



April 6, 2005

Ms. Barbara Lautenbach  
Program Assistant II  
Office of Professional Services  
Colorado Department of Education  
201 East Colfax Avenue, Room 201  
Denver, CO 80203-1704

Dear Ms. Lautenbach:

We are submitting the enclosed Annual Report of Teacher Preparation Program Completers at the University of Northern Colorado (UNC) for 2003-2004 to fulfill the institutional reporting requirements of Title II, Sections 207 and 208 of the Higher Education Act.

This report includes the completed institutional questionnaire with: a) pass rates of UNC program completers on teacher licensure examinations, b) program information for the teacher preparation programs at UNC, and c) the required institutional certifications. In addition to the institutional questionnaire, we have included supplementary contextual information to further describe UNC and our teacher preparation programs.

If you have questions about this submission, please contact Dr. Eugene Sheehan, Dean of the College of Education.

Sincerely,

Dr. Thomas J. Gavin  
Director, Institutional Research and Planning

# The University of Northern Colorado

## *Title II Institutional Report - Academic Year 2003-2004*

April 6, 2005

### **A. Institutional Questionnaire**

Institution Name:	University of Northern Colorado
Respondent Name and Title:	Eugene Sheehan, Dean, College of Education
Respondent Phone Number:	1-970-351-2817
Respondent Fax:	1-970-351-2312
Electronic Mail Address:	eugene.sheehan@unco.edu
Address:	College of Education McKee 125 University of Northern Colorado Greeley, Colorado 80639

#### **Section I. Pass Rates**

Information on the performance of completers of the teacher preparation programs at the University of Northern Colorado on teacher/certification licensure assessments are provided in Appendix A: Program for Licensing Assessments for Colorado Educators, Annual Institutional Report for 2003-2004 and 2000-2001 Third Year Cohort Update.

#### **Section II. Program Information**

(A) Number of students in the regular teacher preparation program at the University of Northern Colorado during academic year 2003-2004 - all areas of specialization:

1. Total number of students enrolled during 2003-2004: **1,486**

(B) Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2003-2004? **611**

3. Please provide the numbers of supervising faculty who were:

Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students: **7**

Appointed part-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students: **22**

Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty: **38**

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 2003-2004: **67**

4. The student/faculty ratio was (divide the total given in B2 by the number given in B1): **9.1 to 1**
5. The average number of hours per week required of student participation in supervised student teaching in these programs was: **40 hours**. The minimum number of weeks of supervised student teaching required is **16 weeks**. The minimum number of hours required is **640** hours.

(C) Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?

Yes       No

7. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208 (a) of the HEA of 1998)?

Yes       No

### **Section III. Contextual Information (Optional)**

The University of Northern Colorado (UNC) is a general baccalaureate and specialized graduate research university with a statutory mission in teacher education. UNC was founded as the State Normal School in 1889, and for over 110 years the preparation of teachers has remained central to the undertakings of the institution. One of the major institutional goals to which UNC is committed is to prepare teachers and other education professionals. In honoring its commitment to this goal, UNC advances the following guiding tenets:

1. The preparation and professional renewal of educators will be a campus-wide responsibility.
2. Graduates of professional teacher education programs will meet state standards for licensure.
3. The University will work collaboratively with K-12 schools on the simultaneous renewal of schools and professional education.
4. Graduates of professional teacher education programs will acquire an appreciation for and ability to teach in an increasingly diverse society.

UNC offers 20 initial teacher licensure programs and prepares more teacher education candidates than any other Colorado institution. In 2001 and again in 2003 all of UNC's teacher licensure programs received authorized approval from the Colorado Commission on Higher Education. The National Council for Accreditation of Teacher Education (NCATE) accredited our teacher preparation programs in 2003.

Undergraduates completing teacher licensure programs at UNC are very successful in securing employment as teachers after graduation. The annual Alumni Survey for undergraduate students who completed teacher licensure programs regularly finds that a very high percentage are employed in their preferred field.

Additional information about the College of Education and the teacher education programs is provided under the Supplemental Information section of this report.

**Section IV. Certification**

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 *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation*.

