

Nebraska

2015 Title II Reports

2015 Title II Report

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Complete Report Card

Introduction

Please use this space to provide any additional information that provides context for the data included in this report card. You may also attach information to this report card (see below).

There are sixteen (16) approved teacher education programs in Nebraska. In addition to the requirement that all Nebraska institutions successfully complete the state program approval process, thirteen (13) institutions have also attained national accreditation by the National Council of Accreditation of Teacher Education (NCATE) or by the Teacher Education Accreditation Council (TEAC).

All sixteen (16) institutions that prepare teachers in Nebraska are members of the Nebraska Association of Colleges of Teacher Education (NACTE) and are also represented on the Nebraska Council on Teacher Education (NCTE), an advisory body to the State Board of Education. NCTE consists of equal representation from educators, educator preparation administrators, and governance representatives which work in partnership to assure high standards for Nebraska educator preparation and quality education for PreK-12 students statewide.

Section 79-318(5)(g) of the Nebraska Revised Statutes (R.R.S.) requires the State Board of Education to approve teacher education programs conducted in Nebraska post-secondary educational institutions designed for the purpose of certifying teachers, administrators, and special services providers. Nebraska Department of Education (NDE) regulations and guidelines relating to educators, administrators and special services providers are contained in the following Chapters:

Title 92, Nebraska Administrative Code (NAC), Chapter 20, Regulations for the Approval of Teacher Education Programs, provides the procedures for the approval of teacher education programs conducted in Nebraska post-secondary educational institutions designed for the purpose of certifying teachers and administrators and other professional school personnel requiring certification. State Board-approved guidelines that accompany Chapter 20 further inform institutions of teacher preparation program expectations.

Title 92, NAC, Chapter 21, Issuance of Certificates and Permits to Teach, Provide Special Services, and Administer in Nebraska Schools, provides procedures for the issuance of teaching, administrative, and special services certificates and permits for use in accredited or approved Nebraska school systems. Candidates for endorsements on Nebraska certificates are required to pass the appropriate test for certification as of September 1, 2015. In 2015 certain certificates were renamed to more clearly distinguish between full certification (certificates) and permits (generally indicating deficiencies or limitations). A new permit provides additional flexibility to consider individuals who have completed alternative certification programs in other states to gain certification in Nebraska.

Title 92, NAC, Chapter 24, Regulations for Certificate Endorsements, contains regulations for obtaining endorsements indicating grade levels and areas of specialization on Nebraska teaching, administrative, and special services certificates. State Board-approved guidelines that accompany Chapter 24 further inform Nebraska post-secondary educational institutions of teacher preparation program expectations. Chapter 24 is updated on an annual basis to reflect revisions to endorsements that are reviewed on a rotation.

Title 92, NAC, Chapter 23, Regulations for the Basic Skills Competency Testing of Teachers and Administrators. Currently, basic skills' testing is the only state testing requirement and it is used by the institutions as a program admission requirement. Since the basic skills requirement is a program admission requirement, all candidates recommended for a certificate will have passed the basic skills requirement. A new basic skills test was implemented September 1, 2014, Core Academic Skills for Educators-ETS.

Each teacher education institution is required to submit to the Nebraska Department of Education (NDE) an annual request for approval of its teacher education programs which will be offered the following academic year. These requests are reviewed for compliance with Chapters 20 and 24 and submitted to the State Board of Education for consideration. Approval of these programs is immediate upon approval by the State Board of Education.

In addition to the annual approval of its teacher education programs by the state, each Nebraska institution must undergo a comprehensive state approval process of its educator preparation program every seven (7) years during which a review is conducted of the institution's compliance with the requirements of Chapters 20 and 24 for PreK-12 school personnel preparation programs. The review includes two components: an off-site review of program folios (program information and data) by teams made up of NCTE members, content experts, and NDE representatives; and an on-site visit, conducted in conjunction with national accreditation visit if applicable, by a team made up of NCTE members and NDE representatives. Upon the conclusion of the state approval components, a report is compiled and submitted for review to NCTE which, in turn, makes a recommendation to the State Board of Education to grant, deny, or revoke approval of the institution's teacher education program.

A multi-step process is in place for institutions to correct any deviations or areas of non-compliance that may be determined during the approval process. It is expected that institutions immediately move forward with correcting any deficiencies identified during the approval process. Chapter 20 provides that an institution is given the opportunity to correct program deficiencies or deviations prior to the State Board of Education taking probationary action.

Supporting Files

No files have been uploaded.

Related Web Sites

[Title 92, NAC, Chapter 20 – Regulations for the Approval of Teacher Education Programs](#)

[Title 92, NAC, Chapter 21 – Regulations for the Issuance of Certificates and Permits to Teach, Provide Special Services, and Administer in Nebraska Schools](#)

[Title 92, NAC, Chapter 23 – Regulations for the Basic Skills Competency Testing of Teachers and Administrators](#)

[Title 92, NAC, Chapter 24 – Regulations for Certificate Endorsements](#)

[Guidelines Recommended for use with Rule 24 \(Endorsements\)](#)

[2013-2014 Nebraska Approved Educator Preparation Programs](#)

[2014-2015 Nebraska Approved Educator Preparation Programs](#)

[2015-2016 Nebraska Approved Educator Preparation Programs](#)

[Nebraska Title II Institutional Reports](#)

[Nebraska Educator Preparation Website](#)

[Nebraska Teacher Certification Website](#)

[Nebraska Program Approval Process](#)

Section I.a Program Information

For each traditional teacher preparation program, IHE-based alternative route teacher preparation program, and non-IHE-based alternative route teacher preparation program, list each sub-program. For example, if an institution's traditional teacher preparation program offers sub-programs in Special Education, Elementary Education, and Secondary English, each of those sub-programs should be listed.

Totals

Program Type	Number of Sub-Programs
Traditional	378
Alternative, IHE-based	1
Total	379

Chadron State College (6466)

Teacher Preparation Sub-Programs	Teacher Quality Partnership Grant Member?
art	No
Basic Business	No
biology	No
business, marketing, information technology	No
chemistry	No
coaching supplemental	No
cooperative education/diversified occupational supplemental	No
early childhood inclusive	No
early childhood supplemental	No
earth and space science	No
elementary education	No
English language arts	No
family and consumer sciences	No
health and physical education	No
health education	No
history	No
mathematics	No
middle grades	No

music	No
physical education	No
physics	No
sciences	No
social sciences	No
special education	No
theatre	No
vocal music	No

College of St. Mary (6106)

Teacher Preparation Sub-Programs	Teacher Quality Partnership Grant Member?
Art	No
Basic Business	No
Biology	No
Chemistry	No
Coaching	No
Early Childhood Education	No
Early Childhood Unified	No
Elementary Education	No
English	No
English as a Second Language	No
Health and Physical Education	No
Information Technology	No
Language Arts	No
Mathematics	No
Middle Grades	No
Natural Science	No
Social Science	No
Spanish	No
Special education	No

Concordia University (6116)

	Teacher Quality
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Teacher Preparation Sub-Programs	Partnership Grant Member?
American Sign Language Supplemental Endorsement K-8, 7-12, K-12	No
Art K-12	No
Basic Business 6-12	No
Biology 7-12	No
Business, Marketing & Information Technology 6-12	No
Chemistry 7-12	No
Coaching Supplemental Endorsement 7-12	No
Early Childhood Inclusive B-3	No
Early Childhood Supplemental Endorsement PK-3	No
Elementary Education K-8	No
English As A Second Language PK-12	No
English Language Arts 7-12	No
Geography 7-12	No
Health & Physical Education PK-12	No
Health Education 7-12	No
History 7-12	No
Information Technology Supplemental Endorsement PK-12	No
Instrumental Music K-8, 7-12	No
Journalism & Media Education Supplemental Endorsement 7-12	No
Mathematics 6-12	No
Middle Level - Art 4-9	No
Middle Level - Business Education 4-9	No
Middle Level - Health & Physical Education 4-9	No
Middle Level - Language Arts 4-9	No
Middle Level - Mathematics 4-9	No
Middle Level - Natural Sciences 4-9	No
Middle Level - Social Science 4-9	No
Middle Level - World Language-Spanish 4-9	No
Music K-12	No
Physical Education 7-12	No
Physics 7-12	No
Psychology 7-12	No

Religious Education K-12	No
Science 7-12	No
Secondary English 7-12	No
Social Science 7-12	No
Special Education K-12, K-6, 7-12	No
Speech Supplemental Endorsement 7-12	No
Theatre Supplemental Endorsement 7-12	No
Vocal Music K-8, 7-12	No
World Language-Chinese 7-12	No
World Language-Spanish 7-12	No

Creighton University (6121)

Teacher Preparation Sub-Programs	Teacher Quality Partnership Grant Member?
Initial Teacher Certification	No

Doane College (6165)

Teacher Preparation Sub-Programs	Teacher Quality Partnership Grant Member?
Biology secondary education 7-12	No
Chemistry secondary education	No
Early Childhood B-3	No
Elementary K-6	No
English Language Learners K-12	No
English secondary education 7-12	No
German secondary education	No
History secondary education	No
Language Arts secondary education	No
Middle School Education 4-9	No
Music education K-12	No
Physical Education K-12	No
Physics secondary education	No
Reading Specialist	No
Science secondary education 7-12	No

Social Science secondary education 7-12	No
Spanish secondary education 7-12	No
Special Education K-12	No
Theater secondary education 7-12	No

Grace University (6248)

Teacher Preparation Sub-Programs	Teacher Quality Partnership Grant Member?
Basic Business	No
Coaching	No
Early Childhood Education	No
Elementary Education	No
English	No
English as a Second Language	No
History	No
Instrumental Music	No
Mathematics	No
Middle School Education	No
Music Education	No
Physical Education	No
Religious Education	No
Social Science	No
Vocal Music	No

Hastings College (6270)

Teacher Preparation Sub-Programs	Teacher Quality Partnership Grant Member?
Art Field	No
Basic Business Subject	No
Biology Subject	No
Business, Marketing, Information Technology Field	No
Chemistry Subject	No

Coaching Supplemental	No
Early Childhood Education Supplemental	No
Elementary Education Field	No
English as a Second Language Supplemental	No
English Language Arts Field	No
General Art Subject	No
History Subject	No
Instrumental Music Subject	No
Journalism and Media Education Supplemental	No
Mathematics Field	No
Middle Grades Field	No
Music Field	No
Physical Education Subject	No
Physics Subject	No
Psychology Subject	No
Science Field	No
Secondary English Subject	No
Social Science Field	No
Special Education Field	No
Special Education Subject	No
Speech Supplemental	No
Theatre Supplemental	No
Vocal Music Subject	No
World Language Spanish Subject	No

Midland University (6406)

Teacher Preparation Sub-Programs	Teacher Quality Partnership Grant Member?
Art, K-12	No
Basic Business, 6-12	No
Biology, 7-12	No
Chemistry, 7-12	No
Coaching, 7-12	No
Early Childhood Education, B-3	No

Elementary Education, K-8	No
English as a Second Language (ESL), K-12	No
English, 7-12	No
History, 7-12	No
Mathematics, 7-12	No
Music, K-12	No
Natural Science, 7-12	No
Physical Education, K-6, 7-12	No
Social Science, 7-12	No
Special Education, Mild/Moderate, K-12, K-6, 7-12	No
Vocal Music, K-8, 7-12	No

Nebraska Wesleyan University (6470)

Teacher Preparation Sub-Programs	Teacher Quality Partnership Grant Member?
Art	No
Basic Business	No
Biology	No
Business, Marketing & Information Technology	No
Chemistry	No
Coaching	No
Elementary Education	No
English	No
English as Second Language	No
General Art	No
Health and Physical Education	No
History	No
Language Arts	No
Mathematics	No
Middle Grades	No
Music/Vocal/ Instrumental	No
Physical Education	No
Physical Education	No

Physics	No
Science	No
Social Science	No
Special Education: Mild & Moderate	No
Theatre	No
World Language	No

Peru State College (6468)

Teacher Preparation Sub-Programs	Teacher Quality Partnership Grant Member?
Art Education	No
Biology Education	No
Business, Marketing, & Information Technology Education	No
Chemistry Education	No
Early Childhood Education	No
Early Childhood Unified Education	No
Elementary Education	No
English Education	No
Health & Physical Education	No
History Education	No
Language Arts Education	No
Mathematics Education	No
Middle Grades Education	No
Music Education	No
Science Education	No
Social Science Education	No
Special Education	No

Union College (6865)

Teacher Preparation Sub-Programs	Teacher Quality Partnership Grant Member?
Elementary Education	No
Secondary Education, Art Education 7-12	No

Secondary Education, Biology Education 7-12	No
Secondary Education, Chemistry Education 7-12	No
Secondary Education, English	No
Secondary Education, General Art Education K-6	No
Secondary Education, History Education 7-12	No
Secondary Education, Instrumental Music Education K-8; 7-12	No
Secondary Education, Language Arts Education, 7-12	No
Secondary Education, Mathematics Education 7-12	No
Secondary Education, Music Education 7-12	No
Secondary Education, Physical Education K-12	No
Secondary Education, Physics Education 7-12	No
Secondary Education, Religious Education	No
Secondary Education, Science Education, 7-12	No
Secondary Education, Social Science Education 7-12	No
Secondary Education, Vocal Music Education K-8; 7-12	No

University of Nebraska - Kearney (6467)

Teacher Preparation Sub-Programs	Teacher Quality Partnership Grant Member?
Adapted Physical Education PK-12	No
Art K-12	No
Basic Business 6-12	No
Biology 7-12	No
Business, Marketing, and Information Technology 6-12	No
Chemistry 7-12	No
Cooperative Education--Diversified Occupations 9-12	No
Driver Education 7-12	No
Early Childhood Unified Birth-3	No
Elementary Education K-6	No
English 7-12	No
English as a Second Language PK-12	No
French 7-12	No

Geography 7-12	No
German 7-12	No
Health 7-12	No
Health and Physical Education K-12	No
History 7-12	No
Interscholastic Coaching 7-12	No
Language Arts 7-12	No
Mathematics 7-12	No
Middle Grades 4-9	No
Mild/Moderate Disabilities 7-12	No
Mild/Moderate Disabilities K-6	No
Music K-12	No
Physical Education 7-12	No
Physical Education K-6	No
Physics 7-12	No
Political Science 7-12	No
Psychology 7-12	No
Social Science 7-12	No
Sociology 7-12	No
Spanish 7-12	No
Speech Communication 7-12	No
Theatre 7-12	No

University of Nebraska - Kearney - Alt (6467)

Teacher Preparation Sub-Programs	Teacher Quality Partnership Grant Member?
Transitional Certification Program (TCP)	No

University of Nebraska - Lincoln (6877)

Teacher Preparation Sub-Programs	Teacher Quality Partnership Grant Member?
Agricultural Education	No
Biology	No

Business, Marketing & Information Technology	No
Chemistry	No
Coaching	No
Cooperative Education-Diversified Occupations	No
Early Childhood Education	No
Early Childhood Education Inclusive	No
Earth & Space Science	No
Elementary Education	No
English Language Arts	No
Family and Consumer Sciences	No
Horticulture Education	No
Industrial Technology Education	No
Information Technology	No
Journalism & Media Education	No
Mathematics	No
Middle Grades Education	No
Music	No
Physics	No
Science	No
Secondary English	No
Skilled & Technical Science Education	No
Social Science	No
Special Education	No
Theatre	No
World Language (French, German, Latin, Russian, Spanish)	No

University of Nebraska - Omaha (6420)

Teacher Preparation Sub-Programs	Teacher Quality Partnership Grant Member?
Adaptive Physical Education - Supp (PK-12)	No
American Sign Language - Supp (K-8, 7-12)	No
Art (K-12)	No
Basic Business (6-12)	No

Biology (7-12)	No
Chemistry (7-12)	No
Coaching - Supp (7-12)	No
Early Childhood Education - Supp (PK-3)	No
Elementary Education (K-6)	No
Elementary Education and ESL	No
Elementary Education and Special Education	No
English as a Second Language - Supp (PK-6, 4-9, 7-12)	No
Health Education (7-12)	No
History (7-12)	No
Information Technology - Supp (PK-12)	No
Mathematics (6-12)	No
Middle Grades Education	No
Middle Grades Language Arts (4-9)	No
Middle Grades Mathematics (4-9)	No
Middle Grades Natural Science (4-9)	No
Middle Grades Social Science (4-9)	No
Music (K-12)	No
Physical Education (K-12, PK-6, 7-12)	No
Physics (7-12)	No
School Librarian (K-12)	No
Science (7-12)	No
Secondary English (7-12)	No
Secondary English/Language Arts (7-12)	No
Social Science (7-12)	No
Special Education (K-6, 7-12)	No
Special Education Deaf or Hard of Hearing (K-9, 7-12)	No
World Language - French (7-12)	No
World Language - German (7-12)	No
World Language - Spanish (7-12)	No

Wayne State College (6469)

	Teacher Quality
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Teacher Preparation Sub-Programs	Partnership Grant Member?
Art	No
Basic Business	No
Business, Marketing, and Information Technology	No
Chemistry	No
Coaching	No
Cooperative Education - Diversified Occupations	No
Early Childhood	No
Early Childhood Inclusive	No
Elementary	No
English as a Second Language	No
English Language Arts	No
Family and Consumer Science	No
Geography	No
Health and Physical Education	No
History	No
Industrial Technology	No
Information Technology	No
Journalism and Media	No
Life Sciences - Biology	No
Mathematics	No
Middle Grades	No
Music - Instrumental	No
Music - Vocal	No
Music - Vocal and Instrumental	No
Physical Education	No
Political Science	No
Psychology	No
Science	No
Secondary English	No
Skilled and Technical Science	No
Social Science	No
Sociology	No

Special Education	No
Speech	No
Theater	No
World Language - Spanish	No

York College (6984)

Teacher Preparation Sub-Programs	Teacher Quality Partnership Grant Member?
Adaptive Physical Education	No
Art	No
Basic Business	No
Biology	No
Coaching	No
Elementary	No
Elementary Art	No
English	No
History	No
Mathematics	No
Middle Grades	No
Natural Science	No
Physical Education	No
Psychology	No
Reading and Writing	No
Religious	No
Social Science	No
Special Education	No
Speech and Theatre	No
Vocal Music	No

Section 1.b - Traditional Route Undergraduate Entry/Exit Requirements

For each traditional program listed below, indicate whether there are initial teacher credential programs at the undergraduate level. If yes, check the elements required for admission (entry) into and exit from the program at the undergraduate level. **(§205(b)(1)(G)(i))**

Chadron State College (6466)

Are there initial teacher certification programs at the undergraduate level?

Yes

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	No	No
Essay or personal statement	No	Yes
Interview	No	No
Other Specify:	Data not reported	Data not reported

College of St. Mary (6106)

Are there initial teacher certification programs at the undergraduate level?

Yes

Element	Required for Entry	Required for Exit
Transcript	Yes	No
Fingerprint check	No	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	Yes	No
Minimum SAT score	Yes	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	No

Recommendation(s)	No	Yes
Essay or personal statement	Yes	No
Interview	Yes	No
Other Specify: ePortfolio	Yes	Yes

Concordia University (6116)

Are there initial teacher certification programs at the undergraduate level?

Yes

Element	Required for Entry	Required for Exit
Transcript	No	No
Fingerprint check	No	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	No
Essay or personal statement	No	No
Interview	Yes	No
Other Specify:	No	No

Creighton University (6121)

Are there initial teacher certification programs at the undergraduate level?

Yes

Element	Required for Entry	Required for Exit
Transcript	Yes	No
Fingerprint check	No	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes

Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	Yes
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	No	No
Other Specify: EECIA Praxis Test required for Elementary Education Majors at exit	No	Yes

Doane College (6165)

Are there initial teacher certification programs at the undergraduate level?

Yes

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	No	No
Interview	No	No
Other Specify:	Data not reported	Data not reported

Grace University (6248)

Are there initial teacher certification programs at the undergraduate level?

Yes

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	Yes
Background check	No	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	Yes	No
Other Specify:	No	No

Hastings College (6270)

Are there initial teacher certification programs at the undergraduate level?

Yes

Element	Required for Entry	Required for Exit
Transcript	No	No
Fingerprint check	No	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	Yes
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	Yes	Yes

Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	No
Interview	No	No
Other Specify: satisfactory portfolio	Yes	Yes

Midland University (6406)

Are there initial teacher certification programs at the undergraduate level?

Yes

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	Yes
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	Yes	No
Other Specify:	Data not reported	Data not reported

Nebraska Wesleyan University (6470)

Are there initial teacher certification programs at the undergraduate level?

Yes

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes

Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	Yes
Interview	Yes	Yes
Other Specify: Culture Fair Instrument	Yes	No

Peru State College (6468)

Are there initial teacher certification programs at the undergraduate level?

Yes

Element	Required for Entry	Required for Exit
Transcript	No	No
Fingerprint check	No	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	Yes
Minimum GPA in professional education coursework	No	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	Yes	No
Other Specify:	Data not reported	Data not reported

Union College (6865)

Are there initial teacher certification programs at the undergraduate level?

Yes

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	Yes	No
Other Specify: Felony Statement, Personality Test, Speech and Hearing Clearance	Yes	No

University of Nebraska - Kearney (6467)

Are there initial teacher certification programs at the undergraduate level?

