

**Concordia University, Nebraska**  
**College of Education Annual Report**  
**Academic Year 2006-2007**  
**Ron Bork, Ed.D.**  
**Dean, College of Education**

**The Purpose Statement of Concordia University College of Education**

The College of Education strives to prepare candidates who exemplify Christ-like leaders and who will serve as educators in Lutheran, parochial, private, and public school classrooms and parish education programs of our church and our world.

We will equip our candidates

- to be effective in ministry in schools and congregations
- to integrate the Christian faith and values into their own lives and into their classrooms and parish ministries in appropriate and effective ways
- to see themselves as leaders and influencers and to provide them with a basic set of skills to carry out their ministry
- to grow spiritually, academically, socially, emotionally, physically, and relationally

We do this by providing an environment that encourages and emphasizes

- spiritual, intellectual, social, emotional, and physical growth in an atmosphere of openness and respect,
- excellence in academics and integrity demonstrated in high standards in both areas,
- a high standard of excellence in personal spiritual life as demonstrated in commitment to Word and Sacrament and to each other as brothers and sisters in Christ,
- the importance of commitment to others in all that we do demonstrated in a willingness to place the needs of others as a high priority in our lives,
- partnership with candidates as they learn and grow, with schools and churches in the training and growth of the candidates, and with Lutheran, public, private, and parochial schools in recruiting, placing, and retaining dedicated servant-leaders, and
- a sense of collegiality and mutual respect and responsibility in our candidates during their time at Concordia and as they take their place in the schools and churches of the world.

**The Need for Teachers in our Church and World**

- The education of our children is one of the most important responsibilities of a society. That need is even more prevalent in our church as leaders look not only at the academic education of their children but also the spiritual upbringing. Lutheran schools have long been one of the most effective ways of developing strong spiritual values in our children and young people.
- In our synodical schools we currently have over 290,000 students enrolled in over 2500 programs from child care through twelfth grade. Sixteen percent of the students are unchurched. Only one-third of the teachers in Lutheran schools have synodical training. An understanding of the practices and beliefs of the Lutheran Church is important as we witness to the unchurched children in our schools. We prepare our teacher education candidates to be witnesses to those students and to all who are in their classrooms.

### Program Productivity

- In the 2006-2007 academic year we had 92 teacher education candidates complete their professional semester. This is a decrease of 22% from the previous academic year. That decrease is due in large part to the small enrollment of students in the fall of 2003, the first year that students did not receive the EAGLS grant.
- The total number of declared teacher education candidates on campus in the spring of 2007 was 374. Of that number 197 were officially admitted into teacher education.

### Courses Taught in the Professional Education Core

- This continues to be a transition year from the old program to the revised program. Beginning in the fall of 2006 Teaching as a Profession (Educ101) was added to the core. Human Relations (Psy200) was moved to a required course for secondary candidates only. Media in the Classroom (Educ345) is being phased out over a period of years as the technology requirements are being integrated into other core courses.

The following chart shows professional education core courses (under the old and the new program) taught during the 2006-2007 academic year.

	course/hrs	professor / sections	position	enrollment		credit hours generated	
				fall	spring	fall	spring
Courses in the Teacher Education Core	Educ101/1	Fisher	FT CoE	33		33	
	Educ101/1	Kromminga	FT CoE	33		33	
	Educ101/1	Juergensen	FT CoE	34		34	
	Educ101/1	Tonjes	FT CoE	33	33	33	33
	Educ201/3	Fisher (2,3)	FT CoE	50	74	150	222
	Educ345/2	Fisher	FT CoE	83		166	
	Educ345/2	Bork	FT CoE		43		86
	Psy200/2	Pester (3)	Adjunct	90		180	
	Psy200/2	Opfer (2)	Adjunct		66		132
	Psy210/2	Tonjes	FT CoE	26	28	52	56
	Psy210/2	Pester (2,3)	Adjunct	55	78	110	156
	Psy324/3	Geidel (2,2)	Adjunct	44	61	132	183
	Theo361/3	Reek (3,2)	FT A/S	90	56	270	168
	Theo362/3	Groth (2,2)	FT A/S	54	49	162	147
	Theo362/3	Reek	FT A/S		30		90
	Theo25X/3	Blanco (2,2)	FT A/S	53	56	159	168
	Theo381/2	Moulds (2,2)	FT CoE	47	36	94	72
			Hours Generated			1608	1513
			Hours Taught			58	55
			Average Class Size			27.72	27.51

