

Title II Higher Education Act

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University of Nebraska at Kearney
Traditional Program
2008-09

Print Report Card

Program Information

Name of Institution: University of Nebraska at Kearney

Institution/Program Type: Traditional

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	No	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	No	Yes
Job offer from school/district	No	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:

Sophomore year when requirements are completed

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:	2071
Unduplicated number of males enrolled in 2008-09:	675
Unduplicated number of females enrolled in 2008-09:	1396

2008-09	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	124
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	12
Black or African American:	12
Native Hawaiian or Other Pacific Islander:	0
White:	1777
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	100
Average number of clock hours required for student teaching	640
Number of full-time equivalent faculty in supervised clinical experience during this academic year	8
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	6
Number of students in supervised clinical experience during this academic year	178

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

Student teaching is based on number of weeks and whether a candidate is earning a field or subject endorsement. The clock hours are based on required time for a field endorsement or two subject endorsements which are the typical choices. There are a number of field experiences conducted prior to student teaching. Those which are necessary toward meeting the 100 clock hours had 537 students enrolled with 7 faculty members serving as clinical supervisors.

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	Number certified/ licensed	Number certified/ licensed

	2008-09	2007-08	2006-07
TOTAL (all areas/subjects)	133	131	
Art	4	7	
Biology	2	1	
Business Ed Field & Subject	13	10	
Early childhood Unified	31	20	
Elementary	64	66	
English 7-12	8	10	
English as 2nd Lang	8	9	
Family/Consmr Science	0	0	
Foreign Language - French	0	1	
Foreign Language - German	0	0	
Foreign Language - Spanish	3	6	
Geography	1	0	
Health & Phys Educ K-12	5	11	
History	8	10	
Industrial Tech	0	0	
Language Arts	5	3	
Library Media Specialist	0	1	
Mathematics 7-12	8	3	
Middle Grades	13	9	
Mild/ Moderate Disabilities	19	24	
Music	1	10	
Natural Science	0	0	
Physical Education	2	6	
Physical Science	2	5	
Physics	0	1	
Political Science	1	1	
Psychology	1	0	
Social Science	6	10	
Speech	1	0	
Speech and Theatre	0	2	
Speech-Language Path	10	5	

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: 133

2007-08: 131

2006-07: 189

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	<p>Academic year: 2008-09</p> <p>Goal: Graduate 7-9</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Offer Project Teach scholarships and Attracting Excellence to Teaching Scholarships to qualified students in mathematics. Promote Transition to Teaching Program and Post-Baccalaureate program to prospective candidates.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>We need to continue to provide financial incentives through scholarship assistance. If possible, provide financial assistance to post baccalaureate candidates who possess a mathematics major.</p>
Science	<p>Academic year: 2008-09</p> <p>Goal: Graduate 5-6</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>We need to continue to provide financial incentives through scholarship assistance. If possible, provide financial assistance to post baccalaureate candidates who possess a science major.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>

	<p>A key step would be to offer a Natural Science comprehensive major that would in essence qualify the prospective graduate to teach in an array of science subjects instead of the current very specialized endorsement choices.</p>
Special education	<p>Academic year: 2008-09</p> <p>Goal: 20</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>Recruitment of students to double-major if selecting elementary education. This strategy tends to yield the most students. Continuing to offer scholarships through Project Teach and the Attracting Excellence to Teaching scholarship program.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Biggest problem is enrollment is declining among all education majors at baccalaureate level. The previous two years the goal was met. Options are also being provided at the graduate level.</p>
Instruction of limited English proficient students	<p>Academic year: 2008-09</p> <p>Goal: 10-12</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>The endorsement is a supplemental endorsement (which is not available as a stand-alone program). Developing awareness of this program as an option for students is the major strategy although Teach Grant and Attracting Excellence to teaching scholarships are available.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>A greater collaboration between instructors in Teacher Education and Modern Languages is needed to increase course availability.</p>
Other	<p>Academic year:</p> <p>Goal:</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</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:

Elementary education, special education, and early childhood candidates take the same academic core courses as well as the same pedagogical core courses for reading and mathematics. All candidates take the same core courses that focus on individual differences and multi-cultural issues. K-12 and 7-12 candidates in areas other than those mentioned above take a course on teaching reading to all students and on adapting instruction to specific learning needs using the universal design format.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking test	Avg. scaled score	Number passing test	Pass rate (%)	State Average pass rate (%)	State Average scaled score
5730 - COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	139		138	99		
5710 - COMPUTERIZED PPST READING						

Educational Testing Service (ETS) All program completers, 2008-09	138		138	100		
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2008-09	136		136	100		
730 -PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	4					
710 -PPST READING Educational Testing Service (ETS) All program completers, 2008-09	4					
720 -PPST WRITING Educational Testing Service (ETS) All program completers, 2008-09	5					

Section III. Summary Rates

Academic Year	Number taking one or more required tests	Number passing all tests taken	Pass Rate (%)	Statewide average pass rate (%)
All program completers, 2008-09	143	142	99	

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.

All baccalaureate candidates are required to take a course TE 206, Instructional Technology and the Preservice Teacher to develop technology skills typically used by teachers. Candidates use technology within their respective methods courses and learn how to use technology relevant to their field. Candidates are now required to use TaskStream a web-based portfolio and teacher support system that facilitates assessment development and data collection and analysis. Use of the teacher support tools in TaskStream is just now becoming more wide-spread and will continue into the next year. Technology competency instruction is integrated throughout the core pedagogy courses in the Transition to Training program. Candidates are gaining first-hand experience with technology through their use of BlackBoard in their classes. Universal design is already being taught in the reading and inclusion course (TE 306) and in special education classes that are in the core for elementary education, early childhood, and special education majors. Concepts are implemented for promoting differentiated instruction in TaskStream' Lesson Plan and Unit Plan Builder features which are beginning to be introduced to candidates. The faculty members teaching professional education courses have begun a three year sequence of professional development activities focusing on the concept of differentiated instruction.

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.

All candidates are required to take an introductory course, TE 204 Typical and Atypical Human Growth and Development, which introduces concepts of exceptionalities. Early Childhood, Elementary Education, Special Education, and Middle grades majors take TE 411, Inclusive Practices in PreK-8 Classrooms. Secondary and K-12 majors take TE 306, Reading and Inclusion in Secondary Classrooms. Transition to Teaching program

candidates take coursework embedded TE 401 (Context of Education) and TE 402 (Professional Knowledge and Skills I). Concepts for working with limited English proficient students is embedded across methods courses.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**

Yes

- **participate as a member of individualized education program teams**

Yes

- **teach students who are limited English proficient effectively**

Yes

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

All special education candidates are required to take an introductory course, TE 204 Typical and Atypical Human Growth and Development, which introduces concepts of exceptionalities. Early Childhood, Elementary Education, Special Education, and Middle grades majors take TE 411, Inclusive Practices in PreK-8 Classrooms. Secondary and K-12 majors take TE 306, Reading and Inclusion in Secondary Classrooms. Concepts for working with limited English proficient students is embedded across methods courses. Special Education candidates take 19 hours of coursework specifically designed to develop their teaching knowledge and skills in regard to working with students with disabilities. One of the courses, TESE 430 Collaboration, Consultation, and Teamwork, specifically focuses on developing their ability to work within individualized education teams. Additionally, during student teaching there is a program specific requirement to develop an IEP.

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.

University of Nebraska at Kearney There are three gateways to student teaching in the Teacher Education Program: 1) admission to the program, admission to student teach, 2) successful completion of student teaching, and 3) completion of program/certification. For admission, students must have a minimum 2.50 GPA, complete the initial education courses and related field experiences, pass the PPST (PRAXIS I), complete specific English and Speech coursework, select one field endorsement or two subject endorsements, receive advisor's approval, and complete required forms. To student teach, a student must complete the remaining professional sequence courses and field experiences, have a minimum 2.50 GPA, complete methods courses for specific endorsements, complete 24 hours in subject endorsements or 80% of the requirements of field endorsements, be approved by the department(s) offering the endorsement(s), and complete an application to student teach. Before he or she successfully completes student teaching, the student must have demonstrated 15 competencies related to Learning and the Learner, Instruction and Professional Practice that satisfies the cooperating teacher and UNK supervisor.

Supporting Files

University of Nebraska at Kearney
Traditional Program
2008-09

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