

University of Nebraska - Lincoln
Traditional Program

2015 | Title II
Reports

Complete Report Card

AY 2013-14

Institution Information

Name of Institution: University of Nebraska - Lincoln

Institution/Program Type: Traditional

Academic Year: 2013-14

State: Nebraska

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Lincoln, NE, 68588

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?
(<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation 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
Total number of teacher preparation programs: 27	

Section I.b Admissions

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

Sophomore year for elementary; Junior year for secondary programs

Does your initial teacher certification program conditionally admit students?

No

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

<http://cehs.unl.edu>

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

Interviews in selected programs.

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

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	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

2.5

What was the median GPA of individuals accepted into the program in academic year 2013-14

3.49

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2013-14

3.6

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

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	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

2.5

What was the median GPA of individuals accepted into the program in academic year 2013-14

3.72

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2013-14

3.9

Please provide any additional comments about the information provided above:

Section I.c 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.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2013-14:	594
Unduplicated number of males enrolled in 2013-14:	133
Unduplicated number of females enrolled in 2013-14:	461

2013-14	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	22
<i>Race</i>	
American Indian or Alaska Native:	9
Asian:	9
Black or African American:	7
Native Hawaiian or Other Pacific Islander:	0
White:	562
Two or more races:	11

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2013-14.

Average number of clock hours of supervised clinical experience required prior to student teaching	140
Average number of clock hours required for student teaching	640
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	1.72
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	20.44
Number of students in supervised clinical experience during this academic year	399

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

Our total numbers of students & FTE now reflect numbers for student teachers only. This is consistent with new definitions for clinical practica found in Nebraska Rule 20 and with data that other teacher education institutions are providing in Nebraska.

Section I.e 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))

Subject Area	Number Prepared

Education - General	
Teacher Education - Special Education	90
Teacher Education - Early Childhood Education	39
Teacher Education - Elementary Education	143
Teacher Education - Junior High/Intermediate/Middle School Education	1
Teacher Education - Secondary Education	156
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	9
Teacher Education - Art	7
Teacher Education - Business	11
Teacher Education - English/Language Arts	18
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	17
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	20
Teacher Education - Music	21
Teacher Education - Physical Education and Coaching	1
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	19
Teacher Education - Social Science	24
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	4
Teacher Education - Chemistry	4
Teacher Education - Drama and Dance	
Teacher Education - French	3
Teacher Education - German	1
Teacher Education - History	
Teacher Education - Physics	4
Teacher Education - Spanish	7

Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	1
Teacher Education - English as a Second Language	1
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify: Diversified Occupations	10

Section I.e 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))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	83
Teacher Education - Early Childhood Education	39
Teacher Education - Elementary Education	144
Teacher Education - Junior High/Intermediate/Middle School Education	1
Teacher Education - Secondary Education	
Teacher Education - Agriculture	9
Teacher Education - Art	7
Teacher Education - Business	10
Teacher Education - English/Language Arts	14
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	13
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	14
Teacher Education - Music	20
Teacher Education - Physical Education and Coaching	2
Teacher Education - Reading	

Teacher Education - Science	16
Teacher Education - Social Science	24
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	1
Teacher Education - German	1
Teacher Education - History	
Teacher Education - Physics	1
Teacher Education - Spanish	7
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	3
Teacher Education - English as a Second Language	1
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	1
Psychology	3
Social Sciences	
Anthropology	1
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	1
History	

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

Section I.f Program Completers

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

2013-14: 352

2012-13: 401

2011-12: 392

Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in mathematics in 2013-14?

Yes

How many prospective teachers did your program plan to add in mathematics in 2013-14?

35

Did your program meet the goal for prospective teachers set in mathematics in 2013-14?

Yes

Description of strategies used to achieve goal, if applicable:

Partner with Mathematics Department to identify appropriate and meaningful coursework for mathematics education majors. The Mathematics Department has hired a math educator who specifically works with our teacher education department.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in mathematics in 2014-15?

Yes

How many prospective teachers did your program plan to add in mathematics in 2014-15?

35

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in mathematics in 2015-16?

Yes

How many prospective teachers does your program plan to add in mathematics in 2015-16?

10

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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. (**§205(a)(1)(A)(ii), §206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in science in 2013-14?

Yes

How many prospective teachers did your program plan to add in science in 2013-14?

30

Did your program meet the goal for prospective teachers set in science in 2013-14?

Yes

Description of strategies used to achieve goal, if applicable:

Direct recruitment of of Arts & Sciences graduates into Master of Arts in Science Teaching supplemented regular undergraduate admissions.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in science in 2014-15?

Yes

How many prospective teachers did your program plan to add in science in 2014-15?

32

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in science in 2015-16?

Yes

How many prospective teachers does your program plan to add in science in 2015-16?

10

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in special education in 2013-14?

Yes

How many prospective teachers did your program plan to add in special education in 2013-14?

10

Did your program meet the goal for prospective teachers set in special education in 2013-14?