## Summary Data for All Teacher Education programs

		Fall 06	Spring 07
<b>GRAND TOTALS</b>	Hours Generated	2955	2772
	Hours Taught	148	145
	Average Class Size	19.97	19.14

### Strengths, Highlights, and Changes in the Program

- Teacher education continues to be the flagship program at Concordia University, Nebraska. The program revisions which were begun in the summer of 2005 focus on preparing highly qualified teachers for the schools of the 21<sup>st</sup> century.
- The focus on preparation of teachers to work with special needs students in inclusive classrooms and with students who do not speak English as their first language will set us ahead of other teacher education programs.
- Quality, focused field experiences that provide opportunities for learning and growth in real world situations will continue to strength teacher education preparation at Concordia.

### Progress Made on Program Goals

- The focus of the 2006-2007 academic year has been on implementing Teaching as a Profession (Educ101), integrating technology into the core courses, finalizing the syllabi and field experiences for Teaching Diverse Learners (Educ424), and working on a recruitment program that will enlist the support of alumni in our classrooms across the country.
- Teaching as a Profession continues to evolve as content and practice are balanced to address the course goals and the candidate capabilities.
- Technology integration continues to be a challenge as we look at ways to use Star-Online as an instruction tool and ways to integrate the learning into courses and student work.
- Teaching Diverse Learners (Educ424) is scheduled for full implementation in the 2008-2009 academic year. Discussion on course content and appropriate field experiences is ongoing.
- The recruitment of future teacher education candidates is still in the early stages of discussion.

### Concerns and Challenges

- Adequate staffing of our programs and courses continues to be a challenge. Over 20% of our core courses are taught by adjuncts.
- The special education program which is being phased out and the ELL program are both taught entirely by adjuncts. A proposal has been drafted to fill positions in both of those programs with full-time faculty members. The special education position would be focused on the instruction in the five hours of special education coursework which will be required of all teacher education candidates.

### Goals for the Coming Academic Year

- Our primary goal is to fill one full-time position in the College of Education. That person would be the main instructor for the five hours of special education coursework that is part of the revised program for all teacher education candidates.

- Our secondary goals include finalizing the field experience hours and attaching them to courses, implementing a second checkpoint process for teacher education, and continuing with the integration of technology into our core courses.

## ***PROGRAM REPORTS:***

### **Early Childhood Education**

2007 graduates of the program: (9)

Ruth Ahlman	Shannon Rae Davis	Lindsey Christine Flaten
Rachel Lynne Fraker	Courtney Marie Glynn	Allison Marie Morton
Tiffany Ann Rodden	Katherine Marie Sharp	Kayla Jo Thole

### **Strengths of the Early Childhood Program**

- One of our strengths is the practicum attached to Early Childhood Curriculum and Methodology (Educ332) using the project approach. Our students that were placed for student teaching at Dimensions, a research preschool in Lincoln, were highly complemented on their knowledge of appropriate practice and their understanding of the center's work with children using a project approach framework.
- Another strength is the text used and observation done with Child Development and Psychology: Young Children (Psy212) for our early childhood students. This directly meets some of the National Association for the Education of Young Children (NAEYC) guidelines for training of early childhood teachers. It was exciting to hear that our text was chosen by the St. John Child Development Center staff as a study book to read and implement in their center during this past school year.
- Another strength is also an area for concern. We have placed our students with some outstanding teachers for student teaching who will allow and support our students in teaching using current research and best practices. This really helps our students get excited about their career choice. However, we still have some cooperating teachers who are not current themselves, and do not support our students in doing what they have learned in their time at Concordia. We need to develop a good list of those teachers who parallel in their classrooms what we teach in our classes at Concordia so all student teachers can have more fulfilling experiences in student teaching.