\_\_\_\_\_ (Signature)

Eugene Sheehan \_\_\_\_\_ Name of responsible institutional representative  
for teacher preparation programs

Dean, College of Education \_\_\_\_\_ Title

Certification of review of submission:

\_\_\_\_\_ (Signature)

Kay Norton \_\_\_\_\_ Name of President/Chief Executive (or designee)

President \_\_\_\_\_ Title

## **Supplemental Information (Optional)**

### Mission of the College of Education and Professional Education Unit

As the premiere education institution in the state of Colorado, the College of Education at the University of Northern Colorado (UNC) contributes to the betterment of society through research, professional service, and the preparation of a diverse and comprehensive array of education professionals who are life-long learners, skilled in pedagogy and content, knowledgeable of standards and assessment, and capable of working effectively with all populations in a changing global environment.

### Unit Conceptual Framework

The Unit Conceptual Framework was developed on the foundational premise that educators are not technicians but professionals able to make reflective decisions based on evidence and professional knowledge adapted to the context of the educational setting. The Conceptual Framework, Education as a Transformational Enterprise, serves as the foundation for decision-making and planning for the Unit. Along with the CoE Mission, the CoE Vision, Aim, and Unit Outcomes (or Candidate Proficiencies) constitute the heart of the Unit Conceptual Framework.

### Vision

The Unit believes that education is transformational; that candidates who successfully complete our professional programs can make a difference in the lives of their students and clients. The vision of the Unit is to lead conversations around issues of human enlightenment, social conscience, and mutual caring. This ideal includes helping candidates acquire the knowledge, the ability, and the will to impact all students' life chances. Our vision is to inspire in candidates a heightened and consequential sense of responsibility for stewardship of our schools and our communities.

### Aim

The overarching Aim of the Unit is to facilitate the development of committed, caring, and competent professional educators, administrators, academicians, and related human service providers who positively impact the lives of all children, youth, families, school professionals, and other community members. Our Aim is to facilitate individual, systemic, and societal change through development and renewal, while acting both individually and collaboratively.

### Unit Outcomes

The Unit Outcomes highlight our belief that professional educators perform many complex roles, and that they are more than just conduits of knowledge. Professional educators need to be performance-capable in many arenas in order to think and perform in transformational, recursive ways.

### Outcomes for Initial Programs

- Competence in Caring
- Mastery of Subject Matter
- Understanding Education as a Collaborative Enterprise
- Continuous Inquiry for Renewal

### Outcomes for Advanced Programs

- Competence in Content and Caring
- Understanding Education as a Collaborative Enterprise
- Continuous Inquiry for Renewal

Each of these outcomes is complemented by a set of candidate proficiencies related to candidates' knowledge, skills and dispositions. All Unit Outcomes are aligned with state and national standards and provide a unit-wide perspective on candidate expectations by which individual programs and program descriptions are informed.

Candidates' professional commitments and dispositions are assessed at multiple points during their programs. Our Conceptual Framework, standards, learning-teaching processes, and assessment systems encompass professional dispositions that are nurtured through participation in education settings that reinforce, model, and support their development. We believe that such dispositions are often best cultivated by engaging candidates in critical reflection, focused exploration, and discussion of the role of education in the lives of students and in society. We also help candidates cultivate professional commitments and dispositions by creating and maintaining strong norms in the learning community that help shape professional identity in both university and school settings.

### NCATE Continuing Accreditation

The Professional Education Unit at UNC hosted the NCATE Continuing Accreditation Board of Examiners and the combined CCHE/CDE reauthorization site team in December, 2002. In April, 2003, NCATE notified us of our having met all NCATE 2000 standards. Our teacher preparation programs were re-authorized by CCHE in September 2003.

## Current Licensing Programs

The University of Northern Colorado offers 20 initial licensure programs including:

<u>Licensure Level</u>	<u>Major/College</u>
<u>Elementary Education</u>	Interdisciplinary St: Liberal Arts/ A & S
<u>Elementary Education - Post-Baccalaureate</u>	N/A
<u>Elementary Education - Urban Education</u>	Interdisciplinary St: Liberal Arts/ A & S
<u>Secondary Education</u>	
English	English / A & S
Foreign Language	For Lang: French / A & S For Lang: German / A & S Spanish / A & S
Mathematics	Mathematics / A & S
Science	Biological Sci. / A & S Chemistry / A & S Earth Sciences / A & S Physics / A & S
Social Studies	Social Sciences / A & S History / A & S Geography / A & S
Speech	Communication / A & S
Drama	Theatre Arts / PVA
<u>K-12 Education</u>	
Art	Visual Arts / PVA
Music	Music:Instrumental / PVA Music:Vocal / PVA
Physical Education	Sport & Exercise Sci/HHS
<u>Special Education</u>	Special Education /EDUC

## Teacher Licensure Program Features

The teacher licensure programs at UNC are characterized by the following features:

- All programs are aligned with the new Performance Based Standards for Colorado Teachers, the Colorado Model Content Standards, and licensure standards for Colorado teachers.
- All programs include required supervised field experiences in excess of 800 hours.
- All programs are performance-based and employ various assessment strategies to measure teacher candidates' knowledge, skills, and dispositions.
- All programs are collaboratively engaged with faculty from other colleges and with partner teachers to plan, implement, and assess best practices for preparing new teachers.
- All programs are designed so that teacher candidates are able to complete the entire program in 4 years.

