evolved into a comprehensive college with a wide range of undergraduate and graduate programs. Chadron State is accredited by the Higher Learning Commission, as well as subject-oriented accrediting agencies. From its modest beginning, Chadron State College has evolved into a rapidly growing multipurpose institution of higher education. Located in the scenic Pine Ridge region of northwest Nebraska, the college serves the intellectual, cultural, and recreational needs of western Nebraska.

Chadron State College's academic organizational structure consists of three schools, each under the leadership of an academic dean. The three schools are: (1) Business, Mathematics and Sciences; (2) Liberal Arts; and (3) Professional Studies and Applied Sciences (PSAS). Education is housed within the school of Professional Studies and Applied Sciences. The dean of PSAS and department chair provide the leadership for the Education Department. Throughout this document, the education unit is referred to as the Educator Preparation Program (EPP). The EPP includes both the education program and specialized content area programs that prepare educators.

Educator Preparation Program

At the initial level, the Educator Preparation Program (EPP) supports twelve field endorsements, eight subject endorsements, and five supplemental endorsement programs. At the advanced level, the EPP supports five endorsements. The EPP works cooperatively with the content disciplines, assuring that the teacher candidates have the knowledge, skills, and dispositions necessary for professional teaching. The Education Department assures that all State and accreditation requirements are met and regularly shares data and ideas for the improvement of the overall education programs through the EPP committee. The EPP is led by the education program's department chair and composed of faculty from the education program, teacher educator representatives from the varying disciplines across campus, ESU #13 staff, and area P-12 professionals. The disciplines represented include Business, Mathematics, Family and Consumer Sciences, Science, Social Studies, Health-Physical Education, English/Language Arts, Music, Art, Theatre, and School Counseling. Special Education and Elementary Education are included in the education program. In addition to the EPP committee, the Graduate Council and Academic Review Committees, both a part of the Faculty Senate Committee structure, provide a platform for sharing information about the educator preparation programs with the greater college community.

Mission Statement

The Education Department at Chadron State College prepares professional educators with the knowledge, adaptability, and lifelong learning skills necessary to place students at the center of learning. Our graduates foster academic and social growth, uphold high standards for all students, and contribute meaningfully to education and society.

Vision

To cultivate a generation of educators who are skilled, reflective, open-minded, and committed to empowering every student to reach their full potential and inspire lasting, positive change in schools and communities.

1b. Endorsement Programs

Initial Programs

Field Endorsements

Art (Grades PK-12)

Business, Marketing and Information Technology (Grades 6-12)

Early Childhood Inclusive (Birth through Grade 3)

Elementary Education (Grades K-8)

English/Language Arts (Grades 6-12)

Family and Consumer Sciences (Grades 6-12)

Health and Physical Education (Grades PK-12)

Mathematics (Grades 6-12)

Music Education (Grades PK-12)

Science (Grades 7-12)

Social Studies (Grades 6-12)

Special Education (Grades K-12)

Subject Endorsements

Biology (Grades 7-12)

Chemistry (Grades 7-12)

Earth and Space Science (Grades 7-12)

Health Education (Grades 7-12)

History (Grades 7-12)

Middle-Level Education (5-9)

Physical Education (Grades PK-6, 7-12)

Vocal Music (Grades PK-12)

Supplemental Endorsements

Coaching (Grades 7-12)

Early Childhood Education (Age 3 through Grade 3)

Health Sciences (Grade 6-12)

Theatre (Grades 7-12)

Work-based Learning (Grades 9-12)

Advanced Programs

Educational Administration (Grades PK-12, PK-8, or 6-12)

School Counseling (Grades PK-8, 7-12, or PK-12)

C&I Reading Specialist (Grades PK-12)

C&I Special Education (Grades K-12)

C&I Special Education Early Childhood Special Education (Birth-Kindergarten)

1c. Significant Teacher Education Program Changes

Program Changes

The following programs added an online option for their coursework: Science Education (7-12), Middle Levels Education Endorsement (5-9), and Health Education Endorsement (7-12). This has allowed students to get an education degree while working full time in areas of need across the state.

Removal of Concentrations

An area that needed to be changed since our last review was the 9 credit hour Areas of Concentration (e.g. math, PE, LA, etc.) that we offered in the Elementary Education Program. These concentrations were confusing candidates, because they thought they could teach in these content areas after only three courses. Removing the concentration meant we needed to move the 9 credits to other courses. Due to needs in reading improvement, EDUC 423 Teaching Primary Reading and Writing and EDUC 424 Teaching Intermediate Reading and Writing were increased

from two credits to three credits. Also, we added one credit to each of the elementary methods courses: EDUC 321 Teaching Elem/MS Math, EDUC 322 Teaching Elem/MS Language Arts, EDUC 323 Teaching Elem/MS Social Studies, EDUC 422 Teaching Elem/MS Science and Health, making them three credits each. The last three credits needed were used to create EDUC 325 Language, Culture, and Literacy. This course was created to focus on learner development and learner differences especially with English Language Learners.