Yes

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	No	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	No

Recommendation(s)	Yes	Yes
Essay or personal statement	No	No
Interview	No	No
Other Specify:	Data not reported	Data not reported

University of Nebraska - Lincoln (6877)

Are there initial teacher certification programs at the undergraduate level?

Yes

Element	Required for Entry	Required for Exit
Transcript	Yes	No
Fingerprint check	No	No
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	No
Interview	Yes	No
Other Specify:	Data not reported	Data not reported

University of Nebraska - Omaha (6420)

Are there initial teacher certification programs at the undergraduate level?

Yes

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes

Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	No	No
Essay or personal statement	Yes	No
Interview	No	No
Other Specify: EECIA - Exit exam for Elementary; Fall 2014 completers, all endorsements required exit exam.	No	Yes

Wayne State College (6469)

Are there initial teacher certification programs at the undergraduate level?

Yes

Element	Required for Entry	Required for Exit
Transcript	No	No
Fingerprint check	No	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	Yes	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	No
Interview	No	No
Other Specify:	Data not reported	Data not reported

York College (6984)

Are there initial teacher certification programs at the undergraduate level?

Yes

Element	Required for Entry	Required for Exit
Transcript	No	Yes
Fingerprint check	No	Yes
Background check	No	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	Yes	Yes
Other Specify:	No	No

Section 1.b - Traditional Route Undergraduate GPA Requirements

For each traditional program listed below, enter the minimum GPA required for admission into the teacher preparation program, the median GPA of individuals accepted into the teacher preparation program in AY 2013-14, the minimum GPA required to complete the program, and the median GPA of program completers in AY 2013-14.

Program	Is Minimum GPA Required for Admission?	Minimum GPA Required for Admission	Median GPA of Individuals Accepted	Is Minimum GPA Required for Completion?	Minimum GPA Required for Completion	Median GPA of Completers
Chadron State College (6466)	Yes	2.75	3.557	Yes	2.75	3.614
College of St. Mary (6106)	Yes	2.5	3.5	Yes	2.75	3.7
Concordia University (6116)	Yes	2.75	3.585	Yes	2.75	3.61
Creighton University (6121)	Yes	2.5	3.54	Yes	2.5	3.69
Doane College (6165)	Yes	2.6	3.49	Yes	3	3.5
Grace University	Yes	2.5	3.36	Yes	2.5	3.71

(6248)						
Hastings College (6270)	Yes	2.75	3.5	Yes	2.75	3.585
Midland University (6406)	Yes	2.5	3.61	Yes	2.75	3.69
Nebraska Wesleyan University (6470)	Yes	2.5	3.48	Yes	2.6	3.51
Peru State College (6468)	Yes	2.5	3.56	Yes	2.5	3.66
Union College (6865)	Yes	2.75	3.24	Yes	2.75	3.45
University of Nebraska - Kearney (6467)	Yes	2.75	3.48	Yes	2.75	3.447
University of Nebraska - Lincoln (6877)	Yes	2.5	3.49	Yes	2.5	3.6
University of Nebraska - Omaha (6420)	Yes	2.75	3.37	Yes	2.75	3.55
Wayne State College (6469)	Yes	2.5	3.11	Yes	2.75	3.57
York College (6984)	Yes	2.5	3.34	Yes	2.5	3.46

Section 1.b - Traditional Route Postgraduate Entry/Exit Requirements

For each traditional program listed below, indicate whether there are initial teacher credential programs at the postgraduate level. If yes, check the elements required for admission (entry) into and exit from the program at the postgraduate level. (§205(b)(1)(G)(i))

Chadron State College (6466)

Are there initial teacher certification programs at the postgraduate level?

No

College of St. Mary (6106)

Are there initial teacher certification programs at the postgraduate level?

Yes

Element	Required for Entry	Required for Exit
Transcript	Yes	No
Fingerprint check	No	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes

Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	No	Yes
Essay or personal statement	No	No
Interview	Yes	No
Other Specify: e portfolio	No	Yes

Concordia University (6116)

Are there initial teacher certification programs at the postgraduate level?

Yes

Element	Required for Entry	Required for Exit
Transcript	Yes	No
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Other Specify:	Data not reported	Data not reported

Creighton University (6121)

Are there initial teacher certification programs at the postgraduate level?

Yes

Element	Required for Entry	Required for Exit
Transcript	Yes	No
Fingerprint check	No	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	No	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	No	No
Other Specify:	No	No

Doane College (6165)

Are there initial teacher certification programs at the postgraduate level?

Yes

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	Yes	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	Yes	Yes

Recommendation(s)	Yes	Yes
Essay or personal statement	No	No
Interview	No	No
Other Specify:	Data not reported	Data not reported

Grace University (6248)

Are there initial teacher certification programs at the postgraduate level?

Yes

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	Yes
Background check	No	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	Yes	No
Other Specify:	No	No

Hastings College (6270)

Are there initial teacher certification programs at the postgraduate level?

Yes

Element	Required for Entry	Required for Exit
Transcript	Yes	No
Fingerprint check	No	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	No	Yes

Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	Yes
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	No
Interview	No	No
Other Specify: satisfactory portfolio	Yes	Yes

Midland University (6406)

Are there initial teacher certification programs at the postgraduate level?
No

Nebraska Wesleyan University (6470)

Are there initial teacher certification programs at the postgraduate level?
No

Peru State College (6468)

Are there initial teacher certification programs at the postgraduate level?
No

Union College (6865)

Are there initial teacher certification programs at the postgraduate level?
No

University of Nebraska - Kearney (6467)

Are there initial teacher certification programs at the postgraduate level?
Yes

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	Yes

Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	No	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	Yes
Essay or personal statement	No	No
Interview	No	No
Other Specify:	No	No

University of Nebraska - Lincoln (6877)

Are there initial teacher certification programs at the postgraduate level?

Yes

Element	Required for Entry	Required for Exit
Transcript	Yes	No
Fingerprint check	No	No
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	Yes	No
Other Specify:	Data not reported	Data not reported

University of Nebraska - Omaha (6420)

Are there initial teacher certification programs at the postgraduate level?

Yes

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	No
Interview	Yes	No
Other Specify: Interview and selection by a participating district.	Yes	No

Wayne State College (6469)

Are there initial teacher certification programs at the postgraduate level?

No

York College (6984)

Are there initial teacher certification programs at the postgraduate level?

No

Section 1.b - Traditional Route Postgraduate GPA Requirements

For each traditional program listed below, enter the minimum GPA required for admission into the teacher preparation program, the median GPA of individuals accepted into the teacher preparation program in AY 2013-14, the minimum GPA required to complete the program, and the median GPA of program completers in AY 2013-14.

Program	Is Minimum GPA Required for Admission?	Minimum GPA Required for Admission	Median GPA of Individuals Accepted	Is Minimum GPA Required for Completion?	Minimum GPA Required for Completion	Median GPA of Completers

College of St. Mary (6106)	Yes	2.75	3.13	Yes	3	4
Concordia University (6116)	Yes	2.75	3.59	Yes	2.75	4
Creighton University (6121)	Yes	3	3.42	Yes	3	3.75
Doane College (6165)	Yes	2.8	3.21	Yes	3	3.91
Grace University (6248)	Yes	3	3.39	Yes	3	3.59
Hastings College (6270)	Yes	2.75	3.88	Yes	3	3.912
University of Nebraska - Kearney (6467)	Yes	2.75	3.917	Yes	2.75	3.625
University of Nebraska - Lincoln (6877)	Yes	2.5	3.72	Yes	2.5	3.9
University of Nebraska - Omaha (6420)	Yes	3	3.65	Yes	3	3.65

Section 1.c - Alternative Route Undergraduate Entry/Exit Requirements

For each alternative program listed below, indicate whether there are initial teacher credential programs at the undergraduate level. If yes, check the elements required for admission (entry) into and exit from the program at the undergraduate level. (§205(b)(1)(G)(i))

University of Nebraska - Kearney - Alt (6467)

Are there initial teacher certification programs at the undergraduate level?

Yes

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	No	No
Minimum ACT score	No	No
Minimum SAT score	No	No

Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	Yes
Essay or personal statement	No	No
Interview	No	No
Other Specify:	No	No

Section 1.c - Alternative Route Undergraduate GPA Requirements

For each alternative program listed below, enter the minimum GPA required for admission into the teacher preparation program, the median GPA of individuals accepted into the teacher preparation program in AY 2013-14, the minimum GPA required to complete the program, and the median GPA of program completers in AY 2013-14.

Program	Is Minimum GPA Required for Admission?	Minimum GPA Required for Admission	Median GPA of Individuals Accepted	Is Minimum GPA Required for Completion?	Minimum GPA Required for Completion	Median GPA of Completers
University of Nebraska - Kearney - Alt (6467)	Yes	2.75	3.57	Yes	2.75	3.48

Section 1.c - Alternative Route Postgraduate Entry/Exit Requirements

For each alternative program listed below, indicate whether there are initial teacher credential programs at the postgraduate level. If yes, check the elements required for admission (entry) into and exit from the program at the postgraduate level. (**\$205(b)(1)(G)(i)**)

University of Nebraska - Kearney - Alt (6467)

Are there initial teacher certification programs at the postgraduate level?

Yes

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	No

Recommendation(s)	No	Yes
Essay or personal statement	No	Yes
Interview	No	No
Other Specify:	No	No

Section 1.c - Alternative Route Postgraduate GPA Requirements

For each alternative program listed below, enter the minimum GPA required for admission into the teacher preparation program, the median GPA of individuals accepted into the teacher preparation program in AY 2013-14, the minimum GPA required to complete the program, and the median GPA of program completers in AY 2013-14.

Program	Is Minimum GPA Required for Admission?	Minimum GPA Required for Admission	Median GPA of Individuals Accepted	Is Minimum GPA Required for Completion?	Minimum GPA Required for Completion	Median GPA of Completers
University of Nebraska - Kearney - Alt (6467)	Yes	2.75	3.95	Yes	2.75	3.67

Section I.d Enrollment

Provide the number of students in each initial teacher certification preparation program in the state in 2013-14 in the following categories. Include both traditional programs and alternative routes to teacher certification or licensure (both within IHEs and outside of IHEs). Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reporting 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. (§205(b)(1)(G)(ii))

Total Enrollment

Current Year	Previous Year	% Change
3528	3474	1.55%

Total Enrollment by Program¹

Program	Current Year	Previous Year	% Change
Chadron State College (6466)	178	177	0.56%
College of St. Mary (6106)	97	140	-30.71%
Concordia University (6116)	171	199	-14.07%
Creighton University (6121)	76	134	-43.28%
Doane College (6165)	59	64	-7.81%
Grace University (6248)	72	67	7.46%
Hastings College (6270)	84	110	-23.64%
Midland University (6406)	75	62	20.97%

Nebraska Wesleyan University (6470)	85	78	8.97%
Peru State College (6468)	166	156	6.41%
Union College (6865)	75	69	8.70%
University of Nebraska - Kearney (6467)	692	593	16.69%
University of Nebraska - Kearney - Alt (6467)	33	17	94.12%
University of Nebraska - Lincoln (6877)	594	741	-19.84%
University of Nebraska - Omaha (6420)	584	425	37.41%
Wayne State College (6469)	385	357	7.84%
York College (6984)	102	85	20.0%

Gender

Program	Males Enrolled (unduplicated)	Females Enrolled (unduplicated)
Chadron State College (6466)	40	138
College of St. Mary (6106)	7	90
Concordia University (6116)	46	125
Creighton University (6121)	26	50
Doane College (6165)	13	46
Grace University (6248)	23	49
Hastings College (6270)	31	53
Midland University (6406)	22	53
Nebraska Wesleyan University (6470)	29	56
Peru State College (6468)	49	117
Union College (6865)	17	58
University of Nebraska - Kearney (6467)	158	534
University of Nebraska - Kearney - Alt (6467)	13	20
University of Nebraska - Lincoln (6877)	133	461
University of Nebraska - Omaha (6420)	139	445
Wayne State College (6469)	105	280
York College (6984)	40	62
Total	891	2637

Race/Ethnicity

	Ethnicity	Race
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Program	Hispanic/ Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Pacific Islander	White	Two or more races
Chadron State College (6466)	4	1	1	0	0	157	3
College of St. Mary (6106)	7	1	0	7	0	80	2
Concordia University (6116)	3	0	1	0	1	150	1
Creighton University (6121)	8	1	2	2	0	63	0
Doane College (6165)	0	0	0	1	0	58	0
Grace University (6248)	5	2	0	7	0	58	0
Hastings College (6270)	1	1	0	0	0	80	0
Midland University (6406)	1	1	0	1	0	72	1
Nebraska Wesleyan University (6470)	0	0	1	1	0	80	3
Peru State College (6468)	3	1	1	2	0	155	0
Union College (6865)	10	0	1	3	0	58	3
University of Nebraska - Kearney (6467)	61	2	10	1	0	616	10
University of Nebraska - Kearney - Alt (6467)	3	0	0	0	0	29	1
University of Nebraska - Lincoln (6877)	22	9	9	7	0	562	11
University of Nebraska - Omaha (6420)	26	5	15	30	1	471	36
Wayne State College (6469)	5	0	1	3	0	346	6
York College (6984)	0	0	1	1	0	81	0

¹Total Enrollment by Program only includes programs that have data available for both years, and is not intended to be summed up across programs. Statewide totals for all programs in a given year are represented in the Total Enrollment table.

Section I.e Supervised Clinical Experience

For each initial teacher certification preparation program in the state, provide the following information about supervised clinical experience in 2013-14. Include both traditional programs and alternative routes to teacher certification or licensure (both within IHEs and outside of IHEs). (§205(b)(1)(G)(iii), §205(b)(1)(G)(iv))

State totals for the number of FTE faculty, adjunct faculty, and students participating in supervised clinical experience.

Total Number of full-time equivalent faculty during current academic year	Total Number of full-time equivalent faculty during previous academic year	Percent change	Total Number of adjunct faculty during current academic year	Total Number of adjunct faculty during previous academic year	Percent change	Total Number of students during current academic year	Total Number of students during previous academic year	Percent change
104.72	78.93	32.67%	2718.44	2310.91	17.64%	2548	2486	2.49%

Statewide ranges for the number of hours of supervised clinical experience required prior to student teaching, for student teaching, and number of hours

of mentoring/induction support.

	Low	High	Institution(s) Reporting Highest Hours
Range of clock hours required prior to student teaching during <i>current</i> academic year	100	224	Doane College
Range of clock hours required prior to student teaching during <i>previous</i> academic year	100	224	Doane College
Range of clock hours required for student teaching during <i>current</i> academic year	550	720	Midland University Wayne State College University of Nebraska - Kearney
Range of clock hours required for student teaching during <i>previous</i> academic year	550	720	Midland University Wayne State College University of Nebraska - Kearney
Range of clock hours required for mentoring / induction support during <i>current</i> academic year	0	40	University of Nebraska - Kearney
Range of clock hours required for mentoring / induction support during <i>previous</i> academic year	0	15	Creighton University

Information about supervised clinical experience for each initial teacher certification preparation program in the state.

Program	Average number of clock hours required prior to student teaching	Average number of clock hours required for student teaching	Average number of clock hours required for mentoring / induction support	Number of full-time equivalent faculty in supervised clinical experience during current academic year	Number of adjunct faculty in supervised clinical experience during current academic year (IHE and PreK-12 staff)	Number of students in supervised clinical experience during current academic year
Chadron State College (6466)	112.5	640	0	8	240	110
College of St. Mary (6106)	165	675	0	0	63	48
Concordia University (6116)	100	560	0	8	29	104
Creighton University (6121)	100	640	15	2	80	69
Doane College (6165)	224	560	0	12	136	77
Grace University (6248)	170	640	0	3	16	15
Hastings College	100	640	0	7	116	62

(6270)						
Midland University (6406)	136.25	720	0	2	48	25
Nebraska Wesleyan University (6470)	100	560	0	8	69	43
Peru State College (6468)	115	640	0	5	143	84
Union College (6865)	100	640	0	3	20	14
University of Nebraska - Kearney (6467)	125	720	0	10	20	237
University of Nebraska - Kearney - Alt (6467)	100	640	40	1	40	38
University of Nebraska - Lincoln (6877)	140	640	0	1.72	20.44	399
University of Nebraska - Omaha (6420)	100	640	0	20	1379	1025
Wayne State College (6469)	125	720	0	14	298	180
York College (6984)	100	550	0	0	1	18

Section I.f Teachers Prepared by Area of Credential

For each initial teacher certification preparation program in the state, provide the number of teachers prepared by area of credential in 2013-14. Include both traditional programs and alternative routes to teacher certification or licensure (both within IHEs and outside of IHEs). (§205(b)(1)(H))

Chadron State College (6466)

Area of credential	Number prepared

ART	3
BASIC BUSINESS	2
COACHING	8
EARLY CHILDHOOD EDUCATION 1802	7
EARLY CHILDHOOD INCLUSIVE	1
ELEMENTARY	40
ENGLISH	4
ENGLISH LANGUAGE ARTS	2
HEALTH & PHYS EDUC	8
HISTORY	4
INDUSTRIAL TECH EDUCATION	1
MATHEMATICS	5
MIDDLE GR/BUSINESS ED	1
MIDDLE GR/FAMILY & CONSUMER	1
MIDDLE GR/HEALTH & PE	1
MIDDLE GR/LANGUAGE ARTS	2
MIDDLE GR/MATHEMATICS	4
MIDDLE GR/NATURAL SCIENCES	1
MIDDLE GR/SOCIAL SCIENCE	3
MIDDLE GRADES	8
MUSIC	3
SCHOOL LIBRARIAN	2
SCIENCE	3
SOCIAL SCIENCE	8
SPECIAL EDUCATION	7
VOCAL MUSIC	1

College of St. Mary (6106)

Area of credential	Number prepared
ART	2
BASIC BUSINESS	1
BIOLOGY	3
CHEMISTRY	2
EARLY CHILDHOOD EDUCATION 1802	3

EARLY CHILDHOOD INCLUSIVE	4
ELEMENTARY	15
ENGLISH	3
ENGLISH AS 2ND LANG	2
ENGLISH LANGUAGE ARTS	5
HEALTH EDUCATION	1
INFORMATION TECHNOLOGY	1
MATHEMATICS	1
MIDDLE GR/LANGUAGE ARTS	5
MIDDLE GR/NATURAL SCIENCES	3
MIDDLE GR/SOCIAL SCIENCE	8
MIDDLE GRADES	8
PHYSICAL EDUCATION	2
SCIENCE	1
SOCIAL SCIENCE	4
SPECIAL EDUCATION	8

Concordia University (6116)

Area of credential	Number prepared
ART	4
BASIC BUSINESS	1
BIOLOGY	4
CHEMISTRY	1
COACHING	3
EARLY CHILDHOOD EDUCATION 1802	11
ELEMENTARY	42
ENGLISH	12
ENGLISH AS 2ND LANG	2
GEOGRAPHY	1
HEALTH & PHYS EDUC	1
HISTORY	3
INFORMATION TECHNOLOGY	3
MATHEMATICS	8
MIDDLE GR/ART	1

MIDDLE GR/HEALTH & PE	4
MIDDLE GR/LANGUAGE ARTS	3
MIDDLE GR/MATHEMATICS	8
MIDDLE GR/NATURAL SCIENCES	2
MIDDLE GR/SOCIAL SCIENCE	6
MIDDLE GRADES	13
MUSIC	3
PHYSICAL EDUCATION	3
PHYSICS	1
RELIGIOUS EDUCATION	6
SOCIAL SCIENCE	9
SPECIAL EDUCATION	12
THEATRE	1
VOCAL MUSIC	1
WORLD LANGUAGE-SPANISH	4

Creighton University (6121)

Area of credential	Number prepared
ART	1
CHEMISTRY	1
ELEMENTARY	37
ENGLISH	3
HISTORY	8
MATHEMATICS	3
RELIGIOUS EDUCATION	8
SCIENCE	2
SPECIAL EDUCATION	4
WORLD LANGUAGE-SPANISH	2

Doane College (6165)

Area of credential	Number prepared
ART	3
EARLY CHILDHOOD EDUCATION 1802	10

ELEMENTARY	30
ENGLISH	2
ENGLISH AS 2ND LANG	5
ENGLISH LANGUAGE ARTS	2
HISTORY	3
MATHEMATICS	2
MIDDLE GR/HEALTH & PE	2
MIDDLE GR/LANGUAGE ARTS	5
MIDDLE GR/MATHEMATICS	3
MIDDLE GR/NATURAL SCIENCES	1
MIDDLE GR/SOCIAL SCIENCE	5
MUSIC	6
NATURAL SCIENCE	1
PHYSICAL EDUCATION	2
SCIENCE	3
SOCIAL SCIENCE	9
SPECIAL EDUCATION	21
THEATRE	1
WORLD LANGUAGE-SPANISH	1

Grace University (6248)

Area of credential	Number prepared
COACHING	1
EARLY CHILDHOOD EDUCATION 1802	4
ELEMENTARY	11
ENGLISH	1
ENGLISH AS 2ND LANG	11
HISTORY	2
MUSIC	1
PHYSICAL EDUCATION	1
RELIGIOUS EDUCATION	7
SOCIAL SCIENCE	1

Hastings College (6270)