### **Significant changes in the program**

- Adding two field trips, one each for Primary Education and Literacy Development (Educ333) and Early Childhood Program Organization and Management (Educ452), really helped expose the early childhood candidates to more diverse classrooms, while at the same time showing them how the things talked about in class could be implemented in the "real world." Being able to come back and reflect with the students on what we observed together seems to deepen their understandings and make them believe more strongly that what we learn in class can actually be done in the classroom.
- The change made in 2006-2007 to teach elementary methods during the first quarter for all early childhood candidates has proven to be very beneficial. The sequencing of

experiences and then additional coursework during second quarter prior to the ECE student teaching experience provides a smoother transition into Student Teaching II.

### **Concerns / Recommendations**

- There is a general misunderstanding of what early childhood actually includes. Many people, including many here at Concordia, believe it refers to only the preschool years. According to NAEYC (and based on Piaget's theory and others), early childhood years are birth to age eight. I would like to see these years referred to more often whenever early childhood is being discussed with students.
- With these years in mind, it is imperative that we get all students who wish to teach in the lower elementary grades into taking Primary Education (Educ333). Those of us with early childhood training are often appalled at what takes place in many primary classrooms where young children are taught as though it were an upper elementary classroom creating frustration, tears and hatred of school for those young children who can't think and behave as older children do. We must get our students who plan to teach lower grades prepared to do age appropriate things for young children in the primary grades, while still meeting the required standards. Currently, the best way to do this is to get all of these students into the Primary Education class.

### **Goals for the coming year**

- With the total early childhood years range in mind, we have nothing that addresses the infant and toddler years. This is a huge area of need and therefore of opportunity for our Lutheran centers as well as for-profit centers. Although the infant/toddler years are part of the early childhood continuum, the care and teaching in those years looks very different from preschool and older years. It is my goal to plan and propose an infant/toddler class to be a required part of the early childhood program, so our students will be able to set up infant/toddler programs as well as be able to teach children of these ages.
- Our early childhood students should have some of their practicum experiences in preschool classrooms before they reach Early Childhood Education Curriculum and Methodology (Educ332). This could be an option for the requirements for Teaching as a Profession (Educ101) or Educational Psychology (Psy210). Students are talking to the placement director about their preferences for grade levels before they ever have experience in a preschool classroom. Many think they do not want to teach preschool until after they have done the practicum in Educ332 or until their student teaching II experience when their discussion with the placement director is in the past. The students need practicum time in preschool as well as elementary classrooms earlier so they can make better informed requests for placement.
- Finally, I plan to add some study of the movement to get children back outside and caring for things in nature into Early Childhood Education Curriculum and Methodology (Educ332) and Early Childhood Education Foundations and Programs (Educ330). This movement is strong in Nebraska, but also is a growing concept in both national and international conferences. There is a growing base of research to support children's growth through more time outside and in positions of responsibility in caring for nature.

Judy Ripke, M.Ed.  
Director of Early Childhood Education

	course/hrs	professor / sections	position	enrollment		credit hours generated	
				fall	spring	fall	spring
Courses in the ECE Endorsement	HHP182/2	Hoffman	FT A/S	19	21	38	42
	HHP182/2	Janousek (3,3)	FT A/S	55	58	110	116
	HHP182/2	Gubanyi	Adjunct	15		30	
	HHP182/2	Baack	FT A/S		20		40
	Psy212/1	Serck	Adjunct	20	20	20	20
	Ed330/3	Ripke	FT CoE		18		54
	Ed333/3	Ripke	FT CoE		7		21
	Ed430 */2	Kromminga	FT CoE	13		26	
	Psy412 */3	Geidel	Adjunct		13		39
	Ed332/3	Ripke	FT CoE	17		51	
	Ed452/3	Ripke	FT CoE		17		51
			Hours Generated			275	383
			Hours Taught			16	23
			Average Class Size			17.19	16.65