Change and/or Combined Courses

In 2023, SPED 444 SPED Practices/Strategies (1 credit) was removed, and the credit was moved into EDUC 417E Teaching Reading Diagnosis and EDUC 411S Reading and Writing in the Content Area making them 2 credits each. Praxis scores continued to show us that our literacy courses needed to contain more valuable information. Expanding allowed EDUC 417E candidates additional opportunities to practice diagnostic strategies, analyze student reading data, and implement evidence-based interventions. Through this enhancement, candidates are more effectively prepared to meet state requirements and to support diverse learners in the development of foundational literacy skills.

In 2023, EDUC 442 Classroom Management was expanded from 1 credit to 2 credits. This change was due to cooperating teacher feedback from our Nebraska Clinical evaluations regarding our student teachers' classroom management skills. To support this revision, one credit hour was reallocated from EDUC 418S/EDUC 416E Assessment, to allow more content dealing with behaviors added to the course. The essential content from Assessment has been integrated into subject-area methods courses to ensure that candidates continue to develop the knowledge and skills necessary to design, implement, and evaluate assessments that promote student learning and meet accreditation standards.

Later in 2024, continued feedback from our EPP PK-12 school partners showed us that our student teachers were still lacking in classroom management skills. As a result, EDUC 441 Curriculum Standards (1 credit) was combined with EDUC 442 Classroom Management (2 credits) to become EDUC 442 Classroom Management and Curriculum Foundations (3 credits). Combining these two courses has helped us to improve the course and allow the time needed to focus on building a strong foundation for students that supports classroom management.

Starting in the 2025 academic year, Science of Reading concepts have been added to EDUC 411s, to provide candidates with a strong foundation in evidence-based literacy instruction, including, phonics, fluency, vocabulary, and comprehension, consistent with state expectations for literacy instruction. Changes were made in this course, required for all middle level and secondary candidates, to gain a background in foundational literacy and an understanding of the importance of embedding it into their teaching practices no matter the content area.

Student Teaching

The initial requirement for a yearlong student teaching placement, implemented in Fall 2018, was designed to provide candidates with comprehensive clinical practice experience encompassing the beginning, middle, and end of the academic year. This model reflected national best practices and ensured candidates had extended opportunities to develop and refine instructional skills across multiple stages of the school cycle.

As part of the program's continuous improvement process, the policy was re-examined in response to stakeholder feedback and program evaluation data. Several key findings informed the decision to revise the requirement to allow candidates the option of completing either a semester-long or yearlong placement. The decision to provide candidates with the choice of semester-long or yearlong student teaching placements reflects a data-driven, stakeholder-informed commitment to balancing rigorous preparation with candidate support and local workforce needs.

Advanced Program Changes

Remove EDCI 633 Educational Philosophy as a requirement and replace it with an appropriate course that was more beneficial to the program for both Curriculum and Instruction- Special Education Early Childhood Special Education- replaced with an option of READ 535 Reading/At Risk Student or READ 634 Linguistic Foundations/Reading Instruction and Curriculum and Instruction- Special Education (PK-12)- replaced with READ 535 Reading/At Risk Student.

Educational Administration course descriptions and titles have been updated to reflect current trends in education. In addition, clock hours were added to each course to help students manage the required hours needed to meet Nebraska Rule for practicum hours.

For the Curriculum and Instruction program, we changed the culminating experience from a portfolio and oral exam to an essay exam. The feedback from students and results from the oral exam gave us no real information to use to measure understanding of student learner outcomes. Moving to the essay exam allowed us to align to InTasc standards and measure student outcomes using the rubric provided.

After the last review we needed to add follow-up surveys for our advanced programs for completer effectiveness. We added follow up surveys to gather data from the 1st and 3rd year after graduation. These surveys mimic the Nebraska Survey that is sent to undergraduates and their employers.

1d. Anticipated Program and/or Endorsement Changes

Elementary and Early Childhood Inclusive Course Changes

Due to changes in Rule 20, we will add course, EDUC 423 Foundational Literacy, to our program. This will replace EDUC 423 Teaching Primary Reading/Writing. The material covered

currently in EDUC 423 will be combined with the material currently in EDUC 424 Teaching Reading/Writing in the Intermediate. This course will be renamed EDUC 424 Teaching Reading/Writing Elementary. Both courses will provide candidates with a strong foundation in evidence-based literacy instruction, including phonemic awareness, phonics, fluency, vocabulary, and comprehension, consistent with state expectations for early literacy instruction. This change will be effective in Fall 2026.

Adding a Master of Art in Teaching (MAT) Program-The Nebraska College System saw a need to offer an MAT option for people who were wanting to go into education but had a bachelor's degree in a different field. This allows candidates to get a master's degree while seeking their initial certification. This program has just been added to Fall 2025.

Removing Special Education Early Childhood Special Education (Birth-Kindergarten)- This program will be removed due to low enrollment and faculty changes.