Area of credential	Number prepared
ART	1
COACHING	4
EARLY CHILDHOOD EDUCATION 1802	10
ELEMENTARY	28
ENGLISH	1
ENGLISH AS 2ND LANG	10
ENGLISH LANGUAGE ARTS	1
HISTORY	1
INSTRUMENTAL MUSIC	3
MATHEMATICS	3
MIDDLE GR/ART	1
MIDDLE GR/LANGUAGE ARTS	1
MUSIC	3
PHYSICAL EDUCATION	8
SOCIAL SCIENCE	5
SPECIAL EDUCATION	11
VOCAL MUSIC	2
WORLD LANGUAGE-SPANISH	2

Midland University (6406)

Area of credential	Number prepared
BASIC BUSINESS	1
CHEMISTRY	1
COACHING	14
EARLY CHILDHOOD EDUCATION 1802	9
ELEMENTARY	13
ENGLISH	2
ENGLISH AS 2ND LANG	1
HISTORY	1
PHYSICAL EDUCATION	4
SCIENCE	1
SOCIAL SCIENCE	1

SPECIAL EDUCATION	4
VOCAL MUSIC	1

Nebraska Wesleyan University (6470)

Area of credential	Number prepared
BUSINESS, MARKETING, INFO TECH	1
CHEMISTRY	1
COACHING	2
ELEMENTARY	19
ENGLISH	5
ENGLISH AS 2ND LANG	2
HEALTH & PHYS EDUC	2
HISTORY	5
MATHEMATICS	3
MUSIC	2
SOCIAL SCIENCE	2
SPECIAL EDUCATION	10
VOCAL MUSIC	2

Peru State College (6468)

Area of credential	Number prepared
ART	1
BASIC BUSINESS	2
BIOLOGY	1
BUSINESS, MARKETING, INFO TECH	1
COACHING	11
COOP ED DIV OCC	1
EARLY CHILDHOOD EDUCATION 1802	19
EARLY CHILDHOOD INCLUSIVE	8
ELEMENTARY	34
ENGLISH	3
HEALTH & PHYS EDUC	8
HISTORY	1

MATHEMATICS	5
MIDDLE GR/BUSINESS ED	1
MIDDLE GR/MATHEMATICS	2
MIDDLE GR/SOCIAL SCIENCE	1
MIDDLE GRADES	2
PHYSICAL EDUCATION	1
SCHOOL LIBRARIAN	1
SOCIAL SCIENCE	3
SPECIAL EDUCATION	17

Union College (6865)

Area of credential	Number prepared
ELEMENTARY	4
MATHEMATICS	1
MUSIC	1
PHYSICAL EDUCATION	1
RELIGIOUS EDUCATION	3
SCIENCE	1
SOCIAL SCIENCE	1

University of Nebraska - Kearney (6467)

Area of credential	Number prepared
ART	7
BASIC BUSINESS	6
BIOLOGY	6
BUSINESS, MARKETING, INFO TECH	11
CHEMISTRY	6
COACHING	18
COOP ED DIV OCC	10
DRIVER EDUCATION	1
EARLY CHILDHOOD INCLUSIVE	44
EARTH AND SPACE SCIENCE	5
ELEMENTARY	91

ENGLISH	13
ENGLISH AS 2ND LANG	18
ENGLISH LANGUAGE ARTS	6
HEALTH & PHYS EDUC	17
HISTORY	12
MATHEMATICS	6
MIDDLE GR/BUSINESS ED	1
MIDDLE GR/HEALTH & PE	1
MIDDLE GR/LANGUAGE ARTS	3
MIDDLE GR/MATHEMATICS	11
MIDDLE GR/SOCIAL SCIENCE	11
MIDDLE GR/WORLD LANGUAGE	2
MIDDLE GRADES	11
MUSIC	7
PHYSICAL EDUCATION	5
PHYSICS	5
POLITICAL SCIENCE	1
SCHOOL PSYCHOLOGIST	5
SOCIAL SCIENCE	12
SOCIOLOGY	1
SPECIAL EDUCATION	34
SPEECH-LANGUAGE PATH	8
WORLD LANGUAGE-GERMAN	3
WORLD LANGUAGE-SPANISH	13

University of Nebraska - Kearney - Alt (6467)

Area of credential	Number prepared
AGRICULTURE	2
FAMILY/CONSUMER SCIENCE	1
NATURAL SCIENCE	4
SCIENCE	4
THEATRE	1
WORLD LANGUAGE-FRENCH	1

University of Nebraska - Lincoln (6877)

Area of credential	Number prepared
AGRICULTURE	9
ART	5
BIOLOGY	7
BUSINESS, MARKETING, INFO TECH	13
CHEMISTRY	6
COACHING	19
COOP ED DIV OCC	22
EARLY CHILDHOOD EDUCATION 1802	2
EARLY CHILDHOOD INCLUSIVE	35
EARTH AND SPACE SCIENCE	4
ELEMENTARY	149
ENGLISH	16
ENGLISH AS 2ND LANG	4
ENGLISH LANGUAGE ARTS	1
FAMILY/CONSUMER SCIENCE	18
INDUSTRIAL TECH EDUCATION	4
INSTRUMENTAL MUSIC	1
JOURNALISM AND MASS COMM	3
MATHEMATICS	20
MIDDLE GRADE/NATURAL SCIENCES	1
MIDDLE GRADE/SOCIAL SCIENCE	1
MIDDLE GRADES	1
MUSIC	20
NATURAL SCIENCE	1
PHYSICS	4
SCHOOL PSYCHOLOGIST	1
SCIENCE	19
SKILLED & TECHNICAL SCIENCE ED	1
SOCIAL SCIENCE	21
SPECIAL EDUCATION	64
SPEECH-LANGUAGE PATH	30

VOCAL MUSIC	1
WORLD LANGUAGE-CHINESE	1
WORLD LANGUAGE-FRENCH	3
WORLD LANGUAGE-GERMAN	1
WORLD LANGUAGE-SPANISH	9

University of Nebraska - Omaha (6420)

Area of credential	Number prepared
ART	13
BASIC BUSINESS	2
BIOLOGY	3
COACHING	4
EARLY CHILDHOOD EDUCATION 1802	18
ELEMENTARY	103
ENGLISH	22
ENGLISH AS 2ND LANG	4
ENGLISH LANGUAGE ARTS	13
HEALTH EDUCATION	10
HISTORY	3
MATHEMATICS	7
MIDDLE GR/LANGUAGE ARTS	5
MIDDLE GR/MATHEMATICS	15
MIDDLE GR/NATURAL SCIENCES	6
MIDDLE GR/SOCIAL SCIENCE	12
MIDDLE GR/WORLD LANGUAGE	3
MIDDLE GRADES	19
MUSIC	10
PHYSICAL EDUCATION	11
PHYSICS	2
SCHOOL LIBRARIAN	5
SCHOOL PSYCHOLOGIST	4
SCIENCE	11
SOCIAL SCIENCE	13
SPECIAL EDUCATION	21

SPEECH-LANGUAGE PATH	6
WORLD LANGUAGE-FRENCH	1
WORLD LANGUAGE-SPANISH	10

Wayne State College (6469)

Area of credential	Number prepared
ART	2
BUSINESS, MARKETING, INFO TECH	3
COACHING	25
COOP ED DIV OCC	3
EARLY CHILDHOOD EDUCATION 1802	12
EARLY CHILDHOOD INCLUSIVE	9
ELEMENTARY	73
ENGLISH	9
ENGLISH AS 2ND LANG	11
ENGLISH LANGUAGE ARTS	3
FAMILY/CONSUMER SCIENCE	4
GEOGRAPHY	1
HEALTH & PHYS EDUC	8
HISTORY	3
INDUSTRIAL TECH EDUCATION	10
INFORMATION TECHNOLOGY	1
MATHEMATICS	8
MIDDLE GR/BUSINESS ED	1
MIDDLE GR/FAMILY & CONSUMER	2
MIDDLE GR/HEALTH & PE	2
MIDDLE GR/LANGUAGE ARTS	2
MIDDLE GR/MATHEMATICS	7
MIDDLE GR/NATURAL SCIENCES	4
MIDDLE GRADES	9
MUSIC	8
POLITICAL SCIENCE	1
PSYCHOLOGY	1
SCIENCE	1

SOCIAL SCIENCE	9
SOCIOLOGY	1
SPECIAL EDUCATION	16
VOCAL MUSIC	4
WORLD LANGUAGE-SPANISH	4

York College (6984)

Area of credential	Number prepared
COACHING	2
ELEMENTARY	9
MATHEMATICS	1
MIDDLE GR/ART	1
MIDDLE GR/LANGUAGE ARTS	1
MIDDLE GR/MATHEMATICS	1
MIDDLE GR/SOCIAL SCIENCE	1
MIDDLE GRADES	2
PHYSICAL EDUCATION	1
SOCIAL SCIENCE	2
SPECIAL EDUCATION	2

Section I.f Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2013-14. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Chadron State College (6466)

Subject Area	Number prepared
Teacher Education - Art	4
Teacher Education - Business	4
Teacher Education - Early Childhood Education	6
Teacher Education - Elementary Education	49
Teacher Education - English/Language Arts	8
Teacher Education - Family and Consumer Sciences/Home Economics	1
Teacher Education - Health	11

Teacher Education - History	3
Teacher Education - Junior High/Intermediate/Middle School Education	7
Teacher Education - Mathematics	6
Teacher Education - Music	4
Teacher Education - Physical Education and Coaching	11
Teacher Education - Science Teacher Education/General Science	3
Teacher Education - Social Science	14
Teacher Education - Special Education	9
Teacher Education - Technology Teacher Education/Industrial Arts	1

College of St. Mary (6106)

Subject Area	Number prepared
Teacher Education - Art	2
Teacher Education - Biology	2
Teacher Education - Business	1
Teacher Education - Chemistry	2
Teacher Education - Early Childhood Education	6
Teacher Education - Elementary Education	13
Teacher Education - English as a Second Language	2
Teacher Education - English/Language Arts	15
Teacher Education - Junior High/Intermediate/Middle School Education	18
Teacher Education - Mathematics	2
Teacher Education - Physical Education and Coaching	1
Teacher Education - Science Teacher Education/General Science	4
Teacher Education - Secondary Education	21
Teacher Education - Social Science	14
Teacher Education - Special Education	9

Concordia University (6116)

Subject Area	Number prepared
Education - Other Specify: Religious Education	8
Teacher Education - Art	2

Teacher Education - Biology	3
Teacher Education - Business	2
Teacher Education - Chemistry	1
Teacher Education - Computer Science	3
Teacher Education - Drama and Dance	2
Teacher Education - Early Childhood Education	10
Teacher Education - Earth Science	1
Teacher Education - Elementary Education	39
Teacher Education - English as a Second Language	3
Teacher Education - English/Language Arts	14
Teacher Education - Foreign Language	4
Teacher Education - Geography	1
Teacher Education - Health	4
Teacher Education - History	5
Teacher Education - Junior High/Intermediate/Middle School Education	12
Teacher Education - Mathematics	16
Teacher Education - Multiple Levels	6
Teacher Education - Music	3
Teacher Education - Physical Education and Coaching	6
Teacher Education - Physics	1
Teacher Education - Secondary Education	50
Teacher Education - Social Science	16
Teacher Education - Spanish	4
Teacher Education - Special Education	13

Creighton University (6121)

Subject Area	Number prepared
Education - Other Specify: Religious Education	8
Teacher Education - Art	1
Teacher Education - Earth Science	2
Teacher Education - Elementary Education	35
Teacher Education - English/Language Arts	6
Teacher Education - History	7

Teacher Education - Mathematics	3
Teacher Education - Social Science	1
Teacher Education - Spanish	1
Teacher Education - Special Education	2

Doane College (6165)

Subject Area	Number prepared
Teacher Education - Art	2
Teacher Education - Drama and Dance	1
Teacher Education - Early Childhood Education	9
Teacher Education - Elementary Education	31
Teacher Education - English as a Second Language	4
Teacher Education - English/Language Arts	11
Teacher Education - Foreign Language	1
Teacher Education - History	3
Teacher Education - Junior High/Intermediate/Middle School Education	10
Teacher Education - Mathematics	4
Teacher Education - Music	6
Teacher Education - Physical Education and Coaching	5
Teacher Education - Science Teacher Education/General Science	2
Teacher Education - Secondary Education	14
Teacher Education - Social Science	15
Teacher Education - Special Education	20

Grace University (6248)

Subject Area	Number prepared
Teacher Education - Early Childhood Education	5
Teacher Education - Elementary Education	10
Teacher Education - English as a Second Language	10
Teacher Education - English/Language Arts	1
Teacher Education - History	2
Teacher Education - Multiple Levels	2
Teacher Education - Music	1

Teacher Education - Physical Education and Coaching	1
Teacher Education - Secondary Education	3

Hastings College (6270)

Subject Area	Number prepared
Teacher Education - Art	2
Teacher Education - Early Childhood Education	8
Teacher Education - Elementary Education	53
Teacher Education - English as a Second Language	12
Teacher Education - English/Language Arts	4
Teacher Education - Foreign Language	1
Teacher Education - History	1
Teacher Education - Junior High/Intermediate/Middle School Education	49
Teacher Education - Mathematics	3
Teacher Education - Multiple Levels	37
Teacher Education - Music	9
Teacher Education - Physical Education and Coaching	7
Teacher Education - Secondary Education	49
Teacher Education - Social Science	5
Teacher Education - Spanish	1
Teacher Education - Special Education	12

Midland University (6406)

Subject Area	Number prepared
Education - Other Specify: Coaching 7-12	11
Teacher Education - Business	1
Teacher Education - Chemistry	1
Teacher Education - Early Childhood Education	7
Teacher Education - Elementary Education	12
Teacher Education - English as a Second Language	2
Teacher Education - English/Language Arts	2
Teacher Education - History	1

Teacher Education - Music	1
Teacher Education - Physical Education and Coaching	3
Teacher Education - Science Teacher Education/General Science	1
Teacher Education - Social Science	1
Teacher Education - Special Education	4

Nebraska Wesleyan University (6470)

Subject Area	Number prepared
Education - Other Specify: Coaching	1
Teacher Education - Business	1
Teacher Education - Chemistry	1
Teacher Education - Elementary Education	17
Teacher Education - English as a Second Language	2
Teacher Education - English/Language Arts	6
Teacher Education - History	5
Teacher Education - Mathematics	3
Teacher Education - Music	5
Teacher Education - Social Science	2
Teacher Education - Special Education	10

Peru State College (6468)

Subject Area	Number prepared
Teacher Education - Art	1
Teacher Education - Biology	1
Teacher Education - Business	5
Teacher Education - Early Childhood Education	34
Teacher Education - Elementary Education	33
Teacher Education - English/Language Arts	4
Teacher Education - History	2
Teacher Education - Junior High/Intermediate/Middle School Education	4
Teacher Education - Mathematics	4
Teacher Education - Music	1

Teacher Education - Physical Education and Coaching	9
Teacher Education - Social Science	3
Teacher Education - Special Education	19

Union College (6865)

Subject Area	Number prepared
Education - Other Specify: Teacher Education - Religious Education	2
Teacher Education - Biology	1
Teacher Education - Chemistry	1
Teacher Education - Elementary Education	5
Teacher Education - Mathematics	2
Teacher Education - Music	1
Teacher Education - Physical Education and Coaching	1
Teacher Education - Social Science	2

University of Nebraska - Kearney (6467)

Subject Area	Number prepared
Education - General	215
Teacher Education - Art	5
Teacher Education - Biology	5
Teacher Education - Business	4
Teacher Education - Chemistry	1
Teacher Education - Early Childhood Education	45
Teacher Education - Elementary Education	88
Teacher Education - English as a Second Language	14
Teacher Education - English/Language Arts	22
Teacher Education - Foreign Language	15
Teacher Education - German	3
Teacher Education - Health	16
Teacher Education - History	11
Teacher Education - Junior High/Intermediate/Middle School Education	29
Teacher Education - Mathematics	14

Teacher Education - Multiple Levels	81
Teacher Education - Music	5
Teacher Education - Physical Education and Coaching	23
Teacher Education - Physics	1
Teacher Education - Science Teacher Education/General Science	5
Teacher Education - Secondary Education	109
Teacher Education - Social Science	24
Teacher Education - Spanish	12
Teacher Education - Special Education	37
Teacher Education - Speech	13

University of Nebraska - Kearney - Alt (6467)

Subject Area	Number prepared
Teacher Education - Art	1
Teacher Education - Business	2
Teacher Education - Drama and Dance	1
Teacher Education - English/Language Arts	2
Teacher Education - Family and Consumer Sciences/Home Economics	1
Teacher Education - Foreign Language	1
Teacher Education - French	1
Teacher Education - Mathematics	3
Teacher Education - Physical Education and Coaching	1
Teacher Education - Science Teacher Education/General Science	1

University of Nebraska - Lincoln (6877)

Subject Area	Number prepared
Education - Other Specify: Diversified Occupations	10
Teacher Education - Agriculture	9
Teacher Education - Art	7
Teacher Education - Biology	4
Teacher Education - Business	11
Teacher Education - Chemistry	4

Teacher Education - Early Childhood Education	39
Teacher Education - Earth Science	1
Teacher Education - Elementary Education	143
Teacher Education - English as a Second Language	1
Teacher Education - English/Language Arts	18
Teacher Education - Family and Consumer Sciences/Home Economics	17
Teacher Education - French	3
Teacher Education - German	1
Teacher Education - Junior High/Intermediate/Middle School Education	1
Teacher Education - Mathematics	20
Teacher Education - Music	21
Teacher Education - Physical Education and Coaching	1
Teacher Education - Physics	4
Teacher Education - Science Teacher Education/General Science	19
Teacher Education - Secondary Education	156
Teacher Education - Social Science	24
Teacher Education - Spanish	7
Teacher Education - Special Education	90

University of Nebraska - Omaha (6420)

Subject Area	Number prepared
Education - Other Specify: School Librarian	4
Teacher Education - Art	18
Teacher Education - Biology	3
Teacher Education - Business	2
Teacher Education - Early Childhood Education	18
Teacher Education - Elementary Education	105
Teacher Education - English as a Second Language	4
Teacher Education - English/Language Arts	24
Teacher Education - Foreign Language	14
Teacher Education - French	1
Teacher Education - Health	8
Teacher Education - History	3

Teacher Education - Junior High/Intermediate/Middle School Education	21
Teacher Education - Mathematics	21
Teacher Education - Music	11
Teacher Education - Physical Education and Coaching	14
Teacher Education - Physics	2
Teacher Education - Science Teacher Education/General Science	17
Teacher Education - Secondary Education	120
Teacher Education - Social Science	13
Teacher Education - Spanish	10
Teacher Education - Special Education	21

Wayne State College (6469)

Subject Area	Number prepared
Teacher Education - Art	2
Teacher Education - Business	3
Teacher Education - Computer Science	1
Teacher Education - Early Childhood Education	22
Teacher Education - Elementary Education	76
Teacher Education - English as a Second Language	13
Teacher Education - English/Language Arts	12
Teacher Education - Family and Consumer Sciences/Home Economics	4
Teacher Education - Foreign Language	4
Teacher Education - Geography	1
Teacher Education - Health	8
Teacher Education - History	3
Teacher Education - Junior High/Intermediate/Middle School Education	9
Teacher Education - Mathematics	8
Teacher Education - Multiple Levels	35
Teacher Education - Music	12
Teacher Education - Physical Education and Coaching	33
Teacher Education - Psychology	1
Teacher Education - Science Teacher Education/General Science	1
Teacher Education - Secondary Education	58
Teacher Education - Social Science	8

Teacher Education - Spanish	4
Teacher Education - Special Education	17
Teacher Education - Technology Teacher Education/Industrial Arts	10

York College (6984)

Subject Area	Number prepared
Teacher Education - Art	1
Teacher Education - Elementary Education	9
Teacher Education - Junior High/Intermediate/Middle School Education	2
Teacher Education - Mathematics	2
Teacher Education - Multiple Levels	4
Teacher Education - Physical Education and Coaching	1
Teacher Education - Secondary Education	5
Teacher Education - Social Science	2
Teacher Education - Social Studies	3
Teacher Education - Special Education	2

Section I.f Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2013-14. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Chadron State College (6466)

Academic Major	Number prepared
Teacher Education - Art	4
Teacher Education - Business	4
Teacher Education - Early Childhood Education	6
Teacher Education - Elementary Education	49
Teacher Education - English/Language Arts	8
Teacher Education - Family and Consumer Sciences/Home Economics	1
Teacher Education - Health	11
Teacher Education - History	3
Teacher Education - Junior High/Intermediate/Middle School Education	7
Teacher Education - Mathematics	6

Teacher Education - Music	4
Teacher Education - Physical Education and Coaching	11
Teacher Education - Science	3
Teacher Education - Social Science	14
Teacher Education - Special Education	9
Teacher Education - Technology Teacher Education/Industrial Arts	1

College of St. Mary (6106)

Academic Major	Number prepared
Teacher Education - Early Childhood Education	6
Teacher Education - Elementary Education	8
Teacher Education - English/Language Arts	1
Teacher Education - Mathematics	1
Teacher Education - Secondary Education	3
Teacher Education - Social Science	1
Teacher Education - Special Education	5
Biology	1
Business/Business Administration/Accounting	3
Communication or Journalism	4
Engineering	1
English Language/Literature	5
Family and Consumer Sciences/Human Sciences	2
History	4
Liberal Arts/Humanities	2
Mathematics and Statistics	2
Other Specify: nursing, social work, creative writing, environmental studies, architecture	5
Philosophy and Religious Studies	2
Psychology	1
Social Sciences	1
Visual and Performing Arts	4