## Elementary Education

2007 graduates of the program: (22)

Chelsea Brianna Durk	Andrea Marie Gibson	Laura Ellen Griess
Tabitha Marie Hoffman	Rachel Elisabeth Jackson	Katherine Ruth Jeppesen
Marissa Nicole Kelly	Brian Carl Mann	Kim Wolfram Masters
Melissa Carol Nathan	Sophie L. Niemann	Allison Faye Raders
Nancy Marie Risinger	Jennifer Marie Scheuring	Leah Rebekah Schnare
Niccole Michelle Sedlmayr	Rebecca M. Shaffer	Kristina Renea Urban
Benjamin D. Venteicher	Adria Nicole Wilson	Elisabeth Anne Wright
Kristin Marie Zilm		

## Strengths of the Elementary Program

- Commitment to our students: The elementary program begins with Teaching as a Profession (Educ101) in the freshman year. This is a vital connection to the College of Education that builds relationships and offers support to aspiring teachers early in the program.
- Dedicated Faculty: The faculty is dedicated to prepare our elementary teachers for today's classroom. Current methods and philosophies are practiced to provide students with the knowledge that they will need to be successful.

- Field Experience: The students have the opportunity to turn that knowledge into practice in the local schools.
- Student Teaching: Currently, Concordia University places students for Student Teaching unlike any other institution. Two eight week sessions offer our students two different cooperating teachers and two different grade level experiences.
- Four year Program Completion: Our students have the ability to graduate in four years under the current program - 128 hour program with 16 credit hours per semester over eight semesters.

### **Significant changes in the program**

- Addition of Teaching As a Profession (Educ101)
- Addition of Teaching Diverse Learners (Educ424)
- Revision of Literacy Instruction, Assessment and Intervention (Educ361) adding assessment and interventions for literacy
- Realignment of Field Experience hours to provide our students with diversified classroom experiences
- Methods courses offered in morning sessions so the students have the opportunity to meet with their cooperating teachers and supervisors in the afternoons
- Handbook, forms, evaluations and professional semester manual updated

### **Concerns / Recommendations**

- Special Education Program: Special education courses are offered throughout the elementary program. Several students inquire about our special ed program on visit days or in prospective student meetings only to find out that we do not offer certification. I truly believe that if we had a special education director to champion the program it would be successful. This should be done at the master's level so students interested in special education could complete their undergraduate degree in elementary education and filter right into our masters program. Without this element, we may be losing students to other institutions.
- The methods courses in the professional semester take away valuable classroom experience time for the student teachers. Practice in teaching reading or math is sometimes missed during the first eight weeks due to this scheduling.
- The current elementary program does not contain a religion subject concentration. Exploration of adding this area is underway.

### **Goals for the coming year**

- Religion Subject Concentration
- Relentless Recruitment of students through the alumni in the many schools that work with our student teachers. The alumni could identify a few students in their schools that would be a good fit for Concordia and our teaching programs.
- Continue our partnership with students that have graduated from Concordia and are currently teaching to strengthen our program. They can provide us with valuable information to survey areas that may need to be strengthened, dropped or added to the program.

- Online resource developed for our cooperating schools, teachers, supervisors, students and graduates.
- Commitment to our students that they are being prepared for their first year of teaching.

Kevin Kromminga, M.A.  
Director of Elementary Education

	course/hrs	professor / sections	position	enrollment		credit hours generated	
				fall	spring	fall	spring
Courses in the Elementary Endorsement	Psy211/2	Ripke (2)	FT CoE	55	29	110	58
	Art301/1	Bergdolt (2,2)	FT A/S	21	32	21	32
	Math305/3	Matthews	FT A/S	19	29	57	87
	Ed361/6	Uffelman	FT CoE	25	10	150	60
	Ed362/2	Langewisch (2,2)	Adjunct	43	34	86	68
	HHP363/1	Boye	FT A/S	18	21	18	21
	HHP364/1	Goldgrabe	FT A/S	19	22	19	22
	Ed365/3	Dolak	FT CoE	26	3	78	9
	Ed363/M Sci SS Mu Gen @ 1.2	Ehlers	Adjunct	23	19	27.6	22.8
		Bork	FT CoE	23	19	27.6	22.8
		Opfer	Adjunct	23	19	27.6	22.8
		Radden	Adjunct	23	19	27.6	22.8
		Kromminga	FT CoE	23	19	27.6	22.8
			Hours Generated			677	471
			Hours Taught			30	28
			Average Class Size			22.57	16.82

