

University of Nebraska - Kearney  
Alternative, IHE-based Program

2017 | Title II  
Reports

Complete Report Card

AY 2015-16

## Institution Information

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

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

**Academic Year:** 2015-16

**State:** Nebraska

**Address:** College of Education C116  
1615 West 24th Street  
Kearney, NE, 68849

**Contact Name:** Dr. Sherry Crow

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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 alternative, ihe-based 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?
Transitional Certification Program (TCP)	No
Total number of teacher preparation programs: 1	

## Section I.b Admissions

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

Postgraduate Candidates must be offered employment by a school and have completed background checks.

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://www.unk.edu/academics/certification/admission\\_to\\_teacher\\_education\\_requirements\\_TCP.php](http://www.unk.edu/academics/certification/admission_to_teacher_education_requirements_TCP.php)

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

The candidate in the Transitional Certification Program (TCP) is required to have previously earned a minimum of a baccalaureate degree and have completed at least 75% of the content area credit hours required by the Nebraska Department of Education for the teaching endorsement area 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 taking TE 833. Content coursework is completed in addition to the required TCP professional sequence coursework. Candidates must have achieved a prior overall content area GPA of 2.75 in the content area credit hours to be eligible for admission to TCP. Maintaining a 2.75 is also a requirement for program completion. Successful completion of the PRAXIS Core is a requirement to be admitted to Teacher Education. Candidates have until enrollment in TE 832 to complete the PRAXIS Core 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 enrollment in TE 833. Background checks are required in TE 831 and before student teaching.

Regarding conditional admittance: Applicants with a bachelor's degree and overall GPA lower than 3.0 must pass the Praxis Core before admission to TCP.

## 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?**

No

**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.**

<b>Element</b>	<b>Required for Entry</b>	<b>Required for Exit</b>
Transcript	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported
Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
Other	Data not reported	Data not reported

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

**What was the median GPA of individuals accepted into the program in academic year 2015-16**

**What is the minimum GPA required for completing the program?**

**What was the median GPA of individuals completing the program in academic year 2015-16**

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

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

2.75

**What was the median GPA of individuals accepted into the program in academic year 2015-16**

3.83

**What is the minimum GPA required for completing the program?**

2.75

**What was the median GPA of individuals completing the program in academic year 2015-16**

3.84

**Please provide any additional comments about the information provided above:**

Successfully passing the PRAXIS Core is required for admission to Teacher Education. Effective Fall 2015, the PRAXIS II Content Exam became an exit requirement. The median GPA of individuals accepted into the TCP was calculated on the basis of UNK coursework completed prior to admission to the teacher education program.

## 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 2015-16:	41
Unduplicated number of males enrolled in 2015-16:	17
Unduplicated number of females enrolled in 2015-16:	24

2015-16	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	4
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	1
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	37
Two or more races:	1

## Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2015-16.

Average number of clock hours of supervised clinical experience required prior to student teaching	100
Average number of clock hours required for student teaching	720
Average number of clock hours required for mentoring/induction support	40
Number of full-time equivalent faculty supervising clinical experience during this academic year	1
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	0
Number of students in supervised clinical experience during this academic year	41

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

Candidates in the Transitional Certification Program (TCP) must be employed by a school district and issued a Transitional Teaching permit by the Nebraska Department of Education in order to participate in the program. The TCP can be completed in two academic years. TE 834 meets the 100 hour requirement as well as part of the student teaching credit hour requirements. In year two of the program, in addition to completing two 6 credit hour courses (TE 832 and TE 833) candidates' academic schedule includes enrollment in TE 835, Transitional Student Teaching II for three credit hours. During TE 835, candidates complete the remainder of the 720 hours of student teaching. Throughout their entire program the candidates will be teaching a full (on rare occasions a candidate might be teaching part-time) schedule assigned by the employing school district. Each TCP candidate has two supervisors. One supervisor is a university employee and the other is a supervisor who is employed by the hiring school district. In many cases, the supervisor is the building principal.

## Section I.e Teachers Prepared by Subject Area

**Please provide the number of teachers prepared by subject area for academic year 2015-16. 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	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	1
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	2
Teacher Education - Art	
Teacher Education - Business	1
Teacher Education - English/Language Arts	4
Teacher Education - Foreign Language	
Teacher Education - Health	3
Teacher Education - Family and Consumer Sciences/Home Economics	4
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	2
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	1

Teacher Education - Social Science	
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	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	3
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify: Theatre	1

## Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2015-16. 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	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	

Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
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	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	



Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	10
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
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:

2015-16: 19

2014-15: 29

2013-14: 13

## 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 2015-16**

**Did your program prepare teachers in mathematics in 2015-16?**

Yes

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

2

**Did your program meet the goal for prospective teachers set in mathematics in 2015-16?**

No

**Description of strategies used to achieve goal, if applicable:**

No particular strategies.