Concordia University (6116)

	Number
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Academic Major	prepared
Teacher Education - Art	3
Teacher Education - Elementary Education	39
Teacher Education - Junior High/Intermediate/Middle School Education	12
Teacher Education - Music	2
Teacher Education - Secondary Education	50

Creighton University (6121)

Academic Major	Number prepared
Teacher Education - Elementary Education	35
Biology	1
Chemistry	1
English Language/Literature	6
Foreign Languages	1
History	5
Mathematics and Statistics	3
Other Specify: Theology	7
Visual and Performing Arts	1

Doane College (6165)

Academic Major	Number prepared
Teacher Education - Art	2
Teacher Education - Drama and Dance	1
Teacher Education - Early Childhood Education	9
Teacher Education - Elementary Education	31
Teacher Education - English as a Second Language	2
Teacher Education - English/Language Arts	8
Teacher Education - History	3
Teacher Education - Junior High/Intermediate/Middle School Education	10
Teacher Education - Mathematics	3
Teacher Education - Music	6
Teacher Education - Physical Education and Coaching	4

Teacher Education - Science	2
Teacher Education - Secondary Education	14
Teacher Education - Social Science	9
Teacher Education - Special Education	19
English Language/Literature	2
Foreign Languages	1
History	4
Liberal Arts/Humanities	1
Mathematics and Statistics	1
Other Specify: Human Relations and Fitness Studies	2
Physics	1
Political Science and Government	4
Psychology	2
Sociology	2

Grace University (6248)

Academic Major	Number prepared
Teacher Education - Early Childhood Education	5
Teacher Education - Elementary Education	12
Teacher Education - English as a Second Language	10
Teacher Education - Junior High/Intermediate/Middle School Education	2
Teacher Education - Music	1
Teacher Education - Physical Education and Coaching	1
Teacher Education - Secondary Education	3
Other Specify: General Science	1
Philosophy and Religious Studies	1

Hastings College (6270)

Academic Major	Number prepared
Teacher Education - Art	1
Teacher Education - Elementary Education	46

Teacher Education - English/Language Arts	2
Teacher Education - Foreign Language	1
Teacher Education - History	1
Teacher Education - Junior High/Intermediate/Middle School Education	27
Teacher Education - Mathematics	3
Teacher Education - Music	9
Teacher Education - Physical Education and Coaching	5
Teacher Education - Secondary Education	36
Teacher Education - Social Science	5
Teacher Education - Spanish	1
Teacher Education - Special Education	12
Communication or Journalism	1
English Language/Literature	1
Other Specify: Recreation & Sports Management	1
Visual and Performing Arts	4

Midland University (6406)

Academic Major	Number prepared
Teacher Education - Business	1
Teacher Education - Early Childhood Education	9
Teacher Education - Elementary Education	10
Teacher Education - English/Language Arts	2
Teacher Education - History	1
Teacher Education - Physical Education and Coaching	3
Teacher Education - Science	1
Teacher Education - Secondary Education	1
Teacher Education - Social Science	1
Teacher Education - Special Education	4
Psychology	1

Nebraska Wesleyan University (6470)

Academic Major	Number prepared

Teacher Education - Elementary Education	17
Teacher Education - English as a Second Language	2
Teacher Education - English/Language Arts	1
Teacher Education - Social Science	2
Teacher Education - Special Education	10
Business/Business Administration/Accounting	1
Chemistry	1
English Language/Literature	5
History	5
Mathematics and Statistics	3
Other Specify: Music	5

Peru State College (6468)

Academic Major	Number prepared
Teacher Education - Art	1
Teacher Education - Biology	1
Teacher Education - Business	4
Teacher Education - Early Childhood Education	32
Teacher Education - Elementary Education	35
Teacher Education - English/Language Arts	4
Teacher Education - History	2
Teacher Education - Junior High/Intermediate/Middle School Education	4
Teacher Education - Mathematics	4
Teacher Education - Social Science	4
Teacher Education - Special Education	18
Business/Business Administration/Accounting	1
English Language/Literature	1
Family and Consumer Sciences/Human Sciences	1
History	1
Other Specify: Criminal Justice, Hotel Administration	3

Union College (6865)

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Academic Major	Number prepared
Teacher Education - Biology	1
Teacher Education - Chemistry	1
Teacher Education - Elementary Education	5
Teacher Education - Mathematics	2
Teacher Education - Music	1
Teacher Education - Physical Education and Coaching	1
Teacher Education - Social Science	2
Other Specify: Education - Religious	2

University of Nebraska - Kearney (6467)

Academic Major	Number prepared
Teacher Education - Art	5
Teacher Education - Biology	5
Teacher Education - Business	1
Teacher Education - Chemistry	1
Teacher Education - Early Childhood Education	45
Teacher Education - Elementary Education	84
Teacher Education - English as a Second Language	12
Teacher Education - English/Language Arts	18
Teacher Education - Foreign Language	15
Teacher Education - German	3
Teacher Education - Health	16
Teacher Education - History	11
Teacher Education - Junior High/Intermediate/Middle School Education	22
Teacher Education - Mathematics	12
Teacher Education - Music	5
Teacher Education - Physical Education and Coaching	21
Teacher Education - Secondary Education	86
Teacher Education - Social Science	22
Teacher Education - Spanish	10
Teacher Education - Special Education	31

Teacher Education - Speech	13
Agriculture	1
Biology	3
Business/Business Administration/Accounting	6
Chemistry	1
Communication or Journalism	1
Education - General	186
English Language/Literature	2
Foreign Languages	2
History	2
Other Specify: PhysEd-2, ExerSci-2, Recreation, BehavSci, HlthProMgmt, InterRel, AircraftSysMgt	9
Physics	1
Psychology	1
Sociology	2
Visual and Performing Arts	1

University of Nebraska - Kearney - Alt (6467)

Academic Major	Number prepared
Business/Business Administration/Accounting	2
Communication or Journalism	1
Family and Consumer Sciences/Human Sciences	1
Foreign Languages	1
Mathematics and Statistics	1
Other Specify: Construction Management; Interdisciplinary Studies; Athletic Training; Ph.D in Pharmacy	4
Visual and Performing Arts	3

University of Nebraska - Lincoln (6877)

Academic Major	Number prepared
Teacher Education - Agriculture	9
Teacher Education - Art	7
Teacher Education - Business	10
Teacher Education - Early Childhood Education	39

Teacher Education - Earth Science	3
Teacher Education - Elementary Education	144
Teacher Education - English as a Second Language	1
Teacher Education - English/Language Arts	14
Teacher Education - Family and Consumer Sciences/Home Economics	13
Teacher Education - French	1
Teacher Education - German	1
Teacher Education - Junior High/Intermediate/Middle School Education	1
Teacher Education - Mathematics	14
Teacher Education - Music	20
Teacher Education - Physical Education and Coaching	2
Teacher Education - Physics	1
Teacher Education - Science	16
Teacher Education - Social Science	24
Teacher Education - Spanish	7
Teacher Education - Special Education	83
Anthropology	1
Biology	3
Business/Business Administration/Accounting	1
Chemistry	3
Communication or Journalism	1
English Language/Literature	3
Family and Consumer Sciences/Human Sciences	6
Foreign Languages	1
Geological and Earth Sciences/Geosciences	2
Liberal Arts/Humanities	1
Mathematics and Statistics	6
Physical Sciences	6
Psychology	3
Visual and Performing Arts	1

University of Nebraska - Omaha (6420)

Academic Major	Number prepared

Teacher Education - Art	18
Teacher Education - Elementary Education	105
Teacher Education - Music	11
Teacher Education - Secondary Education	120
Teacher Education - Special Education	21
Other Specify: Major areas Elem and Sec. Content area completed in one of the major areas.	1

Wayne State College (6469)

Academic Major	Number prepared
Teacher Education - Art	2
Teacher Education - Business	3
Teacher Education - Early Childhood Education	9
Teacher Education - Elementary Education	76
Teacher Education - English/Language Arts	12
Teacher Education - Family and Consumer Sciences/Home Economics	4
Teacher Education - Foreign Language	4
Teacher Education - Geography	1
Teacher Education - Health	8
Teacher Education - Junior High/Intermediate/Middle School Education	9
Teacher Education - Mathematics	8
Teacher Education - Music	12
Teacher Education - Physical Education and Coaching	8
Teacher Education - Psychology	1
Teacher Education - Science	1
Teacher Education - Secondary Education	56
Teacher Education - Social Science	8
Teacher Education - Spanish	4
Teacher Education - Special Education	17
Teacher Education - Technology Teacher Education/Industrial Arts	10

York College (6984)

Academic Major	Number prepared

Teacher Education - Art	1
Teacher Education - Elementary Education	9
Teacher Education - Junior High/Intermediate/Middle School Education	2
Teacher Education - Mathematics	2
Teacher Education - Physical Education and Coaching	1
Teacher Education - Secondary Education	6
Teacher Education - Social Science	2
Teacher Education - Social Studies	3
Teacher Education - Special Education	2

Section I.g Program Completers

Totals

Program Type	2013-14	2012-13	2011-12	Change from 2012-13 to 2013-14	Change from 2011-12 to 2012-13
Traditional	1643	1783	1695	-8%	5%
Alternative, IHE-based	13	21	33	-38%	-36%
Total	1656	1804	1728	-8%	4%

By Program

Program	2013-14	2012-13	2011-12	Change from 2012-13 to 2013-14	Change from 2011-12 to 2012-13
Chadron State College (6466)	110	115	107	-4%	7%
College of St. Mary (6106)	49	65	73	-25%	-11%
Concordia University (6116)	104	110	111	-5%	-1%
Creighton University (6121)	61	52	52	17%	0%
Doane College (6165)	68	65	67	5%	-3%
Grace University (6248)	15	29	30	-48%	-3%
Hastings College (6270)	62	59	65	5%	-9%
Midland University (6406)	25	33	37	-24%	-11%
Nebraska Wesleyan University (6470)	40	36	54	11%	-33%
Peru State College (6468)	86	113	99	-24%	14%
Union College (6865)	13	17	16	-24%	6%
University of Nebraska - Kearney (6467)	224	231	184	-3%	26%

University of Nebraska - Kearney - Alt (6467)	13	21	33	-38%	-36%
University of Nebraska - Lincoln (6877)	352	401	392	-12%	2%
University of Nebraska - Omaha (6420)	240	277	234	-13%	18%
Wayne State College (6469)	178	154	153	16%	1%
York College (6984)	16	26	21	-38%	24%

Section I.g Teachers Credentialed

Provide the following:

Total number of persons receiving initial teacher credential in the state in 2013-14:

2527

Total number of persons receiving initial teacher credential in the state in 2012-13:

1795

Total number of persons receiving initial teacher credential in the state in 2011-12:

1712

Change from 2012-13 to 2013-14: 41%

Change from 2011-12 to 2012-13: 5%

Total number of persons receiving initial teacher credential in the state in 2013-14 who completed their teacher preparation program in another state:

338

Total number of persons receiving initial teacher credential in the state in 2012-13 who completed their teacher preparation program in another state:

354

Total number of persons receiving initial teacher credential in the state in 2011-12 who completed their teacher preparation program in another state:

351

Change from 2012-13 to 2013-14: -5%

Change from 2011-12 to 2012-13: 1%

Section II. Assurances

Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances.

Chadron State College (6466)

Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

College of St. Mary (6106)

Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

Concordia University (6116)

Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

Creighton University (6121)

Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

Doane College (6165)

Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

Grace University (6248)

Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

NA

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

Hastings College (6270)

Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

Midland University (6406)

Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

Nebraska Wesleyan University (6470)

Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

Peru State College (6468)

Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

Union College (6865)

Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

NA

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

University of Nebraska - Kearney (6467)

Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

University of Nebraska - Kearney - Alt (6467)

Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

University of Nebraska - Lincoln (6877)

Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

University of Nebraska - Omaha (6420)

Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

Wayne State College (6469)

Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

York College (6984)

Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

Section III. Credential Requirements

List each teaching credential (certificate, license, or other) currently issued by the state and answer the questions about each. Include all teaching credentials including initial, emergency, temporary, provisional, permanent, professional and master teacher licenses as well as any credentials given specifically to those participating in or completing alternative route programs. Do not include credentials for principals, administrators, social workers, guidance counselors, speech/language pathologists or any other school support personnel. (§205(b)(1)(A))

Alternate Program Teaching Permit

1. **Credential name:** Alternate Program Teaching Permit
2. **Is this an initial credential?**
Yes
3. **Is this an emergency, temporary or provisional credential?**
Yes
4. **Is this credential given only to alternative routes to teacher certification participants or completers?**
No
5. **Is this credential given only to career/technical education teachers?**
No
6. **Is this a permanent credential?**
No
7. **Duration of credential (in years):**
2
8. **Is this credential renewable?**
No If yes,
 - a. **How many times?**
 - b. **Renewal duration (in years):**
 - c. **Renewal requirements:**

9. **Is a bachelor's degree required?**
Yes
10. **Is a master's degree or higher required?**
No
11. **Is a bachelor's degree in education required?**
No
12. **Is this credential granted at the elementary level?**
Yes
If yes,
a. **What is the grade span covered by this credential?**
K-8
b. **Is a bachelor's degree in a subject area or academic content area (other than elementary education) required?**
No
13. **Is this credential granted at the middle school level?**
Yes
If yes,
a. **What is the grade span covered by this credential?**
4-9
b. **Is a bachelor's degree in a subject area or academic content area required?**
No
14. **Is this credential granted at the secondary level?**
Yes
If yes,
a. **What is the grade span covered by this credential?**
6-12
b. **Is a bachelor's degree in a subject area or academic content area required?**
No
15. **Will transcript analysis (for degrees from non-U.S. postsecondary institutions) be accepted?**
Yes
16. **Is a state-approved teacher education program required?**
Yes
17. **Is there a credit hour requirement for pedagogy, professional knowledge and/or professional education coursework?**
Yes
18. **Is there a grade point average (GPA) requirement for general and/or professional education coursework?**
Yes
19. **Are tests or assessments required?**
No
20. **Are performance assessments (such as portfolios) required?**
No
21. **Is there a recency of credit requirement?**
No
22. **Are passing state prescribed coursework and/or written assignments required?**
No
23. **Is professional employment as a teacher required?**
Yes
24. **Is passing National Board of Professional Teaching Standards required?**
No
25. **Is completion of a supervised clinical experience required?**

No

26. **Is participation in a mentoring program required?**

No

27. **Is fingerprinting required?**

No

28. **Is a background check required?**

No

29. **Is a police record examination required?**

No

30. **Are there any other requirements?**

Yes

If yes, please describe

Fingerprinting, background check and police record examination are required if the applicant has not been a resident of Nebraska for at least five continuous years immediately preceding the date of application. This permit is only issued to individuals who have a plan on file to complete all requirements for regular certification. Regarding #14 - grade span depends on specific area of endorsement.

Career Education Teaching Permit

1. **Credential name:** Career Education Teaching Permit

2. **Is this an initial credential?**

Yes

3. **Is this an emergency, temporary or provisional credential?**

No

4. **Is this credential given only to alternative routes to teacher certification participants or completers?**

No

5. **Is this credential given only to career/technical education teachers?**

Yes

6. **Is this a permanent credential?**

No

7. **Duration of credential (in years):**

3

8. **Is this credential renewable?**

Yes If yes,

a. **How many times?**

99

b. **Renewal duration (in years):**

3

c. **Renewal requirements:**

The applicant must submit verification for renewal from the administrator of the school system in which the applicant intends to teach.

9. **Is a bachelor's degree required?**

No

10. **Is a master's degree or higher required?**

No

11. **Is a bachelor's degree in education required?**

No

12. **Is this credential granted at the elementary level?**

No

If yes,

a. **What is the grade span covered by this credential?**

b. **Is a bachelor's degree in a subject area or academic content area (other than elementary education) required?**

Data not reported

13. **Is this credential granted at the middle school level?**

No

If yes,

a. **What is the grade span covered by this credential?**

b. **Is a bachelor's degree in a subject area or academic content area required?**

Data not reported

14. **Is this credential granted at the secondary level?**

Yes

If yes,

a. **What is the grade span covered by this credential?**

9-12

b. **Is a bachelor's degree in a subject area or academic content area required?**

No

15. **Will transcript analysis (for degrees from non-U.S. postsecondary institutions) be accepted?**

Yes

16. **Is a state-approved teacher education program required?**

No

17. **Is there a credit hour requirement for pedagogy, professional knowledge and/or professional education coursework?**

No

18. **Is there a grade point average (GPA) requirement for general and/or professional education coursework?**

No

19. **Are tests or assessments required?**

No

20. **Are performance assessments (such as portfolios) required?**

No

21. **Is there a recency of credit requirement?**

No

22. **Are passing state prescribed coursework and/or written assignments required?**

No

23. **Is professional employment as a teacher required?**

Yes

24. **Is passing National Board of Professional Teaching Standards required?**

No

25. **Is completion of a supervised clinical experience required?**

No

26. **Is participation in a mentoring program required?**

No

27. **Is fingerprinting required?**

No

28. **Is a background check required?**

No

29. **Is a police record examination required?**

No

30. **Are there any other requirements?**

Yes

If yes, please describe

Fingerprinting, background check and police record examination are required if the applicant has not been a resident of Nebraska for at least five continuous years immediately preceding the date of application.

Initial Teaching Certificate

1. **Credential name:** Initial Teaching Certificate

2. **Is this an initial credential?**

Yes

3. **Is this an emergency, temporary or provisional credential?**

No

4. **Is this credential given only to alternative routes to teacher certification participants or completers?**

No

5. **Is this credential given only to career/technical education teachers?**

No

6. **Is this a permanent credential?**

No

7. **Duration of credential (in years):**

5

8. **Is this credential renewable?**

Yes If yes,

a. **How many times?**

99

b. **Renewal duration (in years):**

5

c. **Renewal requirements:**

If renewal is prior to expiration or less than five years after expiration, the applicant, within five years prior to the date of application for renewal, must have taught half-time or more for one school year or completed six semester credit hours from a standard institution of higher education.

If renewal is five or more years after expiration, the applicant, within five years prior to the date of application for renewal, must have completed fifteen semester credit hours of coursework in an approved program for the preparation of teachers which shall include a course in instructional techniques; a field experience consisting of 100 or more clock hours of contact with students in the classroom, 50% of which shall consist of performing instructional duties; course(s) which address current issues in education, including but not limited to special education, gifted education, reading and writing in content area and school law; and the remaining coursework be directly related to the applicant's area of endorsement on the expired certificate.

9. **Is a bachelor's degree required?**

Yes

10. **Is a master's degree or higher required?**

No

11. **Is a bachelor's degree in education required?**

Yes

12. **Is this credential granted at the elementary level?**

Yes

If yes,

a. **What is the grade span covered by this credential?**

K-8

b. **Is a bachelor's degree in a subject area or academic content area (other than elementary education) required?**

No

13. **Is this credential granted at the middle school level?**

Yes

If yes,

- a. **What is the grade span covered by this credential?**
4-9
- b. **Is a bachelor's degree in a subject area or academic content area required?**
No
14. **Is this credential granted at the secondary level?**
Yes
If yes,
a. **What is the grade span covered by this credential?**
6-12
b. **Is a bachelor's degree in a subject area or academic content area required?**
No
15. **Will transcript analysis (for degrees from non-U.S. postsecondary institutions) be accepted?**
Yes
16. **Is a state-approved teacher education program required?**
Yes
17. **Is there a credit hour requirement for pedagogy, professional knowledge and/or professional education coursework?**
Yes
18. **Is there a grade point average (GPA) requirement for general and/or professional education coursework?**
Yes
19. **Are tests or assessments required?**
Yes
20. **Are performance assessments (such as portfolios) required?**
No
21. **Is there a recency of credit requirement?**
Yes
22. **Are passing state prescribed coursework and/or written assignments required?**
No
23. **Is professional employment as a teacher required?**
No
24. **Is passing National Board of Professional Teaching Standards required?**
No
25. **Is completion of a supervised clinical experience required?**
Yes
26. **Is participation in a mentoring program required?**
No
27. **Is fingerprinting required?**
No
28. **Is a background check required?**
No
29. **Is a police record examination required?**
No
30. **Are there any other requirements?**
Yes
If yes, please describe
Fingerprinting, background check and police record examination are required if the applicant has not been a resident of Nebraska for at least five continuous years immediately preceding the date of the application. Regarding #11 and #13 a bachelor's degree in education or equivalent is required.