## Professional Partnerships

Working in collaboration with UNC faculty members on teacher education program design, implementation, assessment, and refinement are teachers and administrators from over 45 partner and affiliate schools involving seven school districts. Approximately 30 more affiliate schools are working in collaboration with the Elementary licensure program offered through the UNC Center for Urban Education in Denver, Colorado. The partner and affiliate schools with whom the University collaborates afford teacher candidates opportunities to work with richly diverse student, family, and community populations.

As active members of the Colorado Partnership for Educational Renewal (CoPER) and the National Network for Educational Renewal (NNER), UNC faculty and partnership colleagues are strongly committed to the NNER's Agenda for Education in a Democracy, and to the principle of simultaneous renewal of Pre K-12 schools as well as the academy's professional teacher education programs. The common ground shared by all partnership colleagues is the commitment to improve the performance levels of Pre K-12 school students.

## Legislative Designation

Legislatively designated as the primary institution for undergraduate and graduate teacher education in Colorado, UNC takes pride in its special statewide responsibility for leadership in professional education. Programs needed by professional educators are offered throughout the state. The newest additions to our extended studies (off-campus) offerings include a.) the initial licensure program in Elementary Education offered through the UNC Urban Education Center on the Lowry campus in Denver, b.) the 4-year baccalaureate and teacher licensure programs (one Elementary and two Secondary) offered in the communities of Sterling and Ft. Morgan in rural northeastern Colorado, and c.) the post-baccalaureate Elementary licensure program in Denver, Colorado.

## Evidence of Program Quality

From standards of admission to program implementation, several indicators of teacher education program quality can be identified:

- In order to apply to the professional teacher education programs (PTEP), prospective candidates must have a 2.75 GPA or better. Once admitted into a PTEP, candidates must maintain a cumulative GPA of 3.00 or better.
- All teacher education candidates must demonstrate oral and written proficiency before being fully admitted into a PTEP.
- All teacher education candidates must pass the CCHE designated content test before they are recommended for licensure.
- Throughout the PTEP programs, multiple measures of candidate performance are employed to assess, monitor, and mediate candidates' progress.
- In addition to addressing the eight Performance-Based Standards for Colorado Teachers, all UNC teacher education programs adhere to two additional standards ("Diversity" and "Professionalism").
- All professional teacher education programs provide candidates with solid content preparation in literacy and mathematics.
- Partner teachers are selected because they demonstrate best practices in subject matter content, have successfully supervised student teachers, provide leadership in the building or district, have been active in pursuing

professional development opportunities, and have a non-probationary teacher status.

- Teacher candidates receive early and continuous advising and counseling from PTEP faculty, colleagues from other colleges, and from partner and supervising teachers.
- An electronic inventory is utilized to monitor candidates' progress on meeting the Performance Based Standards for Colorado Teachers. Candidates are unable to successfully complete the program until they have met each standard and standard element at the "Proficient" or "Advanced" level.
- In 2001, the Severe Needs/Vision program received the Best Practices Award for the Innovative Use of Technology from the American Association of Colleges for Teacher Education (AACTE).
- In 2002, the Secondary Professional Teacher Education Program was recognized by the Association of Teacher Education (ATE) as one of three finalists for the Distinguished Program Award

The centrality of teacher education to UNC is evident in the institution's campus-wide commitment to the preparation of teachers. The Colleges of Arts and Sciences, Education, Health and Human Sciences, and Performing and Visual Arts are all actively involved in the preparation of teachers for initial licensure. Almost 120 faculty members, including representatives from each of these four colleges, hold status as members of the UNC Teacher Education Faculty.