### Middle Level Education

2007 graduates of the program: (9)

Robert Bernard	Stephan Thomas Gonzales	Jonathan Charles Himmler
Jason Thomas Kuiper	David Leinart Maddick	Rebecca Ann Mooney
Nathan Scott Myers	Kristen Marie Pieper	Megan Renee Robertson

### Strengths of the Middle Level Program

- Strong community develops with the cohort format. Students maintain strong connections on campus as they take courses together, and also with one another many years after graduation; the last four graduating classes continue to send emails to one another for help, encouragement, advice, and the sharing of stories and situations.
- Flexibility in the field. The graduates are prepared well to teach in both departmentalized and self-contained settings. Principals enjoy this dimension of our middle school graduates.



- Commitment to the young adolescent learner. The middle level candidates have purposefully decided that they are called to this challenging grade level and seek to serve as strong role models to an at-risk population.
- Unique program among CUS schools. No other CU institution has a comprehensive, stand-alone program.

### **Significant changes in the program**

- Specific methods courses for the core subject areas (math, science, social sciences) for grades 4-9. Prior to 06-07, middle level candidates took elementary lab coursework, often geared primarily to the K-4 students.
- Increased connection to Lincoln Public Schools and a highly diverse middle school student population for one-third of the field experience hours. This partnership helps strengthen the students for challenging settings in the field and enables them to find their own strengths and weaknesses.
- Strong integration of technology with methods of classroom instruction. Because middle level students move as a cohort in most cases, they are deliberately exposed to and challenged with additional technology modules from Star-Online and are asked to integrate these into the Lincoln Public School classrooms.
- Move from the 6-hour Literacy Instruction, Assessment and Intervention to a 3-hour Content Area Literacy which focuses less on how to read and more on how the instructor can enable the students to read and comprehend the text materials, which is more of an issue for upper grades teachers in departmentalized settings.
- Continual field opportunities with the Seward Youth Center and Camp Luther in Schuyler, NE with direct middle level student contact as a course requirement.
- Addition of the ELL methods course.
- Addition of Teaching Diverse Learners (Psy424).

### **Concerns / Recommendations**

- Numbers in program. Currently, we have an average of 12 students each year in the middle level program. I do not anticipate an increase. Nationwide, only 5% of teacher education candidates indicate middle level as a preference. Currently at Concordia our program amazingly represents 10-15% of our candidates. Expecting this program to grow larger in number is not realistic unless we bring more teacher education candidates into our doors.
- Concern about the course Teaching the Christian Faith (Educ362) meeting the faith integration needs and spiritual guidance within the classroom that middle level teachers must be able to demonstrate each day. Recommendation: revise the course significantly.
- Same instructor teaching most of the core courses specific to middle level. Recommendation: bringing in another instructor to teach the second Middle Level Seminar course in the spring.
- Size of program. While most students complete the program in four years, it is a very tight squeeze with careful advising necessary, and a willingness to bear heavy semester

loads. If students decide to shift to middle level in their junior or late in their sophomore year, that becomes more challenging.

### Goals for the coming year

- Refine sequencing for core middle level courses, with added emphasis on differentiation and multiple assessment practices.
- Bring practitioners (all adjuncts) teaching Middle Level Methods (Educ364) into a stronger sense of connection with one another and with the program.
- Seek adjunct to teach Middle Level Seminar II (Educ311).
- Recruit those with the skills and heart to teach middle school students.
- Ask current CUNE middle school teachers in Lutheran schools to identify their own middle school students who might be excellent church worker teachers, and develop contacts and relationships with those students using our own undergraduates.
- In concert with our admissions personnel, develop a variety of campus visit tour packages for our CUNE middle school teachers eager to bring their seventh and eighth graders on campus. We must tap into our alumni. They have power to encourage students to come to us, and they have extremely strong connections with their own middle school students in those years before high school and more disconnected teachers.