Postsecondary Teaching Permit

1. **Credential name:** Postsecondary Teaching Permit
2. **Is this an initial credential?**
Yes
3. **Is this an emergency, temporary or provisional credential?**
No
4. **Is this credential given only to alternative routes to teacher certification participants or completers?**
No
5. **Is this credential given only to career/technical education teachers?**
No
6. **Is this a permanent credential?**
No
7. **Duration of credential (in years):**
3
8. **Is this credential renewable?**
Yes If yes,
 - a. **How many times?**
99
 - b. **Renewal duration (in years):**
3
 - c. **Renewal requirements:**
The applicant must continue to be eligible to teach courses for college credit offered by a Nebraska postsecondary educational entity that have also been approved for high school credit in Nebraska school systems; within 3 years prior to the date of application, have taught 1 or more courses that generate college credit and have been approved for high school credit in at least 2 different semesters; or have received 3 semester hours of graduate credit in the postsecondary content area.
9. **Is a bachelor's degree required?**
Yes
10. **Is a master's degree or higher required?**
Yes
11. **Is a bachelor's degree in education required?**
No
12. **Is this credential granted at the elementary level?**
No
If yes,
 - a. **What is the grade span covered by this credential?**
 - b. **Is a bachelor's degree in a subject area or academic content area (other than elementary education) required?**
Data not reported
13. **Is this credential granted at the middle school level?**
No
If yes,
 - a. **What is the grade span covered by this credential?**
 - b. **Is a bachelor's degree in a subject area or academic content area required?**
Data not reported
14. **Is this credential granted at the secondary level?**
Yes
If yes,
 - a. **What is the grade span covered by this credential?**
6-12
 - b. **Is a bachelor's degree in a subject area or academic content area required?**

No

15. **Will transcript analysis (for degrees from non-U.S. postsecondary institutions) be accepted?**
Yes
16. **Is a state-approved teacher education program required?**
No
17. **Is there a credit hour requirement for pedagogy, professional knowledge and/or professional education coursework?**
No
18. **Is there a grade point average (GPA) requirement for general and/or professional education coursework?**
No
19. **Are tests or assessments required?**
No
20. **Are performance assessments (such as portfolios) required?**
No
21. **Is there a recency of credit requirement?**
No
22. **Are passing state prescribed coursework and/or written assignments required?**
No
23. **Is professional employment as a teacher required?**
Yes
24. **Is passing National Board of Professional Teaching Standards required?**
No
25. **Is completion of a supervised clinical experience required?**
No
26. **Is participation in a mentoring program required?**
No
27. **Is fingerprinting required?**
No
28. **Is a background check required?**
No
29. **Is a police record examination required?**
No
30. **Are there any other requirements?**
Yes

If yes, please describe

Fingerprinting, background check and police record examination are required if the applicant has not been a resident of Nebraska for at least five continuous years immediately preceding the date of application. Qualifications of the individual are subject to the postsecondary institution's qualifications for individuals teaching an equivalent on-campus course. These qualifications are subject to the Higher Learning Commission.

Professional Teaching Certificate

1. **Credential name:** Professional Teaching Certificate
2. **Is this an initial credential?**
No
3. **Is this an emergency, temporary or provisional credential?**
No
4. **Is this credential given only to alternative routes to teacher certification participants or completers?**
No
5. **Is this credential given only to career/technical education teachers?**
No

6. **Is this a permanent credential?**

No

7. **Duration of credential (in years):**

10

8. **Is this credential renewable?**

Yes If yes,

a. **How many times?**

99

b. **Renewal duration (in years):**

10

c. **Renewal requirements:**

If renewal is prior to expiration or less than five years after expiration, the applicant, within five years prior to the date of application for renewal, must have taught half-time or more for one school year or have been employed by the Nebraska Department of Education or have completed six semester credit hours of education related coursework from a standard institution of higher education.

If renewal is five or more years after expiration, the applicant, within five years prior to the date of application for renewal, must have completed fifteen semester credit hours of education related coursework in an approved program for the preparation of teachers which shall include a course in instructional techniques; a field experience consisting of 100 or more clock hours of contact with students in the classroom, 50% of which shall consist of performing instructional duties; course(s) which address current issues in education, including but not limited to special education, gifted education, reading and writing in content area and school law; and the remaining coursework be directly related to the applicant's area of endorsement on the expired certificate.

9. **Is a bachelor's degree required?**

Yes

10. **Is a master's degree or higher required?**

Yes

11. **Is a bachelor's degree in education required?**

Yes

12. **Is this credential granted at the elementary level?**

Yes

If yes,

a. **What is the grade span covered by this credential?**

K-8

b. **Is a bachelor's degree in a subject area or academic content area (other than elementary education) required?**

No

13. **Is this credential granted at the middle school level?**

Yes

If yes,

a. **What is the grade span covered by this credential?**

4-9

b. **Is a bachelor's degree in a subject area or academic content area required?**

No

14. **Is this credential granted at the secondary level?**

Yes

If yes,

a. **What is the grade span covered by this credential?**

6-12

b. **Is a bachelor's degree in a subject area or academic content area required?**

No

15. **Will transcript analysis (for degrees from non-U.S. postsecondary institutions) be accepted?**
Yes
16. **Is a state-approved teacher education program required?**
Yes
17. **Is there a credit hour requirement for pedagogy, professional knowledge and/or professional education coursework?**
Yes
18. **Is there a grade point average (GPA) requirement for general and/or professional education coursework?**
No
19. **Are tests or assessments required?**
Yes
20. **Are performance assessments (such as portfolios) required?**
No
21. **Is there a recency of credit requirement?**
No
22. **Are passing state prescribed coursework and/or written assignments required?**
No
23. **Is professional employment as a teacher required?**
No
24. **Is passing National Board of Professional Teaching Standards required?**
No
25. **Is completion of a supervised clinical experience required?**
No
26. **Is participation in a mentoring program required?**
No
27. **Is fingerprinting required?**
No
28. **Is a background check required?**
No
29. **Is a police record examination required?**
No
30. **Are there any other requirements?**
Yes

If yes, please describe

Fingerprinting, background check, and police record examination are required if the applicant has not been a resident of Nebraska for at least five continuous years immediately preceding the date of application. Regarding #11 and 17 - Since a professional certificate builds on an initial/standard certificate, a bachelor's degree credit hour requirement and other foundational requirements which must already be in place to move to the professional certificate. Regarding #14 - grade span depends on specific area of endorsement.

Provisional Teaching Permit

1. **Credential name:** Provisional Teaching Permit
2. **Is this an initial credential?**
Yes
3. **Is this an emergency, temporary or provisional credential?**
Yes
4. **Is this credential given only to alternative routes to teacher certification participants or completers?**
No
5. **Is this credential given only to career/technical education teachers?**
No

6. **Is this a permanent credential?**
No
7. **Duration of credential (in years):**
2
8. **Is this credential renewable?**
No If yes,
 - a. **How many times?**
 - b. **Renewal duration (in years):**
 - c. **Renewal requirements:**
9. **Is a bachelor's degree required?**
Yes
10. **Is a master's degree or higher required?**
No
11. **Is a bachelor's degree in education required?**
Yes
12. **Is this credential granted at the elementary level?**
Yes
If yes,
 - a. **What is the grade span covered by this credential?**
K-8
 - b. **Is a bachelor's degree in a subject area or academic content area (other than elementary education) required?**
No
13. **Is this credential granted at the middle school level?**
Yes
If yes,
 - a. **What is the grade span covered by this credential?**
4-9
 - b. **Is a bachelor's degree in a subject area or academic content area required?**
No
14. **Is this credential granted at the secondary level?**
Yes
If yes,
 - a. **What is the grade span covered by this credential?**
6-12
 - b. **Is a bachelor's degree in a subject area or academic content area required?**
No
15. **Will transcript analysis (for degrees from non-U.S. postsecondary institutions) be accepted?**
Yes
16. **Is a state-approved teacher education program required?**
Yes
17. **Is there a credit hour requirement for pedagogy, professional knowledge and/or professional education coursework?**
Yes
18. **Is there a grade point average (GPA) requirement for general and/or professional education coursework?**
Yes
19. **Are tests or assessments required?**
No
20. **Are performance assessments (such as portfolios) required?**
No

21. **Is there a recency of credit requirement?**
No
22. **Are passing state prescribed coursework and/or written assignments required?**
No
23. **Is professional employment as a teacher required?**
No
24. **Is passing National Board of Professional Teaching Standards required?**
No
25. **Is completion of a supervised clinical experience required?**
Yes
26. **Is participation in a mentoring program required?**
No
27. **Is fingerprinting required?**
No
28. **Is a background check required?**
No
29. **Is a police record examination required?**
No
30. **Are there any other requirements?**
Yes

If yes, please describe

Fingerprinting, background check and police record examination are required if the applicant has not been a resident of Nebraska for at least five continuous years immediately preceding the date of the application. This permit is issued to the individual who has completed a teacher preparation program but has not met recency, basic skills, testing or special education requirements. Regarding #14 - grade span depends on specific area of endorsement.

Standard Teaching Certificate

1. **Credential name:** Standard Teaching Certificate
2. **Is this an initial credential?**
No
3. **Is this an emergency, temporary or provisional credential?**
No
4. **Is this credential given only to alternative routes to teacher certification participants or completers?**
No
5. **Is this credential given only to career/technical education teachers?**
No
6. **Is this a permanent credential?**
No
7. **Duration of credential (in years):**
5
8. **Is this credential renewable?**

Yes If yes,

- a. **How many times?**

99

- b. **Renewal duration (in years):**

5

- c. **Renewal requirements:**

If renewal is prior to expiration or less than five years after expiration, the applicant, within five years prior to the date of application, must have taught half-time or more for one school year or have been employed by the Nebraska Department of Education or have completed six semester credit hours in

education related coursework from a standard institution of higher education.

If renewal is five or more years after expiration, the applicant, within five years prior to the date of application for renewal, must have completed fifteen semester credit hours of education related coursework in an approved program for the preparation of teachers which shall include a course in instructional techniques; a field experience consisting of 100 or more clock hours of contact with students in the classroom, 50% of which shall consist of performing instructional duties; course(s) which address current issues in education, including but not limited to special education, gifted education, reading and writing in content area and school law; and the remaining coursework be directly related to the applicant's area of endorsement on the expired certificate.

9. **Is a bachelor's degree required?**
Yes
10. **Is a master's degree or higher required?**
No
11. **Is a bachelor's degree in education required?**
Yes
12. **Is this credential granted at the elementary level?**
Yes
If yes,
 - a. **What is the grade span covered by this credential?**
K-8
 - b. **Is a bachelor's degree in a subject area or academic content area (other than elementary education) required?**
No
13. **Is this credential granted at the middle school level?**
Yes
If yes,
 - a. **What is the grade span covered by this credential?**
4-9
 - b. **Is a bachelor's degree in a subject area or academic content area required?**
No
14. **Is this credential granted at the secondary level?**
Yes
If yes,
 - a. **What is the grade span covered by this credential?**
6-12
 - b. **Is a bachelor's degree in a subject area or academic content area required?**
No
15. **Will transcript analysis (for degrees from non-U.S. postsecondary institutions) be accepted?**
Yes
16. **Is a state-approved teacher education program required?**
Yes
17. **Is there a credit hour requirement for pedagogy, professional knowledge and/or professional education coursework?**
No
18. **Is there a grade point average (GPA) requirement for general and/or professional education coursework?**
No
19. **Are tests or assessments required?**
No
20. **Are performance assessments (such as portfolios) required?**
No
21. **Is there a recency of credit requirement?**

No

22. **Are passing state prescribed coursework and/or written assignments required?**

No

23. **Is professional employment as a teacher required?**

Yes

24. **Is passing National Board of Professional Teaching Standards required?**

No

25. **Is completion of a supervised clinical experience required?**

No

26. **Is participation in a mentoring program required?**

No

27. **Is fingerprinting required?**

No

28. **Is a background check required?**

No

29. **Is a police record examination required?**

No

30. **Are there any other requirements?**

Yes

If yes, please describe

Standard Teaching certificates are granted to applicants who have held an Initial Teaching Certificate and have taught half-time or more for two consecutive school years within five continuous years immediately preceding the date of application. Response assumes foundational preparation (such as professional coursework) completed at the initial certification level.

Fingerprinting, background check and police record examination are required if the applicant has not been a resident of Nebraska for at least five continuous years immediately preceding the date of the application.

Regarding #14 - grade span depends on specific area of endorsement.

Temporary Teaching Certificate

1. **Credential name:** Temporary Teaching Certificate

2. **Is this an initial credential?**

No

3. **Is this an emergency, temporary or provisional credential?**

Yes

4. **Is this credential given only to alternative routes to teacher certification participants or completers?**

No

5. **Is this credential given only to career/technical education teachers?**

No

6. **Is this a permanent credential?**

No

7. **Duration of credential (in years):**

1

8. **Is this credential renewable?**

No If yes,

a. **How many times?**

b. **Renewal duration (in years):**

c. **Renewal requirements:**

9. **Is a bachelor's degree required?**
Yes
10. **Is a master's degree or higher required?**
No
11. **Is a bachelor's degree in education required?**
Yes
12. **Is this credential granted at the elementary level?**
Yes
If yes,
a. **What is the grade span covered by this credential?**
K-8
b. **Is a bachelor's degree in a subject area or academic content area (other than elementary education) required?**
No
13. **Is this credential granted at the middle school level?**
Yes
If yes,
a. **What is the grade span covered by this credential?**
4-9
b. **Is a bachelor's degree in a subject area or academic content area required?**
No
14. **Is this credential granted at the secondary level?**
Yes
If yes,
a. **What is the grade span covered by this credential?**
6-12
b. **Is a bachelor's degree in a subject area or academic content area required?**
No
15. **Will transcript analysis (for degrees from non-U.S. postsecondary institutions) be accepted?**
Yes
16. **Is a state-approved teacher education program required?**
Yes
17. **Is there a credit hour requirement for pedagogy, professional knowledge and/or professional education coursework?**
Yes
18. **Is there a grade point average (GPA) requirement for general and/or professional education coursework?**
No
19. **Are tests or assessments required?**
No
20. **Are performance assessments (such as portfolios) required?**
No
21. **Is there a recency of credit requirement?**
No
22. **Are passing state prescribed coursework and/or written assignments required?**
No
23. **Is professional employment as a teacher required?**
No
24. **Is passing National Board of Professional Teaching Standards required?**
No
25. **Is completion of a supervised clinical experience required?**

Yes

26. **Is participation in a mentoring program required?**

No

27. **Is fingerprinting required?**

No

28. **Is a background check required?**

No

29. **Is a police record examination required?**

No

30. **Are there any other requirements?**

Yes

If yes, please describe

Regarding #7 - limitation is 180 days, but system will not allow less than 1 year to be reported.

Fingerprinting, background check and police record examination are required if the applicant has not been a resident of Nebraska for at least five continuous years immediately preceding the date of application.

A Temporary Teaching Certificate is issued when the applicant has met all of the requirements for certification except for the requirement for human relations training, which must be completed in 180 days in which the certificate is valid.

Transitional Teaching Permit

1. **Credential name:** Transitional Teaching Permit

2. **Is this an initial credential?**

No

3. **Is this an emergency, temporary or provisional credential?**

Yes

4. **Is this credential given only to alternative routes to teacher certification participants or completers?**

Yes

5. **Is this credential given only to career/technical education teachers?**

No

6. **Is this a permanent credential?**

No

7. **Duration of credential (in years):**

1

8. **Is this credential renewable?**

Yes If yes,

a. **How many times?**

4

b. **Renewal duration (in years):**

1

c. **Renewal requirements:**

The applicant shall submit a written request for renewal from the administrator of the school system in which the applicant teaches and a transcript documenting completion of at least six semester credit hours annually towards completion of the teacher preparation program.

9. **Is a bachelor's degree required?**

Yes

10. **Is a master's degree or higher required?**

No

11. **Is a bachelor's degree in education required?**

- No
12. **Is this credential granted at the elementary level?**
No
If yes,
a. **What is the grade span covered by this credential?**
b. **Is a bachelor's degree in a subject area or academic content area (other than elementary education) required?**
Data not reported
13. **Is this credential granted at the middle school level?**
No
If yes,
a. **What is the grade span covered by this credential?**
b. **Is a bachelor's degree in a subject area or academic content area required?**
Data not reported
14. **Is this credential granted at the secondary level?**
Yes
If yes,
a. **What is the grade span covered by this credential?**
6-12
b. **Is a bachelor's degree in a subject area or academic content area required?**
No
15. **Will transcript analysis (for degrees from non-U.S. postsecondary institutions) be accepted?**
Yes
16. **Is a state-approved teacher education program required?**
Yes
17. **Is there a credit hour requirement for pedagogy, professional knowledge and/or professional education coursework?**
Yes
18. **Is there a grade point average (GPA) requirement for general and/or professional education coursework?**
Yes
19. **Are tests or assessments required?**
No
20. **Are performance assessments (such as portfolios) required?**
No
21. **Is there a recency of credit requirement?**
No
22. **Are passing state prescribed coursework and/or written assignments required?**
No
23. **Is professional employment as a teacher required?**
Yes
24. **Is passing National Board of Professional Teaching Standards required?**
No
25. **Is completion of a supervised clinical experience required?**
Yes
26. **Is participation in a mentoring program required?**
Yes
27. **Is fingerprinting required?**
No
28. **Is a background check required?**
No

29. **Is a police record examination required?**

No

30. **Are there any other requirements?**

Yes

If yes, please describe

Fingerprinting, background check and police record examination are required if the applicant has not been a resident of Nebraska for at least five continuous years immediately preceding the date of application.

Requirements for initial issuance of this permit may be found in Rule 21 Section 005.28A-G.

Regarding #8 - Requirements generally completed in 3 years. Regarding #14a - grade span depends on specific area of endorsement. Regarding #14b - The certificate requires an individual to hold a baccalaureate degree which contains a minimum of 75% of the content required by Rule 24 (endorsement) and a plan for completion of any additional content.

Section IV. Standards and Criteria

(§205(b)(1)(B), §205(b)(1)(C))

1. **Has the state developed standards that prospective teachers must meet in order to attain initial teacher certification or licensure?**

Yes

2. **Is there a unique, overarching set of teacher standards that currently applies to all teaching fields and grade levels?**

Yes

3. **Are there distinct state teacher standards for early childhood education (birth through age 6)?**

Yes

4. **Are there distinct state teacher standards for early elementary education (grades K-3)?**

Yes

5. **Are there distinct state teacher standards for upper elementary education (grades 4-6)?**

Yes

6. **Are there distinct state teacher standards for middle grades education?**

Yes

7. **Are there distinct state teacher standards for secondary education?**

Yes

8. **Were the standards of any national organizations used, modified or referenced in the development of the state teacher standards?**

Yes

If yes, please specify.

Regarding questions 4 and 5 above, Nebraska's Elementary Education endorsement is issued at the K-6 grade level (or K-8 in self-contained classrooms).

Endorsement standards are updated on a rotational basis and use national professional association content area standards, where available, as a basis for revisions. In addition, Nebraska utilizes the InTASC model core teaching standards as a basis for preparation of teachers.

Title 92, Nebraska Administrative Code (NAC), Chapter 20, Regulations for the Approval of Teacher Education Programs, and Chapter 24, Regulations for Certificate Endorsement, and their respective guideline documents contain specific language on the performances expected of beginning teachers and serve as the basis for assessment of their preparedness to teach the strategies, specific content knowledge and skills.

9. **Are there state teacher standards for the following specific teaching fields and grade levels? (Add any additional teaching fields in your state at the bottom of the list.)**

Teaching field	All levels	Grade-Specific Standards				
		Early childhood	Grades K-3	Grades 4-6	Middle grades	Secondary grades

Arts	Yes	Yes	Yes	Yes	Yes	Yes
Bilingual education, ESL	Yes	Yes	Yes	Yes	Yes	Yes
Civics/ government	No	Yes	Yes	Yes	Yes	Yes
Economics	No	Yes	Yes	Yes	Yes	Yes
English/ language arts	Yes	Yes	Yes	Yes	Yes	Yes
Foreign languages	No	No	Yes	Yes	Yes	Yes
Geography	Yes	Yes	Yes	Yes	Yes	Yes
History	Yes	Yes	Yes	Yes	Yes	Yes
Mathematics	Yes	Yes	Yes	Yes	Yes	Yes
Science	Yes	Yes	Yes	Yes	Yes	Yes
Social studies	Yes	Yes	Yes	Yes	Yes	Yes
Special education	Yes	Yes	Yes	Yes	Yes	Yes
Technology in teaching	Yes	Yes	Yes	Yes	Yes	Yes
Vocational/ technical education	No	No	No	Yes	Yes	Yes
Health and Physical Education	Yes	Yes	Yes	Yes	Yes	Yes

10. **Has the state established challenging academic content standards for K-12 students that specify what children are expected to know and be able to do; contain coherent and rigorous content; and encourage the teaching of advanced skills?**

Yes

11. **Has the state established early learning standards for early childhood education programs?**

Yes

12. **Has the state established a policy that links, aligns or coordinates teacher certification or licensure standards with the assessments required for teacher certification or licensure?**

Yes

13. **Has the state established a policy that links, aligns or coordinates teacher certification or licensure standards with the challenging academic content standards for K-12 students?**

Yes

14. **Has the state established a policy that links, aligns or coordinators teacher certification or licensure standards with early learning standards for early childhood education programs?**

Yes

15. **Has the state established a policy that links, aligns or coordinates teacher certification or licensure assessments with the challenging academic content standards for K-12 students?**

Yes

16. **Has the state established a policy that links, aligns or coordinates teacher certification or licensure assessments with early learning standards for early childhood education programs?**

Yes

17. **Are there other steps being taken to develop or implement teacher standards and align teacher preparation, certification, licensure or assessment standards with content standards for students?**

Yes

If yes, please describe

Title 92, NAC, Chapter 20, Regulations for the Approval of Teacher Education Programs, requires that, as a condition for continuing approval, institutions prepare candidates to integrate the Nebraska K-12 Content Standards (92 NAC 10 Appendices) into instruction regardless of the particular endorsement area

being sought. Additionally, preparation for the endorsement areas (Rule 24 and Guidelines) includes explicit expectations regarding candidate preparation to teach the skills concepts and processes delineated in the applicable K-12 Content Standards.

