

Title II Higher Education Act

[Submit State Reports](#)

[View Reports / Resources](#)

[Technical Assistance](#)

[Contacts / Help](#)

SUBMIT REPORTS

- [Instructions](#)
- [Institution/Program Information](#)
- [Section I.a Admission Requirements](#)
- [Section I.b Enrollment](#)
- [Section I.c Supervised Clinical Experience](#)
- [Section I.d Certification](#)
- [Section I.e Program Completers](#)
- [Section II Annual Goals](#)
- [Section II Assurances](#)
- [Section III Pass Rates](#)
- [Section III Assessment Pass Rates](#)
- [Section III Summary Pass Rates](#)
- [Section IV Low-Performing](#)
- [Section V Use of Technology](#)
- [Section VI Teacher Training](#)
- [Section VII Contextual Information](#)
- [Section VIII Report Card Certification](#)
- [Print Report Card](#)
- [Change Program](#)
- [Account Information](#)
- [Glossary](#)
- [Contact Us](#)
- [Institutions](#)

[Contact Us](#) - [Glossary](#) - [Log out](#)

University of Nebraska - Lincoln
Traditional Program
2008-09

Print Report Card

Program Information

Name of Institution: University of Nebraska - Lincoln

Institution/Program Type: Traditional

Academic Year: 2008-09

State: Nebraska

Address: 233 Mabel Lee Hall

Lincoln, NE, 68588

Contact Name: Ms. Phyllis Fogerty

Phone: 4024720889

Email: pfogerty1@unl.edu

Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	Yes	Yes
Fee/Payment	No	No

Transcript	No	No
Fingerprint check	No	No
Background check	Yes	Yes
Experience in a classroom or working with children	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	No
Minimum high school GPA	Yes	Yes
Minimum undergraduate GPA	Yes	Yes
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	Yes	No
Minimum SAT score	No	No
Minimum GRE score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	No
Minimum Miller Analogies test score	No	No
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	Yes	Yes
Resume	No	No
Beachelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test (e.g.,Myers-Briggs Assessment)	No	No
Other (specify: learning outsomes)	Yes	Yes

Provide a link to your website where additional information about admissions requirements can be found:

<http://cehs.unl.edu>

Indicate when students are formally admitted into your initial teacher certification program:

Sophomore year for elementary; Junior year for secondary programs

Does your initial teacher certification program conditionally admit students? No

Please provide any additional about or exceptions to the admissions information provided above:

none

Section I.b Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race

categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Total number of students enrolled in 2008-09:	1551
Unduplicated number of males enrolled in 2008-09:	431
Unduplicated number of females enrolled in 2008-09:	1120

2008-09	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	50
<i>Race</i>	
American Indian or Alaska Native:	15
Asian:	16
Black or African American:	22
Native Hawaiian or Other Pacific Islander:	0
White:	1445
Two or more races:	29

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2008-09.

Average number of clock hours required prior to student teaching	140
Average number of clock hours required for student teaching	640
Number of full-time equivalent faculty in supervised clinical experience during this academic year	2.72
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	18.5
Number of students in supervised clinical experience during this academic year	1461

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

The average number of clock hours required prior to student teaching is a range from 140-420 hours.

Faculty & adjunct FTE only applies to supervision of student teachers.

Number of students in supervised clinical experience includes 1079 pre-student teaching practicum students & 382 student teachers.

Section I.d Certified Licensed

Provide the number of students who have been certified or licensed as teachers, by subject and area of certification or licensure.

	Number	Number	Number
--	--------	--------	--------

Teaching subject/area	certified/ licensed 2008-09	certified/ licensed 2007-08	certified/ licensed 2006-07
TOTAL (all areas/subjects)	413	394	
Agriculture	10	6	
Art	12	3	
General Art	2	0	
Basic Business	5	4	
Business Education	6	7	
Marketing	2	2	
English	25	19	
Language Arts	5	4	
Speech & Theatre	1	0	
Read & Writing	1	0	
Journ & Mass Comm	0	1	
World Language - French	1	3	
World Language - German	2	2	
World Language - Spanish	10	13	
World Language - Latin	0	1	
English as 2nd Lang	21	23	
Famly/Consmr Science	7	9	
Industrial Tech Education	5	6	
Mathematics	16	17	
Music	26	18	
Instrumental Music	1	1	
Vocal Music	0	1	
Theatre	1	0	
Natural Science	14	17	
Biology	1	1	
Physical Science	4	2	
Chemistry	0	1	
Social Science	24	23	
Geography	0	2	
History	5	6	
Political Science	3	2	
Coop Ed Div Occ	5	8	
Elementary	92	106	

Early Childhood Educ	9	4	
Middle Grades	44	18	
Early Child Unified	18	14	
Middle Gr/Art	0	1	
Middle Gr/Business Ed	1	0	
Middle Gr/Family & Consume	9	3	
Middle Gr/Industrial Tech	3	0	
Middle Gr/Language Arts	25	7	
Middle Gr/Mathematics	14	6	
Middle Gr/Natural Sciences	11	5	
Middle Gr/Social Science	27	13	
Behavior Disordered	0	1	
Learning Disabilities	0	1	
Speech-Language Path	12	13	
Mild/Moderate Disabilities	24	25	
Pre-School Disabilities	1	2	
Coaching	14	11	
Health & Phys Educ	0	1	

Section I.e Program Completers

Provide the total number of initial teacher certification preparation program completers in each of the following academic years:

2008-09: 413

2007-08: 394

2006-07: 379

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure 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. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	Academic year: 2008-09

	<p>Goal: 16</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Increase size of post baccalaureate population</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Obtain grant money</p>
Science	<p>Academic year: 2008-09</p> <p>Goal: 13</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Increase size of post baccalaureate population</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Obtain grant money</p>
Special education	<p>Academic year: 2008-09</p> <p>Goal: 59</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Link Mild/Moderate Program with Elementary Education</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Work with advisers to encourage students to consider special education</p>
Instruction of limited English proficient students	<p>Academic year: 2008-09</p> <p>Goal: 26</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Require all general education students to take one ELL course</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Make ELL a minor</p>

Other (Modern Languages)	<p>Academic year: 2008-09</p> <p>Goal: 16</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Encourage post baccalaureate students to consider modern languages.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Improve advising of undergraduate students.</p>
--------------------------	---

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.

Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.

Yes

General education teachers receive training in providing instruction to children with disabilities.

Yes

General education teachers receive training in providing instruction to limited English proficient students.

Yes

General education teachers receive training in providing instruction to children from low-income families.

Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

Required courses; dialogue with school district plus meeting state guidelines and standards

Section III. Assessment Rates

--	--	--	--

Assessment code - Assessment name Test Company Group	Number taking test	Avg. scaled score	Number passing test	Pass rate (%)	State Average pass rate (%)	State Average scaled score
5730 - COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	194		193	99		
5710 - COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2008-09	193		193	100		
5720 - COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2008-09	194		190	98		
730 - PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	46		46	100		
710 - PPST READING Educational Testing Service (ETS) All program completers, 2008-09	47		47	100		
720 - PPST WRITING Educational Testing Service (ETS) All program completers, 2008-09	46		46	100		

Section III. Summary Rates

Academic Year	Number taking one or more required tests	Number passing all tests taken	Pass Rate (%)	Statewide average pass rate (%)
All program completers, 2008-09	242	242	100	

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

State

TEAC

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V. Technology

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**
Yes
- **use technology effectively to collect data to improve teaching and learning**
Yes
- **use technology effectively to manage data to improve teaching and learning**
Yes
- **use technology effectively to analyze data to improve teaching and learning**
Yes

Provide a description of how your program 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 how your program 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.

The State of Nebraska requires that all teacher education candidates meet the following standards in the area of instructional technology. We address these five, State of Nebraska teacher education standards in our technology curriculum. These are:

1. Teachers demonstrate a sound understanding of technology operations and concepts.
2. Teachers plan and design effective learning environments and experiences supported by technology.
3. Teacher implement curriculum plans that include methods and strategies for applying technology to maximize student learning.
4. Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.

Students in undergraduate programs complete TEAC 259, Technology in the Classroom. Graduate students enroll in TEAC 880A, Survey of Instructional Technology. Both courses address the standards listed above.

Section VI. Teacher Training

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**
Yes

Provide a description of how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

The State of Nebraska requires that all teacher education candidates must meet a set of standards related to teaching special populations. We address five State of Nebraska teacher education standards in our programs. These are:

1. Knowledge of the exceptional education needs of the disabilities defined by section 79-1118.01R.R.S.
2. Knowledge of the major characteristics of each disability in order to recognize its existence in children.
3. Knowledge of various alternative for providing the least restrictive environment for children with disabilities.
4. Knowledge of methods of teaching children with disabilities in the regular classroom.
5. Knowledge of pre-referral alternatives, referral systems, multidisciplinary team responsibilities, the individualized education plan process and the placement process.

All students are required to pass SPED 401A/801A, Accommodating Exceptional Learners in the Classroom (Elementary) or SPED 401B/801B, Accommodating Exceptional Learners in the Secondary Classroom.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**
Yes

Provide a description of how your program prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

The Special Education programs at the University of Nebraska-Lincoln has Specialized Program Approval through 2010 from both the Council for Exceptional Children (CEC) and Nebraska Department of Education. This indicates the programs meet national professional organization standards as well as state standards.

Teacher education programs at UNL are accredited by TEAC. In turn the Council for Exceptional Children (CEC) has taken the 10 INTASC standards and applied them to the field of Special Education. CEC now requires that all accredited special education teacher education programs track each college student from admission to graduation to determine whether they have attained each standard and to what degree or level or proficiency. Students and faculty use a website to monitor students' progress in achieving competencies in the following areas reflecting desired teacher competency: (1) Foundations, (2) Development &

Characteristics of Learners, (3) Learning Differences, (4) Instructional Strategies, (5) Learning Environments and Social Interactions, (6) Language, (7) Instructional Planning, (8) Assessment, (9) Professional & Ethical Practice, and (10) Collaboration. Ratings for each of the 10 standards may reflect

competence in foundation courses or classes that are specifically required for an area of certification (e.g. undergraduate K-6 mild-moderate disabilities major or undergraduate mild/moderate disabilities 7-12; graduate level behavior disorders, early childhood special education, deaf/hard of hearing, mild/moderate, specific learning disabilities, severe disabilities, visual impairment, transition). Instructors I assign one or two ratings for each course and practicum students complete as they progress through the program

These ratings are aggregated (merged together) to help us study our teacher preparation programs in special education to see if there are areas where our students are generally strong or weak and then make adjustments to the curriculum. Individual ratings help students track development of knowledge, skills, and dispositions important to special education teachers. If students have challenges meeting proficiency on assessments and scoring rubrics in one or more standards, the advisor will direct them to the appropriate faculty member who can work with them to try to bring a rating to the proficient level when possible. Assignments that are used for rating competencies are found on a tracking sheet and should be identified on class syllabi.

Section VII. 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. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Supporting Files

University of Nebraska - Lincoln
Traditional Program
2008-09

[Contact Us](#) - [Glossary](#) - [Log out](#)

Title II, Higher Education Act
OMB Control No.: 1840-0744 (exp. 9/30/2012)