No

Description of strategies used to achieve goal, if applicable:

n/a

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

We are working with the distance education office to better market our online graduate offerings in special education. We are refining information on our website and other media to better reflect special education training options. We are developing specialty graduate certificates for individuals who already have a master's degree or other advanced degree to complete special education endorsements. At the undergraduate level, we are working with our partners in the Department of Teaching, Learning, and Teacher Education to refine the dual major in EEd-SPED K-6, which is a popular major for pre-service teachers. We are working with the college advising center to better market the secondary special education major and refining that major to enhance content knowledge in the academic areas (reading, mathematics, science).

Provide any additional comments, exceptions and explanations below:

Increasing enrollment solely in the secondary special education major is not realistic. We have opted to focus our efforts on increasing total enrollment in our special education offerings at the undergraduate and graduate levels.

Academic year 2014-15

Is your program preparing teachers in special education in 2014-15?

Yes

How many prospective teachers did your program plan to add in special education in 2014-15?

10

Provide any additional comments, exceptions and explanations below:

We don't yet have final enrollment numbers for the entire 2014-2015 academic year. Fall 2014 enrollment at the undergraduate level was 212 students, which is 14 less than Fall 2013 (n = 228). Graduate enrollment for Fall 2014 was 47 students, which was 9 less than Fall 2013 (n = 56). 2014-2015 headcounts for enrollment will be available after July 1, 2015.

Academic year 2015-16

Will your program prepare teachers in special education in 2015-16?

Yes

How many prospective teachers does your program plan to add in special education in 2015-16?

10

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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. (**§205(a)(1)(A)(ii), §206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in instruction of limited English proficient students in 2013-14?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?

10

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2013-14?

Yes

Description of strategies used to achieve goal, if applicable:

ELL endorsement teachers complete courses that meet Nebraska Department of Education requirements and an extended ELL practicum (above and beyond NDE requirements).

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in instruction of limited English proficient students in 2014-15?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

10

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in instruction of limited English proficient students in 2015-16?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2015-16?

8

Provide any additional comments, exceptions and explanations below:

All elementary education undergraduates take an ELL course and ELL practicum. We are working on requiring secondary majors to also have a course by 2016-17. We also prepare ELL endorsement teachers - approximately 8-10 per year.

Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

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

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

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

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	651	181	646	99
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14	381	182	381	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	366	182	366	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	348	181	348	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	651	179	647	99
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2013-14	381	180	381	100
ETS0710 -PRAXIS I READING	367	180	367	100

Educational Testing Service (ETS) All program completers, 2012-13				
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2011-12	349	180	349	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	650	177	644	99
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2013-14	385	177	385	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2012-13	367	177	367	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2011-12	349	177	349	100

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2013-14	385	385	100
All program completers, 2012-13	367	367	100
All program completers, 2011-12	350	350	100

Section IV Low-Performing

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

Is your teacher preparation program currently approved or accredited?

Yes

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

State

TEAC

TEAC is now CAEP

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 Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

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 the evidence that your program uses to show that it 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 the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

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

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

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

Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

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

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

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

All students are required to pass SPED 401A/801A, Accommodating Exceptional Learners in the Classroom (Elementary) or SPED 401B/801B, Accommodating Exceptional Learners in the Secondary Classroom. In addition, to enhance candidates' ability to address ELL, a curriculum revision has been proposed to include a full course in preparation to teach students who are limited in English language skills.

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

The special Education program at the University of Nebraska-Lincoln has Specialized Program Approval through 2017 from the Nebraska Department of Education. This indicates the programs meet national professional organization standards as well as state standards.

Teacher education program at UNL are accredited by TEAC. In turn, the Council for Exceptional Children (CEC) has taken the 10 INTASC standards and applied them to the field of Special Education. CEC requires that all accredited special education teacher education programs track each college student from admission to graduation to determine whether they have attained each standard and to what degree of level or proficiency. The program has mapped the INTASC standards to CEC standards and uses specific assessments in particular coursework to monitor student progress in achieving competencies in the following areas reflecting desired teacher competency: 1) Learner Development and Individual Learning Differences; 2) Learning Environments; 3) Curricular Content Knowledge; 4)

Assessment; 5) Instructional Planning and Strategies; 6) Professional Learning and Ethical Practice; 7) Collaboration. Ratings may reflect competence in foundation courses, classes, and student teaching that are specifically required for an area of certification (special education K-6, special education 7-12, special education K-12, early childhood special education, deaf/hard of hearing, visual impairment, severe disabilities).

Ratings are aggregated to help us study our teacher preparation programs in special education to see if there are areas where our students are generally strong or weak and then make adjustments to the curriculum. Individual ratings help track development of knowledge, skills, and dispositions important to special education teachers. The data are reviewed at least annually. If students have challenges meeting proficiency on assessments and rubrics in one or more standards, the student may repeat a course if necessary or may be directed to the appropriate faculty member who can work with them to try to bring a rating to the proficient level when possible. Assignments that are used for rating competencies are found on a tracking sheet and should be identified on class syllabi.

Section VII Contextual Information

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

Supporting Files

Complete Report Card

AY 2013-14



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