Endorsement requirements are reviewed on a regular basis to assure they meet state and national standards for the content areas. Programs are held accountable for the requirements of Rules 20 and 24 through an annual process as well as a major cyclical review. Each institution is required to have on file with the Nebraska Department of Education a current matrix for each endorsement area. Information provided in this matrix includes course completion requirements and an alignment to standards. This information is considered as a part of the annual Nebraska Board of Education approval of the institution's teacher preparation program and the endorsement areas it offers.

In regards to Questions 12, 15 and 16, Nebraska now requires content testing for most new endorsements placed on a certificate on or after September 1, 2015. Nebraska uses the Core Academic Skills for Educators (ETS) as a program admission requirement and is not considered by the Nebraska Department of Education as a content test for licensure.

Section V. Assessment Information

Program Type	Assessment Code	Assessment	Test Company	Low Score	High Score	Cut Score	State Average Scaled Score
Traditional	ETS0730	PRAXIS I MATHEMATICS	Educational Testing Service (ETS)	150	190	171	
Traditional	ETS0710	PRAXIS I READING	Educational Testing Service (ETS)	150	190	170	
Traditional	ETS0720	PRAXIS I WRITING	Educational Testing Service (ETS)	150	190	172	
Alternative, IHE-based	ETS0730	PRAXIS I MATHEMATICS	Educational Testing Service (ETS)	150	190	171	
Alternative, IHE-based	ETS0710	PRAXIS I READING	Educational Testing Service (ETS)	150	190	170	
Alternative, IHE-based	ETS0720	PRAXIS I WRITING	Educational Testing Service (ETS)	150	190	172	

Section V. Traditional Assessment Pass Rates

Program	Assessment code - Assessment name	Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
Chadron State College (6466)	ETS0730 -PRAXIS I MATHEMATICS	All enrolled students who have completed all noncl	45	180	45	100	100	180
Chadron State College (6466)	ETS0730 -PRAXIS I MATHEMATICS	Other enrolled students	128	180	128	100	99	180
Chadron State College (6466)	ETS0730 -PRAXIS I MATHEMATICS	All program completers, 2013-14	104	180	104	100	100	181
Chadron State College (6466)	ETS0730 -PRAXIS I	All program completers, 2012-13	109	180	109	100	100	180

	MATHEMATICS							
Chadron State College (6466)	ETS0730 -PRAXIS I MATHEMATICS	All program completers, 2011-12	103	179	103	100	100	180
Chadron State College (6466)	ETS0710 -PRAXIS I READING	All enrolled students who have completed all noncl	46	176	45	98	99	178
Chadron State College (6466)	ETS0710 -PRAXIS I READING	Other enrolled students	129	178	129	100	100	178
Chadron State College (6466)	ETS0710 -PRAXIS I READING	All program completers, 2013-14	104	179	104	100	100	179
Chadron State College (6466)	ETS0710 -PRAXIS I READING	All program completers, 2012-13	110	178	110	100	100	179
Chadron State College (6466)	ETS0710 -PRAXIS I READING	All program completers, 2011-12	102	179	101	99	100	179
Chadron State College (6466)	ETS0720 -PRAXIS I WRITING	All enrolled students who have completed all noncl	46	175	45	98	99	176
Chadron State College (6466)	ETS0720 -PRAXIS I WRITING	Other enrolled students	128	176	128	100	99	176
Chadron State College (6466)	ETS0720 -PRAXIS I WRITING	All program completers, 2013-14	103	176	103	100	100	176
Chadron State College (6466)	ETS0720 -PRAXIS I WRITING	All program completers, 2012-13	111	176	110	99	100	176
Chadron State College (6466)	ETS0720 -PRAXIS I WRITING	All program completers, 2011-12	103	176	103	100	100	177
College of St. Mary (6106)	ETS0730 -PRAXIS I MATHEMATICS	All enrolled students who have completed all noncl	1				100	180
College of St. Mary (6106)	ETS0730 -PRAXIS I MATHEMATICS	Other enrolled students	80	179	78	98	99	180
College of St. Mary (6106)	ETS0730 -PRAXIS I MATHEMATICS	All program completers, 2013-14	41	181	40	98	100	181
College of St. Mary (6106)	ETS0730 -PRAXIS I MATHEMATICS	All program completers, 2012-13	58	178	58	100	100	180
College of St. Mary (6106)	ETS0730 -PRAXIS I MATHEMATICS	All program completers, 2011-12	48	179	48	100	100	180
College of St. Mary (6106)	ETS0710 -PRAXIS I READING	All enrolled students who have completed all noncl	1				99	178
College of St. Mary (6106)	ETS0710 -PRAXIS I READING	Other enrolled students	80	179	80	100	100	178
College of St. Mary (6106)	ETS0710 -PRAXIS I READING	All program completers, 2013-14	41	181	41	100	100	179
College of St. Mary (6106)	ETS0710 -PRAXIS I READING	All program completers, 2012-13	58	179	58	100	100	179
College of St. Mary (6106)	ETS0710 -PRAXIS I READING	All program completers, 2011-12	47	180	47	100	100	179
College of St. Mary (6106)	ETS0720 -PRAXIS I WRITING	All enrolled students who have completed all noncl	1				99	176
College of St. Mary (6106)	ETS0720 -PRAXIS I WRITING	Other enrolled students	80	177	79	99	99	176
College of St. Mary (6106)	ETS0720 -PRAXIS I WRITING	All program completers, 2013-14	39	178	39	100	100	176
College of St. Mary (6106)	ETS0720 -PRAXIS I WRITING	All program completers, 2012-13	57	176	57	100	100	176
College of St. Mary (6106)	ETS0720 -PRAXIS I WRITING	All program completers, 2011-12	47	176	47	100	100	177
Concordia University (6116)	ETS0730 -PRAXIS I	Other enrolled students	166	182	166	100	99	180

	MATHEMATICS							
Concordia University (6116)	ETS0730 -PRAXIS I MATHEMATICS	All program completers, 2013-14	103	181	103	100	100	181
Concordia University (6116)	ETS0730 -PRAXIS I MATHEMATICS	All program completers, 2012-13	107	181	107	100	100	180
Concordia University (6116)	ETS0730 -PRAXIS I MATHEMATICS	All program completers, 2011-12	108	181	108	100	100	180
Concordia University (6116)	ETS0710 -PRAXIS I READING	Other enrolled students	166	179	166	100	100	178
Concordia University (6116)	ETS0710 -PRAXIS I READING	All program completers, 2013-14	103	179	103	100	100	179
Concordia University (6116)	ETS0710 -PRAXIS I READING	All program completers, 2012-13	106	180	106	100	100	179
Concordia University (6116)	ETS0710 -PRAXIS I READING	All program completers, 2011-12	108	179	108	100	100	179
Concordia University (6116)	ETS0720 -PRAXIS I WRITING	Other enrolled students	166	177	166	100	99	176
Concordia University (6116)	ETS0720 -PRAXIS I WRITING	All program completers, 2013-14	103	176	102	99	100	176
Concordia University (6116)	ETS0720 -PRAXIS I WRITING	All program completers, 2012-13	107	177	107	100	100	176
Concordia University (6116)	ETS0720 -PRAXIS I WRITING	All program completers, 2011-12	108	177	108	100	100	177
Creighton University (6121)	ETS0730 -PRAXIS I MATHEMATICS	All enrolled students who have completed all noncl	10	181	10	100	100	180
Creighton University (6121)	ETS0730 -PRAXIS I MATHEMATICS	Other enrolled students	59	183	59	100	99	180
Creighton University (6121)	ETS0730 -PRAXIS I MATHEMATICS	All program completers, 2013-14	59	183	59	100	100	181
Creighton University (6121)	ETS0730 -PRAXIS I MATHEMATICS	All program completers, 2012-13	52	183	52	100	100	180
Creighton University (6121)	ETS0730 -PRAXIS I MATHEMATICS	All program completers, 2011-12	51	182	51	100	100	180
Creighton University (6121)	ETS0710 -PRAXIS I READING	All enrolled students who have completed all noncl	10	182	10	100	99	178
Creighton University (6121)	ETS0710 -PRAXIS I READING	Other enrolled students	59	180	59	100	100	178
Creighton University (6121)	ETS0710 -PRAXIS I READING	All program completers, 2013-14	59	181	58	98	100	179
Creighton University (6121)	ETS0710 -PRAXIS I READING	All program completers, 2012-13	52	181	52	100	100	179
Creighton University (6121)	ETS0710 -PRAXIS I READING	All program completers, 2011-12	51	181	51	100	100	179
Creighton University (6121)	ETS0720 -PRAXIS I WRITING	All enrolled students who have completed all noncl	10	178	10	100	99	176
Creighton University (6121)	ETS0720 -PRAXIS I WRITING	Other enrolled students	59	179	59	100	99	176
Creighton University (6121)	ETS0720 -PRAXIS I WRITING	All program completers, 2013-14	59	179	58	98	100	176
Creighton University (6121)	ETS0720 -PRAXIS I WRITING	All program completers, 2012-13	52	179	52	100	100	176
Creighton University (6121)	ETS0720 -PRAXIS I WRITING	All program completers, 2011-12	51	179	51	100	100	177
Doane College (6165)	ETS0730 -PRAXIS I	Other enrolled students	177	180	169	95	99	180

	MATHEMATICS							
Doane College (6165)	ETS0730 -PRAXIS I MATHEMATICS	All program completers, 2013-14	68	181	68	100	100	181
Doane College (6165)	ETS0730 -PRAXIS I MATHEMATICS	All program completers, 2012-13	62	182	62	100	100	180
Doane College (6165)	ETS0730 -PRAXIS I MATHEMATICS	All program completers, 2011-12	64	180	64	100	100	180
Doane College (6165)	ETS0710 -PRAXIS I READING	Other enrolled students	175	178	169	97	100	178
Doane College (6165)	ETS0710 -PRAXIS I READING	All program completers, 2013-14	68	178	68	100	100	179
Doane College (6165)	ETS0710 -PRAXIS I READING	All program completers, 2012-13	62	180	62	100	100	179
Doane College (6165)	ETS0710 -PRAXIS I READING	All program completers, 2011-12	64	178	64	100	100	179
Doane College (6165)	ETS0720 -PRAXIS I WRITING	Other enrolled students	184	175	167	91	99	176
Doane College (6165)	ETS0720 -PRAXIS I WRITING	All program completers, 2013-14	68	176	68	100	100	176
Doane College (6165)	ETS0720 -PRAXIS I WRITING	All program completers, 2012-13	63	178	62	98	100	176
Doane College (6165)	ETS0720 -PRAXIS I WRITING	All program completers, 2011-12	64	176	64	100	100	177
Grace University (6248)	ETS0730 -PRAXIS I MATHEMATICS	All enrolled students who have completed all noncl	9				100	180
Grace University (6248)	ETS0730 -PRAXIS I MATHEMATICS	Other enrolled students	46	179	43	93	99	180
Grace University (6248)	ETS0730 -PRAXIS I MATHEMATICS	All program completers, 2013-14	15	178	15	100	100	181
Grace University (6248)	ETS0730 -PRAXIS I MATHEMATICS	All program completers, 2012-13	28	181	28	100	100	180
Grace University (6248)	ETS0730 -PRAXIS I MATHEMATICS	All program completers, 2011-12	29	181	29	100	100	180
Grace University (6248)	ETS0710 -PRAXIS I READING	All enrolled students who have completed all noncl	9				99	178
Grace University (6248)	ETS0710 -PRAXIS I READING	Other enrolled students	46	179	42	91	100	178
Grace University (6248)	ETS0710 -PRAXIS I READING	All program completers, 2013-14	15	178	15	100	100	179
Grace University (6248)	ETS0710 -PRAXIS I READING	All program completers, 2012-13	28	181	28	100	100	179
Grace University (6248)	ETS0710 -PRAXIS I READING	All program completers, 2011-12	29	181	29	100	100	179
Grace University (6248)	ETS0720 -PRAXIS I WRITING	All enrolled students who have completed all noncl	9				99	176
Grace University (6248)	ETS0720 -PRAXIS I WRITING	Other enrolled students	46	176	43	93	99	176
Grace University (6248)	ETS0720 -PRAXIS I WRITING	All program completers, 2013-14	15	177	15	100	100	176
Grace University (6248)	ETS0720 -PRAXIS I WRITING	All program completers, 2012-13	28	178	28	100	100	176
Grace University (6248)	ETS0720 -PRAXIS I WRITING	All program completers, 2011-12	30	178	30	100	100	177
Hastings College (6270)	ETS0730 -PRAXIS I	Other enrolled students	83	181	83	100	99	180

	MATHEMATICS							
Hastings College (6270)	ETS0730 -PRAXIS I MATHEMATICS	All program completers, 2013-14	60	181	60	100	100	181
Hastings College (6270)	ETS0730 -PRAXIS I MATHEMATICS	All program completers, 2012-13	57	180	57	100	100	180
Hastings College (6270)	ETS0730 -PRAXIS I MATHEMATICS	All program completers, 2011-12	65	180	65	100	100	180
Hastings College (6270)	ETS0710 -PRAXIS I READING	Other enrolled students	83	178	83	100	100	178
Hastings College (6270)	ETS0710 -PRAXIS I READING	All program completers, 2013-14	60	178	60	100	100	179
Hastings College (6270)	ETS0710 -PRAXIS I READING	All program completers, 2012-13	57	179	57	100	100	179
Hastings College (6270)	ETS0710 -PRAXIS I READING	All program completers, 2011-12	65	178	65	100	100	179
Hastings College (6270)	ETS0720 -PRAXIS I WRITING	Other enrolled students	83	177	83	100	99	176
Hastings College (6270)	ETS0720 -PRAXIS I WRITING	All program completers, 2013-14	60	177	60	100	100	176
Hastings College (6270)	ETS0720 -PRAXIS I WRITING	All program completers, 2012-13	57	177	57	100	100	176
Hastings College (6270)	ETS0720 -PRAXIS I WRITING	All program completers, 2011-12	65	176	65	100	100	177
Midland University (6406)	ETS0730 -PRAXIS I MATHEMATICS	Other enrolled students	75	180	75	100	99	180
Midland University (6406)	ETS0730 -PRAXIS I MATHEMATICS	All program completers, 2013-14	23	179	23	100	100	181
Midland University (6406)	ETS0730 -PRAXIS I MATHEMATICS	All program completers, 2012-13	31	179	31	100	100	180
Midland University (6406)	ETS0730 -PRAXIS I MATHEMATICS	All program completers, 2011-12	35	179	35	100	100	180
Midland University (6406)	ETS0710 -PRAXIS I READING	Other enrolled students	75	176	75	100	100	178
Midland University (6406)	ETS0710 -PRAXIS I READING	All program completers, 2013-14	23	177	23	100	100	179
Midland University (6406)	ETS0710 -PRAXIS I READING	All program completers, 2012-13	31	177	31	100	100	179
Midland University (6406)	ETS0710 -PRAXIS I READING	All program completers, 2011-12	36	176	36	100	100	179
Midland University (6406)	ETS0720 -PRAXIS I WRITING	Other enrolled students	75	175	74	99	99	176
Midland University (6406)	ETS0720 -PRAXIS I WRITING	All program completers, 2013-14	23	175	23	100	100	176
Midland University (6406)	ETS0720 -PRAXIS I WRITING	All program completers, 2012-13	32	176	32	100	100	176
Midland University (6406)	ETS0720 -PRAXIS I WRITING	All program completers, 2011-12	36	175	36	100	100	177
Nebraska Wesleyan University (6470)	ETS0730 -PRAXIS I MATHEMATICS	Other enrolled students	84	181	84	100	99	180
Nebraska Wesleyan University (6470)	ETS0730 -PRAXIS I MATHEMATICS	All program completers, 2013-14	40	182	40	100	100	181
Nebraska Wesleyan University (6470)	ETS0730 -PRAXIS I MATHEMATICS	All program completers, 2012-13	36	180	36	100	100	180

Nebraska Wesleyan University (6470)	ETS0730 -PRAXIS I MATHEMATICS	All program completers, 2011-12	54	181	54	100	100	180
Nebraska Wesleyan University (6470)	ETS0710 -PRAXIS I READING	Other enrolled students	84	178	84	100	100	178
Nebraska Wesleyan University (6470)	ETS0710 -PRAXIS I READING	All program completers, 2013-14	40	180	40	100	100	179
Nebraska Wesleyan University (6470)	ETS0710 -PRAXIS I READING	All program completers, 2012-13	36	178	35	97	100	179
Nebraska Wesleyan University (6470)	ETS0710 -PRAXIS I READING	All program completers, 2011-12	55	179	55	100	100	179
Nebraska Wesleyan University (6470)	ETS0720 -PRAXIS I WRITING	Other enrolled students	84	177	84	100	99	176
Nebraska Wesleyan University (6470)	ETS0720 -PRAXIS I WRITING	All program completers, 2013-14	40	178	40	100	100	176
Nebraska Wesleyan University (6470)	ETS0720 -PRAXIS I WRITING	All program completers, 2012-13	36	177	36	100	100	176
Nebraska Wesleyan University (6470)	ETS0720 -PRAXIS I WRITING	All program completers, 2011-12	54	176	54	100	100	177
Peru State College (6468)	ETS0730 -PRAXIS I MATHEMATICS	Other enrolled students	143	178	143	100	99	180
Peru State College (6468)	ETS0730 -PRAXIS I MATHEMATICS	All program completers, 2013-14	72	178	72	100	100	181
Peru State College (6468)	ETS0730 -PRAXIS I MATHEMATICS	All program completers, 2012-13	103	178	103	100	100	180
Peru State College (6468)	ETS0730 -PRAXIS I MATHEMATICS	All program completers, 2011-12	83	179	83	100	100	180
Peru State College (6468)	ETS0710 -PRAXIS I READING	Other enrolled students	143	177	143	100	100	178
Peru State College (6468)	ETS0710 -PRAXIS I READING	All program completers, 2013-14	72	176	71	99	100	179
Peru State College (6468)	ETS0710 -PRAXIS I READING	All program completers, 2012-13	105	178	105	100	100	179
Peru State College (6468)	ETS0710 -PRAXIS I READING	All program completers, 2011-12	84	178	84	100	100	179
Peru State College (6468)	ETS0720 -PRAXIS I WRITING	Other enrolled students	143	175	143	100	99	176
Peru State College (6468)	ETS0720 -PRAXIS I WRITING	All program completers, 2013-14	73	175	73	100	100	176
Peru State College (6468)	ETS0720 -PRAXIS I WRITING	All program completers, 2012-13	105	175	105	100	100	176
Peru State College (6468)	ETS0720 -PRAXIS I WRITING	All program completers, 2011-12	85	176	85	100	100	177
Union College (6865)	ETS0730 -PRAXIS I MATHEMATICS	All enrolled students who have completed all noncl	2				100	180
Union College (6865)	ETS0730 -PRAXIS I MATHEMATICS	Other enrolled students	29	180	29	100	99	180
Union College (6865)	ETS0730 -PRAXIS I	All program completers, 2013-14	14	179	14	100	100	181

	MATHEMATICS							
Union College (6865)	ETS0730 -PRAXIS I MATHEMATICS	All program completers, 2012-13	14	182	14	100	100	180
Union College (6865)	ETS0730 -PRAXIS I MATHEMATICS	All program completers, 2011-12	16	179	16	100	100	180
Union College (6865)	ETS0710 -PRAXIS I READING	All enrolled students who have completed all noncl	2				99	178
Union College (6865)	ETS0710 -PRAXIS I READING	Other enrolled students	29	178	29	100	100	178
Union College (6865)	ETS0710 -PRAXIS I READING	All program completers, 2013-14	14	178	14	100	100	179
Union College (6865)	ETS0710 -PRAXIS I READING	All program completers, 2012-13	14	180	14	100	100	179
Union College (6865)	ETS0710 -PRAXIS I READING	All program completers, 2011-12	16	179	16	100	100	179
Union College (6865)	ETS0720 -PRAXIS I WRITING	All enrolled students who have completed all noncl	2				99	176
Union College (6865)	ETS0720 -PRAXIS I WRITING	Other enrolled students	29	177	29	100	99	176
Union College (6865)	ETS0720 -PRAXIS I WRITING	All program completers, 2013-14	14	175	14	100	100	176
Union College (6865)	ETS0720 -PRAXIS I WRITING	All program completers, 2012-13	14	176	14	100	100	176
Union College (6865)	ETS0720 -PRAXIS I WRITING	All program completers, 2011-12	16	176	16	100	100	177
University of Nebraska - Kearney (6467)	ETS0730 -PRAXIS I MATHEMATICS	All enrolled students who have completed all noncl	114	179	114	100	100	180
University of Nebraska - Kearney (6467)	ETS0730 -PRAXIS I MATHEMATICS	Other enrolled students	559	180	559	100	99	180
University of Nebraska - Kearney (6467)	ETS0730 -PRAXIS I MATHEMATICS	All program completers, 2013-14	221	180	221	100	100	181
University of Nebraska - Kearney (6467)	ETS0730 -PRAXIS I MATHEMATICS	All program completers, 2012-13	236	180	236	100	100	180
University of Nebraska - Kearney (6467)	ETS0730 -PRAXIS I MATHEMATICS	All program completers, 2011-12	186	180	186	100	100	180
University of Nebraska - Kearney (6467)	ETS0710 -PRAXIS I READING	All enrolled students who have completed all noncl	114	178	114	100	99	178
University of Nebraska - Kearney (6467)	ETS0710 -PRAXIS I READING	Other enrolled students	560	178	560	100	100	178
University of Nebraska - Kearney (6467)	ETS0710 -PRAXIS I READING	All program completers, 2013-14	224	178	222	99	100	179
University of Nebraska - Kearney (6467)	ETS0710 -PRAXIS I READING	All program completers, 2012-13	236	179	236	100	100	179
University of Nebraska - Kearney (6467)	ETS0710 -PRAXIS I READING	All program completers, 2011-12	187	178	187	100	100	179
University of Nebraska - Kearney (6467)	ETS0720 -PRAXIS I WRITING	All enrolled students who have completed all noncl	115	176	114	99	99	176