Rebecca Fisher, Ed.D.

Director of Middle Level Education

	course/hrs	professor / sections	position	enrollment		credit hours generated	
				fall	spring	fall	spring
Courses in Middle Level Endorsement	Ed211/1	Fisher	FT CoE	17		17	
	Ed311/1	Fisher	FT CoE		16		16
	Ed361 */6	Uffelman	FT CoE	25	10	150	60
	Ed362 */2	Langewisch (2,2)	Adjunct	43	34	86	68
	Eng 392 or 491/3	Roebke	FT A/S		19		57
		Roebke	FT A/S	1	18	3	54
	Ed401/3	Fisher	FT CoE	10		30	
	Psy421 */2	Moulds	FT CoE	35	29	70	58
	Psy422/1	Fisher	FT CoE	1	16	1	16
	Ed402/1	Fisher	FT CoE		9		9
	Ed363/3 1 hr. each	math-Bork	FT CoE	9		9	
		ss-Mahoney	Adjunct	9		9	
		sci-Pester	Adjunct	9		9	
			Hours Generated			384	338
			Hours Taught			23	21
			Average Class Size			16.70	16.10

## **Secondary Education**

2007 graduates of the program: (41)

Kayla Marie Anderson	Ruth Ann Bartels	Kristen Ann Bernhardt
Daniel A. Bickel	Susan Kay Braunsroth	Thomas Robert Craig
Sarah Jane Dage	Paul Alan Endorf	Lewis Brian Evans Jr.
Bethany Ann Fale	Amanda Marie Forsberg	Timothy Randal Gast
Greta A. Gieseke	Heidi Ann Greimann	Mallary Ann Gunnare
Rebecca Louise Guy	Amanda Jo Hehn	Molly Janet Helmreich
Brett R. Kapels	Rehema Bertha Kavugha	Timothy M. Leech
Andrew David Mannigel	Joshua Allen Miller	Amber Ann Morrison
Elizabeth Ann Mueller	Dustin Oliver Nelson	Tasha Marcella Osten
Hilary Jayne Powell	Rachel Anne Reeves	Jon Steven Rehwaldt
Elizabeth Anne Rincker	Stephanie Anne Rosburg	Angela Claire Russell
Heidi Kathleen Sanders	Thad Jacob Sankey	Sarah Jan Strohschein
Sarah Ann Sunderman	Drew R. Urban	Leah Wisroth
Fredrick William Wren	Timothy John Zum Hofe	

## **Strengths of the Secondary Program**

- Outstanding teaching candidates! I am continually amazed at the level of talent of our secondary education students – they are a blessing to work with each semester.
- Great relationships have been built and/or strengthened between Concordia and the schools we work in partnership with, both locally and across the nation.

## **Significant changes in the program**

- The addition of Teaching as a Profession (Educ101) for freshman has really helped me as the program director to get to know many of the secondary candidates earlier in the program. It has also allowed the candidates to get to the “ins and outs” of the program and what it will take to be successful.
- I have made it a priority to work on adding quality schools to our list of potential student teaching sites, as well as taking the steps necessary to hire new adjunct supervisors in specific geographic locations which opens up new doors and partnerships for us in areas that we haven’t been able to use much in the past (this is more cost-effective as well since we don’t have to send out as many supervisors from campus each semester).
- We have also spent a great deal of time updating old and outdated files, forms, manuals, etc. in order to streamline the process and make things more “user-friendly”.
- I believe the new courses - Content Area Literacy (Educ370) and Teaching Diverse Learners (Educ424) will be positive additions to the program and will better prepare our secondary education candidates to meet the needs of the students they will be teaching in today’s classrooms.

