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University of Nebraska at Kearney
Alternative, IHE-based Program
2010-11

Print Report Card

Program Information

Name of Institution: University of Nebraska at Kearney

Institution/Program Type: Alternative, IHE-based

Academic Year: 2010-11

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
Recommendation(s)	Yes	Yes
Essay or personal statement	No	No
Interview	No	No
Resume	No	No
Bachelor's degree or higher	No	Yes
Job offer from school/district	No	Yes
Personality test	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/11-12cat/ed/edteachcert.asp>

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

Postgraduate Candidates must be offered employment by a school to be eligible for the program.

Does your initial teacher certification program conditionally admit students? No

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

The candidate in the Transition to Teaching Program is expected to have a degree with a major in the area of teaching certification that is being sought. The candidate's undergraduate transcript is reviewed to determine if there are any deficits in content area coursework. Any deficits in content coursework are required to be completed prior to completion of the program. This content coursework is completed in addition to the required Transition to Teaching coursework. Candidates are expected to maintain an overall GPA of 2.50 to be eligible for admission and completion of the program. Successful completion of the PRAXIS I (PPST) is based on using a total score calculation for all three tests. The sum total must be at least a minimum score of 513. Candidates have until enrollment in TE 403 to complete the PRAXIS I requirement. Thus, the number of candidates admitted to the program with full admission into Teacher Education will not be

reflective of total enrollment in courses until in TE 403.

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 2010-11:	33
Unduplicated number of males enrolled in 2010-11:	14
Unduplicated number of females enrolled in 2010-11:	19

2010-11	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	2
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	1
Black or African American:	1
Native Hawaiian or Other Pacific Islander:	0
White:	29
Two or more races:	0

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2010-11.

Average number of clock hours required prior to student teaching	100
Average number of clock hours required for student teaching	560
Number of full-time equivalent faculty in supervised clinical experience during this academic year	2
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	11
Number of students in supervised clinical experience during this academic year	162

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

Candidates in the Transition to Teaching alternative certification program must be employed by a school district and issued a Transitional Teaching certificate by the Nebraska Department of Education in order to participate in the program. The Transition to Teaching program began the process of changing from a three year program to a two year program during 2010-11. The field experience requirement of 100 hours was included as part of initial enrollment in the three year program at the time of taking the first course (TE

401). In the two year program, the first candidates enrolled in it were required to enroll in a new course TE 404, Transitional Student Teaching I for six credit hours during the spring semester of 2011 to meet the 100 hour requirement as well as part of the student teaching credit hour requirements. The program completers in the three year program, which is being phased out, will complete student teaching for the 560 hour requirement at the end of the program while enrolled in TE 400, Student Teaching. Those candidates enrolled in the newer two year program will enroll in TE 405, Transitional Student Teaching II for six credit hours at the completion point of their program to complete the remaining 560 hours of student teaching. Throughout their entire program (either 2 or 3 year) the candidates will be teaching a full schedule assigned by their employing school district.

Section I.d Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2010-11. 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))

Subject Area	Number Prepared
Education - General	40
Teacher Education - Special Education	0
Teacher Education - Early Childhood Education	0
Teacher Education - Elementary Education	0
Teacher Education - Junior High/Intermediate/Middle School Education	0
Teacher Education - Secondary Education	36
Teacher Education - Multiple Levels	4
Teacher Education - Agriculture	2
Teacher Education - Art	3
Teacher Education - Business	3
Teacher Education - English/Language Arts	6
Teacher Education - Foreign Language	11
Teacher Education - Health	0
Teacher Education - Family and Consumer Sciences/Home Economics	2
Teacher Education - Technology Teacher Education/Industrial Arts	2
Teacher Education - Mathematics	1
Teacher Education - Music	1
Teacher Education - Physical Education and Coaching	2
Teacher Education - Reading	0
Teacher Education - Science Teacher Education/General Science	4
Teacher Education - Social Science	0
Teacher Education - Social Studies	0
Teacher Education - Technical Education	0