University of Nebraska - Kearney (6467)	ETS0720 -PRAXIS I WRITING	Other enrolled students	561	176	560	100	99	176
University of Nebraska - Kearney (6467)	ETS0720 -PRAXIS I WRITING	All program completers, 2013-14	224	176	223	100	100	176
University of Nebraska - Kearney (6467)	ETS0720 -PRAXIS I WRITING	All program completers, 2012-13	239	176	239	100	100	176
University of Nebraska - Kearney (6467)	ETS0720 -PRAXIS I WRITING	All program completers, 2011-12	188	176	187	99	100	177
University of Nebraska - Lincoln (6877)	ETS0730 -PRAXIS I MATHEMATICS	Other enrolled students	651	181	646	99	99	180
University of Nebraska - Lincoln (6877)	ETS0730 -PRAXIS I MATHEMATICS	All program completers, 2013-14	381	182	381	100	100	181
University of Nebraska - Lincoln (6877)	ETS0730 -PRAXIS I MATHEMATICS	All program completers, 2012-13	366	182	366	100	100	180
University of Nebraska - Lincoln (6877)	ETS0730 -PRAXIS I MATHEMATICS	All program completers, 2011-12	348	181	348	100	100	180
University of Nebraska - Lincoln (6877)	ETS0710 -PRAXIS I READING	Other enrolled students	651	179	647	99	100	178
University of Nebraska - Lincoln (6877)	ETS0710 -PRAXIS I READING	All program completers, 2013-14	381	180	381	100	100	179
University of Nebraska - Lincoln (6877)	ETS0710 -PRAXIS I READING	All program completers, 2012-13	367	180	367	100	100	179
University of Nebraska - Lincoln (6877)	ETS0710 -PRAXIS I READING	All program completers, 2011-12	349	180	349	100	100	179
University of Nebraska - Lincoln (6877)	ETS0720 -PRAXIS I WRITING	Other enrolled students	650	177	644	99	99	176
University of Nebraska - Lincoln (6877)	ETS0720 -PRAXIS I WRITING	All program completers, 2013-14	385	177	385	100	100	176
University of Nebraska - Lincoln (6877)	ETS0720 -PRAXIS I WRITING	All program completers, 2012-13	367	177	367	100	100	176
University of Nebraska - Lincoln (6877)	ETS0720 -PRAXIS I WRITING	All program completers, 2011-12	349	177	349	100	100	177
University of Nebraska - Omaha (6420)	ETS0730 -PRAXIS I MATHEMATICS	All enrolled students who have completed all noncl	90	180	90	100	100	180
University of Nebraska - Omaha (6420)	ETS0730 -PRAXIS I MATHEMATICS	Other enrolled students	603	180	603	100	99	180
University of Nebraska - Omaha (6420)	ETS0730 -PRAXIS I MATHEMATICS	All program completers, 2013-14	215	181	215	100	100	181
University of Nebraska - Omaha (6420)	ETS0730 -PRAXIS I MATHEMATICS	All program completers, 2012-13	247	180	247	100	100	180

University of Nebraska - Omaha (6420)	ETS0730 -PRAXIS I MATHEMATICS	All program completers, 2011-12	206	180	206	100	100	180
University of Nebraska - Omaha (6420)	ETS0710 -PRAXIS I READING	All enrolled students who have completed all noncl	92	178	92	100	99	178
University of Nebraska - Omaha (6420)	ETS0710 -PRAXIS I READING	Other enrolled students	601	179	601	100	100	178
University of Nebraska - Omaha (6420)	ETS0710 -PRAXIS I READING	All program completers, 2013-14	214	179	214	100	100	179
University of Nebraska - Omaha (6420)	ETS0710 -PRAXIS I READING	All program completers, 2012-13	250	179	250	100	100	179
University of Nebraska - Omaha (6420)	ETS0710 -PRAXIS I READING	All program completers, 2011-12	208	178	208	100	100	179
University of Nebraska - Omaha (6420)	ETS0720 -PRAXIS I WRITING	All enrolled students who have completed all noncl	91	176	91	100	99	176
University of Nebraska - Omaha (6420)	ETS0720 -PRAXIS I WRITING	Other enrolled students	605	176	605	100	99	176
University of Nebraska - Omaha (6420)	ETS0720 -PRAXIS I WRITING	All program completers, 2013-14	214	177	214	100	100	176
University of Nebraska - Omaha (6420)	ETS0720 -PRAXIS I WRITING	All program completers, 2012-13	251	176	251	100	100	176
University of Nebraska - Omaha (6420)	ETS0720 -PRAXIS I WRITING	All program completers, 2011-12	209	177	209	100	100	177
Wayne State College (6469)	ETS0730 -PRAXIS I MATHEMATICS	All enrolled students who have completed all noncl	75	179	75	100	100	180
Wayne State College (6469)	ETS0730 -PRAXIS I MATHEMATICS	Other enrolled students	303	179	303	100	99	180
Wayne State College (6469)	ETS0730 -PRAXIS I MATHEMATICS	All program completers, 2013-14	173	180	173	100	100	181
Wayne State College (6469)	ETS0730 -PRAXIS I MATHEMATICS	All program completers, 2012-13	147	179	147	100	100	180
Wayne State College (6469)	ETS0730 -PRAXIS I MATHEMATICS	All program completers, 2011-12	136	180	135	99	100	180
Wayne State College (6469)	ETS0710 -PRAXIS I READING	All enrolled students who have completed all noncl	76	177	75	99	99	178
Wayne State College (6469)	ETS0710 -PRAXIS I READING	Other enrolled students	304	177	303	100	100	178
Wayne State College (6469)	ETS0710 -PRAXIS I READING	All program completers, 2013-14	173	177	173	100	100	179
Wayne State College (6469)	ETS0710 -PRAXIS I READING	All program completers, 2012-13	147	177	147	100	100	179
Wayne State College (6469)	ETS0710 -PRAXIS I READING	All program completers, 2011-12	137	178	136	99	100	179
Wayne State College (6469)	ETS0720 -PRAXIS I WRITING	All enrolled students who have completed all noncl	76	176	76	100	99	176

Wayne State College (6469)	ETS0720 -PRAXIS I WRITING	Other enrolled students	304	175	304	100	99	176
Wayne State College (6469)	ETS0720 -PRAXIS I WRITING	All program completers, 2013-14	174	176	173	99	100	176
Wayne State College (6469)	ETS0720 -PRAXIS I WRITING	All program completers, 2012-13	148	175	148	100	100	176
Wayne State College (6469)	ETS0720 -PRAXIS I WRITING	All program completers, 2011-12	136	176	136	100	100	177
York College (6984)	ETS0730 -PRAXIS I MATHEMATICS	All program completers, 2013-14	32	179	32	100	100	181
York College (6984)	ETS0730 -PRAXIS I MATHEMATICS	All program completers, 2012-13	6				100	180
York College (6984)	ETS0710 -PRAXIS I READING	All program completers, 2013-14	32	179	32	100	100	179
York College (6984)	ETS0710 -PRAXIS I READING	All program completers, 2012-13	7				100	179
York College (6984)	ETS0720 -PRAXIS I WRITING	All program completers, 2013-14	33	176	33	100	100	176
York College (6984)	ETS0720 -PRAXIS I WRITING	All program completers, 2012-13	8				100	176

Section V. Traditional Summary Pass Rates

Program	Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
Chadron State College (6466)	All program completers, 2013-14	105	105	100	100
Chadron State College (6466)	All program completers, 2012-13	112	112	100	100
Chadron State College (6466)	All program completers, 2011-12	103	103	100	100
College of St. Mary (6106)	All program completers, 2013-14	41	40	98	100
College of St. Mary (6106)	All program completers, 2012-13	58	58	100	100
College of St. Mary (6106)	All program completers, 2011-12	48	48	100	100
Concordia University (6116)	All program completers, 2013-14	103	102	99	100
Concordia University (6116)	All program completers, 2012-13	107	107	100	100
Concordia University (6116)	All program completers, 2011-12	108	108	100	100
Creighton University (6121)	All program completers, 2013-14	59	58	98	100
Creighton University (6121)	All program completers, 2012-13	52	52	100	100
Creighton University (6121)	All program completers, 2011-12	51	51	100	100
Doane College (6165)	All program completers, 2013-14	68	68	100	100
Doane College (6165)	All program completers, 2012-13	63	62	98	100
Doane College (6165)	All program completers, 2011-12	64	64	100	100
Grace University (6248)	All program completers, 2013-14	15	15	100	100
Grace University (6248)	All program completers, 2012-13	28	28	100	100
Grace University (6248)	All program completers, 2011-12	30	30	100	100

Hastings College (6270)	All program completers, 2013-14	60	60	100	100
Hastings College (6270)	All program completers, 2012-13	57	57	100	100
Hastings College (6270)	All program completers, 2011-12	65	65	100	100
Midland University (6406)	All program completers, 2013-14	23	23	100	100
Midland University (6406)	All program completers, 2012-13	32	32	100	100
Midland University (6406)	All program completers, 2011-12	36	36	100	100
Nebraska Wesleyan University (6470)	All program completers, 2013-14	40	40	100	100
Nebraska Wesleyan University (6470)	All program completers, 2012-13	36	35	97	100
Nebraska Wesleyan University (6470)	All program completers, 2011-12	55	55	100	100
Peru State College (6468)	All program completers, 2013-14	73	73	100	100
Peru State College (6468)	All program completers, 2012-13	106	106	100	100
Peru State College (6468)	All program completers, 2011-12	87	87	100	100
Union College (6865)	All program completers, 2013-14	14	14	100	100
Union College (6865)	All program completers, 2012-13	14	14	100	100
Union College (6865)	All program completers, 2011-12	16	16	100	100
University of Nebraska - Kearney (6467)	All program completers, 2013-14	225	222	99	100
University of Nebraska - Kearney (6467)	All program completers, 2012-13	239	239	100	100
University of Nebraska - Kearney (6467)	All program completers, 2011-12	189	188	99	100
University of Nebraska - Lincoln (6877)	All program completers, 2013-14	385	385	100	100
University of Nebraska - Lincoln (6877)	All program completers, 2012-13	367	367	100	100
University of Nebraska - Lincoln (6877)	All program completers, 2011-12	350	350	100	100
University of Nebraska - Omaha (6420)	All program completers, 2013-14	216	216	100	100
University of Nebraska - Omaha (6420)	All program completers, 2012-13	255	255	100	100
University of Nebraska - Omaha (6420)	All program completers, 2011-12	211	211	100	100
Wayne State College (6469)	All program completers, 2013-14	174	173	99	100
Wayne State College (6469)	All program completers, 2012-13	148	148	100	100
Wayne State College (6469)	All program completers, 2011-12	139	138	99	100
York College (6984)	All program completers, 2013-14	33	33	100	100
York College (6984)	All program completers, 2012-13	8			100

Section V. Alternative, IHE-based Assessment Pass Rates

Program	Assessment code - Assessment name	Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
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University of Nebraska - Kearney - Alt (6467)	ETS0730 -PRAXIS I MATHEMATICS	All enrolled students who have completed all noncl	2						
University of Nebraska - Kearney - Alt (6467)	ETS0730 -PRAXIS I MATHEMATICS	Other enrolled students	31	183	31	100	100	183	
University of Nebraska - Kearney - Alt (6467)	ETS0730 -PRAXIS I MATHEMATICS	All program completers, 2013-14	12	180	12	100	100	180	
University of Nebraska - Kearney - Alt (6467)	ETS0730 -PRAXIS I MATHEMATICS	All program completers, 2012-13	20	181	20	100	100	181	
University of Nebraska - Kearney - Alt (6467)	ETS0730 -PRAXIS I MATHEMATICS	All program completers, 2011-12	31	180	30	97	97	180	
University of Nebraska - Kearney - Alt (6467)	ETS0710 -PRAXIS I READING	All enrolled students who have completed all noncl	2						
University of Nebraska - Kearney - Alt (6467)	ETS0710 -PRAXIS I READING	Other enrolled students	31	182	31	100	100	182	
University of Nebraska - Kearney - Alt (6467)	ETS0710 -PRAXIS I READING	All program completers, 2013-14	12	181	12	100	100	181	
University of Nebraska - Kearney - Alt (6467)	ETS0710 -PRAXIS I READING	All program completers, 2012-13	20	181	20	100	100	181	
University of Nebraska - Kearney - Alt (6467)	ETS0710 -PRAXIS I READING	All program completers, 2011-12	30	182	30	100	100	182	
University of Nebraska - Kearney - Alt (6467)	ETS0720 -PRAXIS I WRITING	All enrolled students who have completed all noncl	2						
University of Nebraska - Kearney - Alt (6467)	ETS0720 -PRAXIS I WRITING	Other enrolled students	31	178	31	100	100	178	
University of Nebraska - Kearney - Alt (6467)	ETS0720 -PRAXIS I WRITING	All program completers, 2013-14	12	176	12	100	100	176	
University of Nebraska - Kearney - Alt (6467)	ETS0720 -PRAXIS I WRITING	All program completers, 2012-13	20	177	20	100	100	177	
University of Nebraska - Kearney - Alt (6467)	ETS0720 -PRAXIS I WRITING	All program completers, 2011-12	31	177	31	100	100	177	

Section V. Alternative, IHE-based Summary Pass Rates

Program	Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
University of Nebraska - Kearney - Alt (6467)	All program completers, 2013-14	12	12	100	100
University of Nebraska - Kearney - Alt (6467)	All program completers, 2012-13	20	20	100	100
University of Nebraska - Kearney - Alt (6467)	All program completers, 2011-12	31	30	97	97

Section V. Alternative, Not IHE-based Assessment Pass Rates

No assessment pass rates have been reported.

Section V. Alternative, Not IHE-based Summary Pass Rates

No summary pass rates have been reported.

Section VI. Alternative Routes

For all state-approved alternative routes, list each alternative route and answer the questions about each route. (§205(b)(1)(E))

Transition to Teaching

1. **Alternative route name:** Transition to Teaching
2. **Year approved by the state:** 2002
3. **Year implemented:** 2002
4. **Number enrolled during the 2013-14 academic year:** 33
5. **Is this alternative route limited to teaching certain subject areas or grade levels?**

Yes

If yes, please specify

The Transition to Teaching Program was developed in response to a shortage of secondary level teachers in Nebraska. An individual in this route may receive a Transitional Teaching Permit allowing him/her to be employed as a teacher while completing the Transition to Teaching Program.

6. **Is this alternative route designed to address critical shortage areas?**

Yes

If yes, please specify

The Transition to Teaching Program was developed in response to a shortage of secondary level teachers in Nebraska.

7. **Maximum number of years allowed to complete alternative route program:** 5
8. **Is a teaching license issued to an individual participating in this route?**

Yes

If yes, please specify

An individual in this route may receive a Transitional Teaching Permit if the individual: submits a written request for the issuance of such permit from the administrator of the school district in which the individual intends to teach which includes documentation that the school district has not found a fully qualified teacher (lacking appropriate endorsement or professional characteristics sought by the school system) for the position; has at least a baccalaureate degree which includes at least three-fourths of the course requirements for preparation in the endorsement area that addresses the teaching position to be filled by the applicant; has an assessment of his/her transcripts completed by a certification officer in a standard institution of higher education and a plan developed for completion of an approved initial teacher certification program; submits a written plan from the school system for mentoring and supervision of the individual; completes a pre-teaching seminar that includes information and skill development in the areas of diversity, classroom management, curriculum planning, and instructional strategies prior to assuming responsibility for the classroom; and submits a written agreement to complete the program for an initial teaching certificate which includes a commitment by the standard institution to provide at least one supervisory visit each semester to the school system and classroom of the individual. The permit is renewed annually as long as the individual completes at least six semester credit hours toward completion of the program and the school district wishes to rehire the individual.

9. **Is a bachelor's degree required?**

Yes

If yes,

- a. **Is a bachelor's degree in a subject area required?**

No

10. **Are pedagogy or professional knowledge classes required?**

Yes

11. **Is there a credit hour requirement for general and/or professional education coursework?**

Yes

12. **Is there a grade point average (GPA) requirement for general and/or professional education coursework?**

Yes

13. **Are tests or assessments required?**

Yes

14. **Is professional employment as a teacher required?**

Yes

15. **Is completion of a supervised clinical experience required?**

Yes

If yes, please describe

Supervised clinical experience is performed in the individual's classroom under the supervision of a mentor teacher and a representative of the Transition to Teaching Program.

16. **Is professional development or continuing education experience required?**

Yes

17. **Is participation in a mentoring program required?**

Yes

18. **Is a person participating in this route considered highly qualified under the *No Child Left Behind Act*?**

Yes

19. **Is there a service requirement upon completion of this alternative route?**

No

If yes, please specify

Teaching in a high-needs school?

NA

If yes, how many years?

Teaching in a critical shortage area?

NA

If yes, how many years?

20. **Who administers the alternative route?**

Institution of higher education

If the alternative route is administered by institutions of higher education, select the institutions offering this alternative route:

University of Nebraska - Kearney - Alt

21. **Are there any other requirements?**

Yes

If yes, please specify

Regarding #7 and #21: According to Chapter 21, individuals holding the Transitional permit have 5 years to achieve an initial/regular certificate. However, under current federal guidance, an individual participating in the Transition to Teaching Program who holds a Transitional Teaching Permit is only considered NCLB highly-qualified for a period of three years if the individual continues to make progress toward initial certification, participates in professional development and is in a mentored situation.

Regarding #4 and #17: Individuals may complete the online coursework sequence without actually being employed in a school--this does not require a certificate. The Transitional permit is only issued to individuals who are completing the online sequence AND have professional employment. The enrolled count (33) provided includes individuals holding the Transitional permit (completing the required online sequence and are employed in schools as the teacher of record) only.

Regarding #14: Candidates must complete the basic skills testing requirement. Candidates seeking an initial endorsement as of September 1, 2015 are required to pass the designated Praxis II test.

An applicant for a Transitional Teaching Permit must undergo fingerprinting, a background check and a police record examination if the applicant has not been a resident of Nebraska for at least five (5) consecutive years immediately preceding the date of application.

22. **Web site:** http://www.unk.edu/academics/ted/transitional_certification/index.php

Section VII. Program Performance

Criteria for assessing the performance of teacher preparation programs in the state (§205(b)(1)(F), §207(a))

1. **Has the state implemented criteria for assessing the performance of traditional teacher preparation programs?**

Yes

If yes, provide the implementation date.

01/19/2008

2. **Has the state implemented criteria for assessing the performance of alternative routes to teacher certification or licensure?**

Yes

If yes, provide the implementation date.

01/19/2008

3. **List the entities involved in implementation:**

The membership of the Nebraska Council on Teacher Education, which includes representation from the following entities: Nebraska Department of Education; all Nebraska educator preparation programs; Nebraska State Education Association; Nebraska Association of School Boards; Nebraska Council of School Administrators; and Nebraska Council for American Private Education. The Nebraska Council on Teacher Education is an advisory body to the Nebraska State Board of Education and, as such, recommendations of the Council are subject to State Board approval.

4. **Specify any national organizations whose criteria are being used or that are involved in some other way:**

Standards of national professional associations related to Nebraska endorsement areas are considered as revisions to Title 92, NAC, Chapter 24, Regulations for Certificate Endorsements, are made. National professional associations include, but are not limited to, the following: American Association of School Librarians; American Council on the Teaching of Foreign Languages; American Library Association; American School Counselor Association; Association for Childhood Education International; Association for Middle Level Education; Council for Exceptional Children; Education Leadership Constituent Council; International Reading Association; International Society for Technology in Education; National Association for Gifted Children; National Association for the Education of Young Children; National Association of School Psychologists; National Association of Schools of Art and Design; National Association of Schools of Music; National Council for the Social Studies; National Council of Teachers of Mathematics; National Council of Teachers of English; National Science Teachers Association; SHAPE America (Physical Education and Health Education); and Teachers of English to Speakers of Other Languages.

Standards in Title 92, NAC, Chapter 20, Regulations for the Approval of Teacher Education Programs, are developed with consideration to the National Council of Accreditation of Teacher Education (NCATE) and Council for Accreditation of Education Preparation (CAEP) standards, and the Interstate Teacher Assessment and Support Consortium (InTASC) standards.