## Appendix A

*The University of Northern Colorado*

### PLACE Content Assessments:

Single-Assessment Institutional-Level Pass-rate Data and  
Aggregate and Summary Institutional-Level Pass-rate Data

Annual Institutional Report  
For Program Completers during 2003-2004

Third Year Cohort Update  
For Program Completers during 2000-2001

Provided by National Evaluation Systems (NES)  
supplemented with Praxis data from UNC's office of Institutional Research and Planning

# Program for Licensing Assessments for Colorado Educators

## Annual Institution Report

Program Year: 2003-2004

Process date: **02-15-05 13:38:19**

Institution: **14 - University of Northern Colorado**

Number of Program Completers: **534**

Test Field/Category	Institution			Statewide	Institution		
	Place Results				Adjusted for Praxis Results		
	Number Tested	Number Passed	Pass Rate	Pass Rate		Number Tested	Number Passed
<b>Academic Content Areas</b>							
001 Elementary Education	280	253	90%	94%	285	264	93%
004 Mathematics	12	12	100%	96%	14	13	93%
005 Science	11	8	73%	90%	11	9	82%
006 Social Studies	30	18	60%	88%	32	25	78%
007 English	16	12	75%	95%	18	17	94%
008 French	1	--	--	100%	1	--	--
009 Spanish	4	--	--	98%	4	--	--
010 German	2	--	--	100%	2	--	--
019 Speech	4	--	--	100%	4	--	--
028 Art	13	13	100%	99%	13	13	100%
029 Music	29	28	97%	98%	29	28	97%
030 Drama	2	--	--	83%	2	--	--
032 Physical Education	27	27	100%	96%	27	27	100%
<b>Aggregate</b>	<b>431</b>	<b>384</b>	<b>89%</b>	<b>94%</b>	<b>442</b>	<b>409</b>	<b>93%</b>
<b>Teaching Special Populations</b>							
016 Bilingual Education	2	--	--	100%	2	--	--
017 English as a Second Language	22	16	73%	82%	22	16	73%
020 Moderate Needs	41	41	100%	100%	41	41	100%
021 Severe Needs: Cognitive	17	16	94%	97%	17	16	94%
022 Severe Needs: Affective	18	18	100%	100%	18	18	100%
026 Profound Needs	3	--	--	100%	3	--	--
027 Early Childhood Special Education	3	--	--	100%	3	--	--
<b>Aggregate</b>	<b>106</b>	<b>99</b>	<b>93%</b>	<b>94%</b>	<b>106</b>	<b>99</b>	<b>93%</b>
<b>Summary Totals and Pass Rate</b>	<b>503</b>	<b>455</b>	<b>90%</b>	<b>94%</b>	<b>514</b>	<b>480</b>	<b>93%</b>

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

The information contained herein is confidential and must not be disclosed to unauthorized persons. Appropriate safeguards must be implemented to protect against improper disclosure of this information.

This information is intended to be used only for the purpose of federal and state reporting requirements. It is NOT intended to be used for employment decisions, college admission screening, or any other purpose.

Important: Do NOT use this report to revise your program completer information.  
Use your program completer worksheet.

## Program for Licensing Assessments for Colorado Educators

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: 03-04-05 14:54:16

Institution: 14 - University of Northern Colorado

Number of Program Completers: 485

Test Field/Category	Institution			Statewide
	Number Tested	Number Passed	Pass Rate	Pass Rate
<b>Academic Content Areas</b>				
001 Elementary Education	215	209	97%	99%
004 Mathematics	15	15	100%	97%
005 Science	19	17	89%	96%
006 Social Studies	52	41	79%	89%
007 English	26	24	92%	97%
008 French	1	--	--	100%
009 Spanish	9	--	--	97%
010 German	1	--	--	100%
019 Speech	7	--	--	73%
028 Art	9	--	--	89%
029 Music	18	17	94%	95%
030 Drama	6	--	--	100%
032 Physical Education	39	36	92%	95%
<b>Aggregate</b>	<b>417</b>	<b>387</b>	<b>93%</b>	<b>96%</b>
<b>Teaching Special Populations</b>				
016 Bilingual Education	23	17	74%	79%
017 English as a Second Language	12	10	83%	82%
020 Moderate Needs	25	25	100%	99%
021 Severe Needs: Cognitive	9	--	--	100%
022 Severe Needs: Affective	9	--	--	100%
024 Severe Needs: Hearing	1	--	--	100%
026 Profound Needs	2	--	--	100%
<b>Aggregate</b>	<b>81</b>	<b>73</b>	<b>90%</b>	<b>94%</b>
<b>Summary Totals and Pass Rate</b>	<b>455</b>	<b>427</b>	<b>94%</b>	<b>96%</b>

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