Teacher Education - Computer Science	0
Teacher Education - Biology	0
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	0
Teacher Education - French	1
Teacher Education - German	0
Teacher Education - History	0
Teacher Education - Physics	0
Teacher Education - Spanish	10
Teacher Education - Speech	0
Teacher Education - Geography	0
Teacher Education - Latin	0
Teacher Education - Psychology	0
Teacher Education - Earth Science	0
Teacher Education - English as a Second Language	0
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Education - Other Specify: Journalism	1

Section I.d Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2010-11. 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))

Academic Major	Number Prepared
Education - General	0
Teacher Education - Special Education	0
Teacher Education - Early Childhood Education	0
Teacher Education - Elementary Education	0
Teacher Education - Junior High/Intermediate/Middle School Education	0
Teacher Education - Secondary Education	0
Teacher Education - Agriculture	0
Teacher Education - Art	0
Teacher Education - Business	0
Teacher Education - English/Language Arts	0
Teacher Education - Foreign Language	0

Teacher Education - Health	0
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	0
Teacher Education - Music	0
Teacher Education - Physical Education and Coaching	0
Teacher Education - Reading	0
Teacher Education - Science	0
Teacher Education - Social Science	0
Teacher Education - Social Studies	0
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	0
Teacher Education - Chemistry	0
Teacher Education - Drama and Dance	0
Teacher Education - French	0
Teacher Education - German	0
Teacher Education - History	0
Teacher Education - Physics	0
Teacher Education - Spanish	0
Teacher Education - Speech	0
Teacher Education - Geography	0
Teacher Education - Latin	0
Teacher Education - Psychology	0
Teacher Education - Earth Science	0
Teacher Education - English as a Second Language	0
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Education - Curriculum and Instruction	0
Education - Social and Philosophical Foundations of Education	0
Liberal Arts/Humanities	0
Psychology	0
Social Sciences	0
Anthropology	0
Economics	0
Geography and Cartography	0
Political Science and Government	0

Sociology	0
Visual and Performing Arts	4
History	0
Foreign Languages	11
Family and Consumer Sciences/Human Sciences	2
English Language/Literature	6
Philosophy and Religious Studies	0
Agriculture	2
Communication or Journalism	1
Engineering	0
Biology	4
Mathematics and Statistics	1
Physical Sciences	0
Astronomy and Astrophysics	0
Atmospheric Sciences and Meteorology	0
Chemistry	1
Geological and Earth Sciences/Geosciences	0
Physics	0
Business/Business Administration/Accounting	3
Computer and Information Sciences	0
Other Specify: Industrial Technology: 2 Physical Education: 2	4

Section I.e Program Completers

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

2010-11: 32

2009-10: 34

2008-09: 49

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: 2012-13</p> <p>Goal: NA</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Promote Transition to Teaching Program to schools as a potential source for filling shortage positions.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Promote greater awareness of program with school districts across the state.</p>
Science	<p>Academic year: 2012-13</p> <p>Goal: NA</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Promote Transition to Teaching Program to schools as a potential source for filling shortage positions.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Promote greater awareness of program with school districts across the state.</p>
Special education	<p>Academic year: 2012-13</p> <p>Goal: NA</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>Promote Transition to Teaching Program to schools as a potential source for filling shortage positions. However, special education initial certification requirements are exceedingly difficult to meet within this program. Thus, this program is not a realistic one for special education certification at this time.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Promote greater awareness of program.</p>
Instruction of	