5. **If the state has not implemented criteria, has the state proposed criteria for assessing teacher preparation program performance?**

NA

6. **Do the state criteria include a determination of passing rates on state certification or licensure assessments in the academic content areas?**

No

7. **Do the state criteria include indicators of teaching skills?**

Yes

8. **Describe the state criteria for assessing the performance of teacher preparation programs for:**

a. **Assessing the ability of teacher preparation program enrollees to employ teaching and learning strategies that focus on the identification of the specific learning needs of students who are gifted and talented, and to tailor academic instruction to such needs.**

Rule 20 delineates the professional education requirements for all candidates. Professional education coursework outcomes are based on the InTASC standards and inclusive of expectations that candidates are prepared to work with all students. Expectations for required field-based experiences are also required to address preparing candidates for working with diverse student populations.

b. **Assessing the ability of teacher preparation program enrollees to employ teaching and learning strategies that focus on the identification of**

the specific learning needs of students with disabilities, and to tailor academic instruction to such needs.

Rule 20 delineates the professional education requirements for all candidates. Professional education coursework outcomes are based on the InTASC standards and inclusive of expectations that candidates are prepared to work with all students. Expectations for required field-based experiences are also required to address preparing candidates for working with diverse student populations. Additional indicators that address specific learning needs can be found in the Rule 24 (Endorsement) expectations.

In addition, Nebraska has statutory language regarding the preparation of teachers to work with students with disabilities (79-807(7) R.R.S. This statutory language is also contained in Rule 20.

- c. **Assessing the ability of teacher preparation program enrollees to employ teaching and learning strategies that focus on the identification of the specific learning needs of students who are limited English proficient, and to tailor academic instruction to such needs.**

Rule 20 delineates the professional education requirements for all candidates. Professional education coursework outcomes are based on the InTASC standards and inclusive of expectations that candidates are prepared to work with all students. Expectations for required field-based experiences are also required to address preparing candidates for working with diverse student populations. Additional indicators that address specific learning needs can be found in the Rule 24 (Endorsement) expectations.

- d. **Assessing the ability of teacher preparation program enrollees to employ teaching and learning strategies that focus on the identification of the specific learning needs of students with low literacy levels, and to tailor academic instruction to such needs.**

Rule 20 delineates the professional education requirements for all candidates. Professional education coursework outcomes are based on the InTASC standards and inclusive of expectations that candidates are prepared to work with all students. Expectations for required field-based experiences are also required to address preparing candidates for working with diverse student populations. Additional indicators that address specific learning needs can be found in the Rule 24 (Endorsement) expectations.

9. **Do teacher preparation programs prepare teachers, including general education and special education teachers, to participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*? Include both traditional programs and alternative routes to teacher certification or licensure, as applicable.**

Yes

Provide planning activities and timelines if these activities are not currently in place.

10. **Do the state criteria include progress in increasing the percentage of highly qualified teachers in the state?**

No

11. **Do the state criteria include progress in increasing professional development opportunities?**

No

12. **Do the state criteria include progress in improving student academic achievement for elementary and secondary students?**

No

13. **Do the state criteria include progress in raising the standards for entry into the teaching profession?**

No

14. **Are there any other criteria?**

Yes

If yes, please specify

Additional program standards and criteria for Nebraska teacher education programs are defined in Title 92, Nebraska Administrative Code (NAC), Chapter 20, Regulations for the Approval of Teacher Education Programs, and its accompanying guidelines. Additional content program standards and criteria are defined in Title 92, NAC, Chapter 24, Regulations for Certificate Endorsements, and its accompanying guidelines and are based on the national standards of the national associations addressed in Question 4, as well as other specialized professional associations with content specific standards.

Section VIII. Low Performing

Please provide the following information about low performing teacher preparation programs in your state. (§207(a))

1. **Provide a list of the criteria your state has defined for classifying traditional teacher preparation programs as "low performing" or "at risk of being low performing."**

Section 002 of Title 92, Nebraska Administrative Code (NAC), Chapter 20, Regulations for the Approval of Teacher Education Programs, provides the basis for annual continuing approval of teacher preparation programs.

2. **Provide a list of the criteria your state has defined for classifying alternative routes to teacher certification or licensure as "low performing" or "at risk of being low performing."**

Section 003 of Title 92, Nebraska Administrative Code (NAC), Chapter 20, Regulations for the Approval of Teacher Education Programs, provides the basis for annual continuing approval of teacher preparation programs.

3. **Provide a description of the procedures your state uses to identify and assist (through the provisions of technical assistance) low performing traditional teacher preparation programs.**

Each Nebraska institution submits an annual report regarding program offerings. In addition, a full state approval review process is conducted for each institution (currently once every seven years). For this review process, the institution submits detailed information to NDE which includes: documentation of how the institution is meeting the standards in Title 92, Nebraska Administrative Code (NAC), Chapter 20; documentation how the institution is meeting the requirements of Title 92, NAC, Chapter 24 and associated Guidelines for the endorsements offered by the institution; an outcomes-based folio for each content area program with six or more completers over the past three years; and a matrix which includes outcome data for other teacher education program requirements. This information is reviewed by a team of trained professional educators to assure that all standards in the above Chapters have been met. In addition to the review of the provided information, an on-site visit is conducted.

It is expected and customary that an institution will immediately employ corrective action for any violations; therefore, it is not typically that violations will require a formal probationary action. If violations are not immediately addressed, Rule does provide if a violation of any of the above-mentioned standards occurs, the institution has one academic year to correct the deficiency or a revisit is scheduled before the end of that academic year. If the violation has not been corrected by April 1 of the following academic year, a recommendation is made to the Nebraska State Board of Education that the institution be placed on probation.

An institution that is placed on probation would be assigned a team of trained educators representing the Nebraska Council on Teacher Education to work with the institution in correcting its deficiencies.

An institution on probation continuing to have the same uncorrected violation(s) by May 1 of a year in which it is on probation shall be recommended by the Commissioner of Education to the State Board for denial of its continuing approval for the next year.

4. **Provide a description of the procedures your state uses to identify and assist (through the provisions of technical assistance) low performing alternative routes to teacher certification or licensure.**

Each Nebraska institution submits an annual report regarding program offerings. In addition, a full state approval review process is conducted for each institution (currently once every seven years). For this review process, the institution submits detailed information to NDE which includes: documentation of how the institution is meeting the standards in Title 92, Nebraska Administrative Code (NAC), Chapter 20; documentation how the institution is meeting the requirements of Title 92, NAC, Chapter 24 and associated Guidelines for the endorsements offered by the institution; an outcomes-based folio for each content area program with six or more completers over the past three years; and a matrix which includes outcome data for other teacher education program requirements. This information is reviewed by a team of trained professional educators to assure that all standards in the above Chapters have been met. In addition to the review of the provided information, an on-site visit is conducted.

If a violation of any of the above-mentioned standards occurs, the institution has one academic year to correct the deficiency or a revisit is scheduled before the end of that academic year. If the violation has not been corrected by April 1 of the following academic year, a recommendation is made to the Nebraska State Board of Education that the institution be placed on probation.

An institution that is placed on probation would be assigned a team of trained educators representing the Nebraska Council on Teacher Education to work with the institution in correcting its deficiencies.

An institution on probation continuing to have the same uncorrected violation(s) by May 1 of a year in which it is on probation shall be recommended by the Commissioner of Education to the State Board for denial of its continuing approval for the next year.

5. **Provide a list of traditional and alternative teacher preparation programs in your state that are currently classified as low performing or at risk of being so classified.**

No programs are classified as low performing or at risk.

Section IX. HQT Shortages

Do teacher preparation programs in your state address shortages of highly qualified teachers by area of certification or licensure?

Yes

Do teacher preparation programs in your state address shortages of highly qualified teachers by subject?

Yes

Do teacher preparation programs in your state address shortages of highly qualified teachers by specialty?

Yes

Provide a description of the extent to which teacher preparation programs are addressing shortages of highly qualified teachers, by area of certification or licensure, subject, and specialty, in your state's public schools. Include planning activities and timelines if these activities are not currently in place. Include both traditional programs and alternative routes to teacher certification or licensure, as applicable. (Â§205(b)(1)(I))

Teacher preparation programs in Nebraska control the number of students admitted into their programs based upon supply and demand, as there is no state regulation that requires an institution to target shortage areas. The Nebraska P-16 Initiative has identified a goal to increase supply in certain content areas; however, no specific funding has been attached to this goal. Specific institution initiatives are described in the Institution Program Report Cards (IRPC) found on the Nebraska Department of Education website, but include: increase hours in the study of differentiated instruction and assessment, and media/technology as a tool to advance learning within the PK-12 systems; provide employment for math majors to act as tutors; hire an admissions recruiter with an education background to recruit minority candidates for the teaching profession specifically in high-need endorsement areas; host on-campus science and math events for K-12 students; use of alternative forms of communication technology to reach a broader target population; guest speakers including current candidates, current teachers and employers, and faculty; work with the admissions to increase recruitment of candidates for specific endorsement areas; development of special programming, to encourage students to prepare for teaching careers in STEM areas; provide state-funded financial assistance to candidates seeking to enter high-need fields; collaboration between instructors in Teacher Education and content faculty to increase course availability; support for Future Teachers chapters (and a state conference) to promote interest in teaching in a high-need field; participate in a consortium that is a catalyst for identifying priority issues common to member organizations and addressing these issues through joint task forces and projects; created the Northeast Nebraska Teacher Academy (NENTA), an entity that prepares candidates to serve as substitute teachers in the partner school districts; revising course rotation to accommodate more students.

An annual Teacher Supply Survey is conducted and results are provided to Nebraska institutions to inform recruitment efforts. The survey also designates Nebraska shortage areas for federal loan forgiveness. The Excellence in Teaching Act (ETA) resources prioritizes shortage areas for the initial certification Attracting Excellence to Teaching Program (AETP) awards. The current teacher Enhancing Excellence in Teaching Program (EETP) uses shortage areas as 1 of 4 criteria for consideration in selection of recipients for the award.

Nebraska's new Career Education Model – Education and Training cluster includes a specific pathway which supports high school students who have an interest in a teaching career with experiences that are articulated for transition from high school to postsecondary education.

Supporting Files

No files have been uploaded.

Related Web Sites

[Nebraska Title II Institutional Reports](#)

[Title 92, NAC, Chapter 25 - Regulations Governing the Excellence in Teaching Act](#)

[Teacher Shortage Reports](#)

Section X. Technology

Do teacher preparation programs in your state prepared teachers to integrate technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning?

Yes

Do teacher preparation programs in your state prepare teachers to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement?

Yes

Provide a description of the activities that prepare teachers to integrate technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning; and use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement. Include planning activities and timelines if these activities are not currently in place. Include both traditional programs and alternative routes to teacher certification or licensure, as applicable. (Â§205(b)(1)(K))

Building the skills of teachers to utilize technology as an instructional tool is a required component of Nebraska's teacher preparation programs. Use of instructional technology is embedded throughout coursework required of all teacher preparation programs in Nebraska; in some institutions a specific technology in education course is required. Candidates are required to demonstrate competency in the use of technology for instruction and assessment in their role as a teacher. The requirement that students use technology in their instruction in practicum and student teaching experiences ensures that technology is used to collect, manage and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Examples of institutional initiatives related to technology integration can be found in the Institution Program Report Cards (IRPC) found on the Nebraska Department of Education website, but include: use of technology plans to guide the continued improvement of technology for learning and allow students to experience a variety of tools and learning devices; a teaching and learning center which aids faculty in skill development for utilizing technology as a learning tool; assignments in core courses that require technology use; resources are made available to enhance use of technology; courses offered as an online option to provide that experience for candidates; electronic course management system enhances the use of technology within courses taught and activities presented by students; state-of-the-art technology classroom, designated for education students and Student Collaboration Labs where technology is available for individual and group work; a multi-year "I-Pad" pilot project, initial teaching candidates receive I-Pads which will be available for them to use for the rest of their undergraduate career; presentation of a Technology Award to student teachers that exemplify outstanding use of technology in their capstone experience.

Title 92, NAC, Chapter 20 revisions included updated requirements relative to the utilization of technology for instruction and were based on InTASC standards.

Supporting Files

No files have been uploaded.

Related Web Sites

[Nebraska Title II Institutional Reports](#)

[Title 92, NAC, Chapter 20 – Regulations for the Approval of Teacher Education Programs](#)

[Title 92, NAC, Chapter 24 – Regulations for Certificate Endorsements](#)

Section XI. Improvement Efforts

List and describe any steps taken by the state during the past year to improve the quality of the current and future teaching force. (Â§205(d)(2)(A))

STATEWIDE INITIATIVES

The Nebraska Department of Education has identified several priority areas in regards to the systemic development and improvement for Nebraska's educators. In November 2011 the State Board approved the Teacher and Principal Performance Frameworks which serve as a resource to provide a definition of effective practice

to voluntarily guide local districts, institutions of higher education, and state and local policymakers in a continuing commitment to improve educational achievement for all students. These frameworks, which are compatible with the InTASC standards, were the basis for development of model teacher and principal evaluation processes. The model process was piloted in 2013-2014 by several school systems. In concert with this work, InTASC standards are used as the basis for Chapter 20 so that a seamless continuum of preparation and professional practice is in place. It is expected that this work will also inform the future development of statewide professional development models/expectations and performance-based certification and recertification requirements.

During the last year, NDE, in collaboration with the educator preparation stakeholders have been engaged in the following initiatives: implementation of required content testing (Praxis II/ETS); field testing of a revised State Approval process which increases focus on data-informed continuous improvement and effectiveness; continued field testing of a common clinical experience assessment; and statewide distribution of a state-initiated survey to employers of 1st year graduates. In addition, there is an increased focus on engaging educator preparation faculty in statewide PK-12 in-service and initiatives, such as: intensive workshops related to building faculty skills for incorporating Literacy instruction and state PK-12 data accountability processes in educator preparation.

During the 2015 legislative session, the Master Teacher Program received funding to begin July 1, 2015. The purpose of the program is to build a group of recognized teachers of high achievement in the teaching profession. Teachers may achieve master teacher status by earning credentials from a credentialing organization. A teacher who applies to a credentialing organization for credentials required for master teacher status will be eligible for a registration award to pay for application and registration fees associated with obtaining the credentials. In any year for which an appropriation is made for the Master Teacher Program, each teacher in the Master Teacher Program will receive an annual salary bonus as set in the statute governing the program.

Over the past year, the state has introduced a new accountability system, Accountability for a Quality Education System, Today and Tomorrow or AQuESTT. This system is different from past accountability systems in that it focuses on supporting and rewarding continuous school improvement for every child, school and educator. Under AQuESTT, schools and districts will be classified in one of four performance levels. Six tenets are at the core of AQuESTT: 1) Student Success and Access 2) Transitions 3) Educational Opportunities and Access 4) College and Career Ready 5) Assessment, and 6) Educator Effectiveness. The primary goal of AQuESTT is continuous school improvement to ensure that students are college and career ready when they graduate from high school so they are successful at work, in the military and in college. As the AQuESTT system is developed, implications for educator preparation and certification are being considered.

Additional initiatives are in early stages of development. These include a statewide focus on developing and supporting the Educators Rising organization, and a marketing strategy to attract traditional and nontraditional students to the teaching profession.

RULE REVISIONS

The Nebraska Department of Education is continuously revising the rules and regulations that govern educator preparation in the state to ensure that Nebraska educator preparation programs are consistently rigorous and producing well-prepared, effective educators.

A revised Title 92, Nebraska Administrative Code (NAC), Chapter 20, Regulations for the Approval of Teacher Education Programs became effective August 1, 2014. Revisions update and strengthen the requirements for Nebraska educator preparation programs in the areas of admission and exit standards, focus on preparing all candidates to incorporate core academic standards in all instruction, performance-based program exit requirements, field-based experience expectations, PK-12 student and preparation program assessment and accountability, and meeting the needs of all students.

A revised Title 92, NAC, Chapter 21, Issuance of Certificate and Permits to Teach, Provide Special Services, and Administer in Nebraska Schools became effective September 16, 2015. Revisions were made to incorporate required content testing.

Title 92, NAC, Chapter 22, Regulations Governing the Master Teacher Program went through public hearing on September 9, 2015, the State Board adopted the Rule October 2, 2015 and forwarded to the Attorney General's Office October 7, 2015. The Rule is currently pending final approval.

Title 92, NAC, Chapter 23, Regulations for Certificate Endorsements, was formally approved in 2014 to update the basic skills test requirement. The Core Academic Skills for Educators (ETS) replaced the PPST (ETS) on September 1, 2014.

Title 92, NAC, Chapter 24, Regulations for Certificate Endorsements, and its accompanying guidelines continue to undergo revisions to incorporate state K-12

standards and current standards of professional associations. The standards of the Specialized Professional Associations affiliated with Council for the Accreditation of Educator Preparation (CAEP) have provided the foundation for the revision of many endorsement criteria found in the Chapter 24 Guidelines. Chapter 24 and its guidelines are revised annually to incorporate endorsement reviews and modifications to K-12 standards and assessment processes, which are undergoing significant changes due to State and Federal regulations. Revision conversations focus on the evolving needs of students and schools. Generally speaking, 10-12 endorsements of Nebraska's eighty endorsement areas are revised each year. Revisions implemented August 2015 included specific endorsement revisions primarily in the area of special education.

NEBRASKA COUNCIL ON TEACHER EDUCATION (NCTE)

The Nebraska Council on Teacher Education (NCTE) is a statutory advisory body to the Nebraska State Board of Education. Members represent administrators, school boards, teachers, higher education, parents, private education and the NE Department of Education. NCTE continues to focus its meetings on the discussion of the improvement of educator preparation in Nebraska. Discussions revolve around the key issues and challenges facing Nebraska's teachers and administrators, the assessment and accountability of Nebraska's educators, the state's certification, recertification, professional development and evaluation practices, and methods to increase, support and retain Nebraska's supply of educators. NCTE is directly engaged in the process of revising endorsement areas. Outcomes of these discussions are considered recommendations to the NE Board of Education and to NDE staff to inform policy and procedures.

EXCELLENCE IN TEACHING ACT

On April 22, 2009, the Excellence in Teaching Act (§§ 79-8,132-79-8,140 R.R.S.) was signed by Governor Heineman revising the existing Attracting Excellence in Teaching Program and authorizing the Enhancing Excellence in Teaching Program. The Attracting Excellence to Teaching Program (AETP) provides forgivable loans to eligible students who are enrolled in an undergraduate or graduate teacher education program at an eligible Nebraska institution working towards his/her initial certificate to teach in Nebraska. Eligible students may apply, on an annual basis, for an AETP loan in an amount of \$3,000 and can apply for, and receive, AETP loans annually for up to five (5) consecutive years. In return for receiving an AETP loan, the student agrees to complete the teacher education program that s/he is currently enrolled in and commits to becoming certified and to teach full-time in an accredited or approved public or private school in Nebraska. If the student meets the loan forgiveness obligations, loans will be forgiven, beginning after the first two years of full-time teaching, in an amount up to \$3,000 for each year of teaching or in an amount up to \$6,000 for each year of teaching if the student teaches in a school district that has been classified as very sparse or in a school building in which at least 40% of the students qualify under the poverty factor.

The Enhancing Excellence in Teaching Program (EETP) provides forgivable loans to Nebraska teachers enrolled in an eligible graduate program at an eligible Nebraska institution. Eligible students may apply, on an annual basis, for an EETP loan in an amount of up to \$175 per credit hour, or a maximum of \$3,000, for coursework that has been identified by the institution as part of the student's graduate program. In return for receiving an EETP loan, the student agrees to complete the graduate program that s/he is currently enrolled in and maintain full-time employment in an accredited or approved public or private school in Nebraska. If the student meets the loan forgiveness obligations, loans will be forgiven, beginning after the first two years of full-time teaching, in an amount up to \$3,000 for each year of teaching or in an amount up to \$6,000 for each year of teaching if the student teaches in a school district that has been classified as very sparse or in a school building in which at least 40% of the students qualify under the poverty factor.

In April 2011, the NE Legislature suspended the EETP program for two years due to budget concerns; however, some funds remained to continue the AETP program in a limited capacity during the suspension. In May 2013, the funding was restored to its original amount for both programs.

Supporting Files

No files have been uploaded.

Related Web Sites

[Nebraska Teacher & Principal Performance Framework](#)

[Title 92, NAC, Chapter 20 – Regulations for the Approval of Teacher Education Programs](#)

[Title 92, NAC, Chapter 21 – Regulations for the Issuance of Certificates and Permits to Teach, Provide Special Services, and Administer in Nebraska Schools](#)

[Title 92, NAC, Chapter 22 – Regulations Governing the Master Teacher Program – Hearing Draft](#)

[Title 92, NAC, Chapter 23 – Regulations for the Basic Skills Competency Testing of Teachers and Administrators](#)

[Title 92, NAC, Chapter 24 – Regulations for Certificate Endorsements](#)

[Guidelines Recommended for use with Rule 24 \(Endorsements\)](#)

[NCTE Organizational Policies](#)

[Title 92, NAC, Chapter 25 - Regulations Governing the Excellence in Teaching Act](#)

[Excellence in Teaching Act Website](#)

Supplemental

Please use this space to provide any supplemental information.

Supporting Files

No files have been uploaded.

Related Web Sites

No links have been provided.

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