## **Concerns / Recommendations**

- While our numbers have been fairly steady, I am concerned that we can continue to attract students who want to be high school teachers, as well as finding ways to make it affordable for them to come to CUNE. I believe we have a great responsibility to provide excellent teacher candidates for local public schools and especially for our Lutheran

schools across the country that are in such need of Called teachers who truly understand the ministry. While this is a concern, it is also a great joy to know that this is a priority here and I am greatly optimistic about our program and the opportunity we have here to have a great impact.

### Goals for the coming year

- One main goal is to continue to work with the other program directors to “computerize” our program – in other words, bring things up to date by transferring all of our student teaching information for students, cooperating teachers, school administrators, and supervisors into an online format that will give easier access, make things more user-friendly, and save on the amount of paper we send out each semester to the hundreds of schools and teachers we work with.
- A constant goal for me is to continue to develop positive relationships with students, colleagues, school administrators and teachers, etc.
- I am also working on a plan to work with the administrators and teachers at the schools we send student teachers to in order to identify students at those schools who would be good fits for Concordia – once I have names I will make an effort to speak directly to those students when I am out supervising as well as encouraging the other supervisors to do the same. This has been going on in an informal way, but I think we can work on making this a more intentional part of the process.

James D. Juergensen, Ed.D.  
Director of Secondary Education

	course/hrs	professor / sections	position	enrollment		credit hours generated	
				fall	spring	fall	spring
Courses in Secondary Endorsement	Psy421 */2	Moulds	FT CoE	35	29	70	58
	Ed301/2	Juergensen	FT CoE	18	25	36	50
			Hours Generated			106	108
			Hours Taught			4	4
			Average Class Size			26.50	27.00
Methods Courses in Middle Level and Secondary Education	Ed367/2	Royuk A	Adjunct	1	1	2	2
	Ed368/2						
	Ed369/2	Widler	Adjunct		3		6
	Ed370/2	Dolak	FT CoE		1		2
	Ed371/2	Roebke	FT A/S	5	12	10	24
	Ed372/2	Goldsmith	Adjunct	6	12	12	24
	Ed373/2	Royuk B	FT A/S	3	4	6	8
	Ed374/2	B Krmnnga Banzhaf	PT A/S Adjunct	1	7	2	14
	Ed375/2	Kuhn	FT A/S	5		10	

	Ed376/2	Goldgrabe	FT A/S	2	4	4	8
	Ed377/2	Bergdolt	FT A/S	1	3	2	6
	Ed378/2	Gernant	FT A/S	2	6	4	12
	Ed379/2	Warren	FT CoE	18		36	
			Hours Generated			88	106
			Hours Taught			20	20
			Average Class Size			4.40	5.30

## Special Education

2007 graduates of the program: (5)

Tracie Lynn King                      Kristin Nicole Matasovsky      Chelsea Helene McTee  
Victoria Anne Preston              Trista Ann Seeman

Data as the program is being phased out as a separate endorsement and being integrated into the requirements for professional education for all candidates.

	course/hrs	professor / sections	position	enrollment		credit hours generated	
				fall	spring	fall	spring
Courses in the SpEd Endorsement	Ed416/3						
	Ed430 */2	Kromminga	FT CoE	13		26	
	Psy412 */3	Geidel	Adjunct		13		39
	Psy415/3	Obrecht	Adjunct		8		24
	HHP471/3	Andersen	Adjunct	24		72	
	Ed467/3	Geidel	Adjunct	4		12	
			Hours Generated			110	63
			Hours Taught			8	6
			Average Class Size			13.75	10.5

## ELL endorsement

Data for the endorsement program at all levels.

	course/hrs	professor / sections	position	enrollment		credit hours generated	
				fall	spring	fall	spring
Courses in ELL Endorsement	Ed425A/3	Mickel	Adjunct	8		24	
	Ed425B/3	Mickel	Adjunct		6		18
	Ed426/3	Gebhardt	Adjunct	5		15	
			Hours Generated			39	18
			Hours Taught			3	3
			Average Class Size			13.00	6.00