<p>limited English proficient students</p>	<p>Academic year: 2012-13</p> <p>Goal: NA</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>Promote Transition to Teaching Program to schools as a potential source for filling shortage positions.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Promote greater awareness of program with candidates seeking certification in a foreign language with school districts across the state.</p>
<p>Business Education</p>	<p>Academic year: 2012-13</p> <p>Goal: NA</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Promote Transition to Teaching Program to schools as a potential source for filling shortage positions. This subject area has been identified in previous years as a shortage area in Nebraska and has been one of the most popular ones in regard to enrollment.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Promote greater awareness of program with candidates seeking certification in business education with school districts across the state.</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 areas. Also, they are receiving practical experience in the classroom at the same time. Additionally, they are mentored by assigned faculty within the school where they have the Transitional Teaching certificate to assist with problems related to situations as they arise.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	11	181	10	91	91	181
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	18	180	17	94	94	180
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	34	180	32	94	94	180
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	32	184	32	100	100	184
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	33	182	32	97	97	182
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	10	182	10	100	100	182
ETS0710 -PRAXIS I READING Educational Testing Service (ETS)	18	182	18	100	100	182

Other enrolled students						
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2010-11	33	180	33	100	100	180
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2009-10	31	181	30	97	97	181
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2008-09	33	181	33	100	100	181
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	11	176	11	100	100	176
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	18	178	17	94	94	178
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2010-11	33	178	33	100	100	178
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2009-10	31	178	29	94	94	178
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2008-09	33	178	32	97	97	178

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2010-11	34	32	94	94
All program completers, 2009-10	32	30	94	94
All program completers, 2008-09	33	31	94	94

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. Participation in the program is technology-based. All candidates must demonstrate their technology competency with every assignment and course. Additionally, required assessments in the capstone student teaching experience have technology criteria that are evaluated as part of meeting their student teaching requirement. Candidates also use TaskStream as part of program and course requirements. University faculty are participating in technology workshops designed to enhance their utilization of technology with Transition to Teaching program candidates.

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), TE 402 (Professional Knowledge and Skills I), and TE 403 (Professional Knowledge and Skills II). An additional course which is an introductory field experience/student teaching course TE 404 (Transitional Student Teaching I) is now required. This course is taken early in the program to assist with the transition into the classroom. One of the required assignments in TE 404 is "Case Study of a Classroom". This assignment requires the candidate to specifically identify learners with special needs that they will be working with in their teaching assignment. The initial information obtained about learner needs in Case Study of a Classroom then provides a segue into the topics on learner diversity and meeting their needs in the following courses of TE 401, 402, and 403.

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.

This program is not considered to be appropriate for licensure of special education teachers. There is no undergraduate major that provides the supporting coursework needed for this licensure area. Thus, candidates interested in special education are required to take the traditional initial licensure program.

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.

Candidates must possess a degree in the subject in which they are seeking endorsement and must have been offered employment by a school district as prerequisites for admission into the program. To qualify for a Transitional Teaching license in a specific content area the candidate must have as a minimum 75% of the content coursework prior to admission into the program. Any remaining coursework in the content area must be completed prior to program completion. Prior to program completion Candidates are required to successfully complete the PRAXIS I (PPST). Successful completion of the PRAXIS I is based on using a total score calculation for all three tests. The sum total score must be at least a minimum score of 513. Successful completion of the PRAXIS I must be by enrollment in TE 403. Candidates must successfully complete

required field experiences and maintain a minimum GPA of 2.50. Candidates are required to successfully complete all student teaching requirements prior to completion of the program and recommendation for licensure. Candidates in the Transition to Teaching alternative certification program are issued a special Transitional Teaching license and are teaching during the three year period, or beginning in 2010-11 the two year period, of program completion. The field experience and student teaching requirements meet state of Nebraska requirements for initial certification. Candidates in the three year program are required to complete TE 400 Student Teaching, or if enrolled in the new two year program, are required to complete an initial field experience/student teaching requirement (TE 404, Transitional Student Teaching I) at the beginning of the program. They teach in their respective school district and complete student teaching (TE 405 Transitional Student Teaching II) upon completion of their coursework.

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University of Nebraska at Kearney
Alternative, IHE-based Program
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