

# Title II Higher Education Act

[Submit State Reports](#)

[View Reports / Resources](#)

[Technical Assistance](#)

[Contacts / Help](#)

## SUBMIT REPORTS

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

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

University of Nebraska at Kearney  
Alternative, IHE-based Program  
2008-09

### Print Report Card

### Program Information

**Name of Institution:** University of Nebraska at Kearney

**Institution/Program Type:** Alternative, IHE-based

**Academic Year:** 2008-09

**State:** Nebraska

**Address:** College of Education C116

1615 West 24th Street

Kearney, NE, 68849

**Contact Name:** Dr. Glen Powell

**Phone:** 302-865-8813

**Email:** powellg@unk.edu

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

**TQE partnership name or grant number, if applicable:**

### Section I.a Program Admission

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

Element	Undergraduate	Postgraduate
Application	Yes	Yes
Fee/Payment	No	No

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

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

<http://aaunk.unk.edu/catalogs/09-10cat/ac/acedap.asp>

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

Postgraduate when employed by a school

**Does your initial teacher certification program conditionally admit students?** No

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

### Section I.b Program Enrollment

**Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of**

**students enrolled.**

Total number of students enrolled in 2008-09:	34
Unduplicated number of males enrolled in 2008-09:	16
Unduplicated number of females enrolled in 2008-09:	18

2008-09	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	1
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	1
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	30
Two or more races:	0

**Section I.c Supervised Experience**

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

Average number of clock hours required prior to student teaching	0
Average number of clock hours required for student teaching	640
Number of full-time equivalent faculty in supervised clinical experience during this academic year	0
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	3
Number of students in supervised clinical experience during this academic year	49

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

Transition to Teaching candidates are teaching with a special certificate and do not have a field experience similar to initial certificate candidates.

**Section I.d Certified Licensed**

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

Teaching subject/area	Number certified/ licensed 2008-09	Number certified/ licensed 2007-08	Number certified/ licensed 2006-07
TOTAL (all areas/subjects)	49	36	
Art	5	2	

Basic Business	4	0	
Biology	0	1	
Chemistry	0	0	
English	6	4	
German	0	0	
History	1	0	
Language Arts	1	1	
Mathematics	10	6	
Music	3	3	
Physical Education	4	4	
Social Science	2	1	
Spanish	8	8	
Speech	1	0	
Theatre	1	0	
Family/Consumer Science	0	3	
Industrial Technology	2	2	
Natural Science	1	1	

### Section I.e Program Completers

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

2008-09: 49

2007-08: 36

2006-07: 33

### Section II. Annual Goals

**Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.**

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

	<p><b>Goal:</b> Certify 2-3</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>Promote Transition to Teaching Program to schools as a potential source for filling shortage positions.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>Advocate for financial assistance for scholarships as an incentive. Promote greater awareness of program.</p>
<p>Science</p>	<p><b>Academic year:</b> 2008-09</p> <p><b>Goal:</b> Certify 2-3</p> <p><b>Goal met?</b> No</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>Promote Transition to Teaching Program to schools as a potential source for filling shortage positions.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>Advocate for financial assistance for scholarships as an incentive. Promote greater awareness of program.</p>
<p>Special education</p>	<p><b>Academic year:</b> 2008-09</p> <p><b>Goal:</b> Certify 2-3</p> <p><b>Goal met?</b> No</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>Promote Transition to Teaching Program to schools as a potential source for filling shortage positions.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>Advocate for financial assistance for scholarships as an incentive. Promote greater awareness of program.</p>
<p>Instruction of limited English proficient students</p>	<p><b>Academic year:</b> 2008-09</p> <p><b>Goal:</b> Certify 2-3</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b></p>

	<p>Promote Transition to Teaching Program to schools as a potential source for filling shortage positions.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>Advocate for financial assistance for scholarships as an incentive. Promote greater awareness of program with candidates seeking certification in a foreign language.</p>
Other	<p><b>Academic year:</b></p> <p><b>Goal:</b></p> <p><b>Goal met?</b></p> <p><b>Description of strategies used to achieve goal:</b></p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p>

**Provide any additional comments, exceptions and explanations below:**

## Section II. Assurances

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

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

The Transition to Teaching candidates have to complete a core of professional education courses as part of the certification process that are specifically designed to address the above concerns. Also, they are receiving hands-on experience at the same time.

**Section III. Assessment Rates**

<b>Assessment code - Assessment name Test Company Group</b>	<b>Number taking test</b>	<b>Avg. scaled score</b>	<b>Number passing test</b>	<b>Pass rate (%)</b>	<b>State Average pass rate (%)</b>	<b>State Average scaled score</b>
5730 - COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	33		32	97		
5710 - COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2008-09	33		33	100		
5720 - COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2008-09	32		31	97		
720 - PPST WRITING Educational Testing Service (ETS) All program completers, 2008-09	1					

**Section III. Summary Rates**

<b>Academic Year</b>	<b>Number taking one or more required tests</b>	<b>Number passing all tests taken</b>	<b>Pass Rate (%)</b>	<b>Statewide average pass rate (%)</b>
All program completers, 2008-09	33	32	97	

**Section IV. Low-Performing**

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

**Is your teacher preparation program currently approved or accredited?**

Yes

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

State

NCATE

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

No

### Section V. Technology

**Does your program prepare teachers to:**

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

**Provide a description of how your program prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.**

The professional education sequence required of Transition to Teaching candidates is completely dependent on using technology for the coursework. The candidates are also working with school-based technology during their program. Principles of universal design and differentiated instruction are incorporated in the pedagogical practices studied.

### Section VI. Teacher Training

**Does your program prepare general education teachers to:**

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

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

Transition to Teaching Candidates take coursework addressing these topics in TE 401 (Context of Education)

and TE 402 (Professional Skills I).

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**Does your program prepare special education teachers to:**

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

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

### Section VII. Contextual Information

**Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.**

#### Supporting Files

University of Nebraska at Kearney  
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2008-09

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