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

UNK has designed a Recruitment and Retention Plan that has been submitted to CAEP in our self study. Within that plan, these are the strategies we will use (if the plan is approved) to recruit TCP students: 1. Collaborate with PK schools to recruit paraprofessionals with college degrees to Transitional Certification Program. 2. Collaborate with Nebraska Professional Associations to Identify content areas especially identified as critical need (i.e., STEM, ELL, etc.), meet with Executive Directors, Executive Board members to provide relevant EPP career information to encourage referrals, obtain membership lists to forward EPP recruitment materials, conduct recruitment (presentations & resource fairs at state conferences, advertisement in newsletters, etc.) and increase awareness and enrollment in UNK Transitional Certification Program for those individuals who already have a bachelor's degree. 3. Collaborate with UNK Academic Programs to offer recruitment presentations in UNK introductory courses in education, science, math, English, allied health, family studies, psychology, and especially STEM disciplines. 4.

Promote current scholarships provided by the Nebraskan Department of Education for the advancement of trained professionals by completing in shortage areas.

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

If approved by CAEP, the plan will go into effect in fall, 2017.

**Academic year 2016-17**

**Is your program preparing teachers in mathematics in 2016-17?**

Yes

**How many prospective teachers did your program plan to add in mathematics in 2016-17?**

2

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

Please see Recruitment Plan as outlined above.

**Academic year 2017-18**

**Will your program prepare teachers in mathematics in 2017-18?**

Yes

**How many prospective teachers does your program plan to add in mathematics in 2017-18?**

2

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

Please see Recruitment Plan as outlined above.

## 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 2015-16**

**Did your program prepare teachers in science in 2015-16?**

Yes

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

3

**Did your program meet the goal for prospective teachers set in science in 2015-16?**

No

**Description of strategies used to achieve goal, if applicable:**

No particular strategies.

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

UNK has designed a Recruitment and Retention Plan that has been submitted to CAEP in our self study. Within that plan, these are the strategies we will use (if the plan is approved) to recruit and retain TCP students: 1. Collaborate with PK schools to recruit paraprofessionals with college degrees to Transitional Certification Program. 2. Collaborate with Nebraska Professional Associations to Identify content areas especially identified as critical need (i.e., STEM, ELL, etc.), meet with Executive Directors, Executive Board members to provide relevant EPP career information to encourage referrals, obtain membership lists to forward EPP recruitment materials, conduct recruitment (presentations & resource fairs at state conferences, advertisement in newsletters, etc.) and increase awareness and enrollment in UNK Transitional Certification Program for those individuals who already have a bachelor's degree. 3. Collaborate with UNK Academic Programs to offer recruitment presentations in UNK introductory courses in education, science, math, English, allied health, family studies, psychology, and especially STEM disciplines. 4. Promote current scholarships provided by the Nebraskan Department of Education for the advancement of trained professionals by completing in shortage areas.

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

If plan is approved, it will go into effect in fall, 2017.

**Academic year 2016-17**

**Is your program preparing teachers in science in 2016-17?**

Yes

**How many prospective teachers did your program plan to add in science in 2016-17?**

3

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

See plan above.

**Academic year 2017-18**

**Will your program prepare teachers in science in 2017-18?**

Yes

**How many prospective teachers does your program plan to add in science in 2017-18?**

Provide any additional comments, exceptions and explanations below:

See plan above.

## 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 2015-16**

**Did your program prepare teachers in special education in 2015-16?**

No

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

**Did your program meet the goal for prospective teachers set in special education in 2015-16?**

Data not reported

**Description of strategies used to achieve goal, if applicable:**

**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 2016-17**

**Is your program preparing teachers in special education in 2016-17?**

No

**How many prospective teachers did your program plan to add in special education in 2016-17?**

Provide any additional comments, exceptions and explanations below:

**Academic year 2017-18**

**Will your program prepare teachers in special education in 2017-18?**

No

How many prospective teachers does your program plan to add in special education in 2017-18?

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 2015-16

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

Yes

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

1

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?

No

Description of strategies used to achieve goal, if applicable:

No particular strategies.

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

UNK has designed a Recruitment and Retention Plan that has been submitted to CAEP in our self study. Within that plan, these are the strategies we will use (if the plan is approved) to recruit and retain TCP students: 1. Collaborate with PK schools to recruit paraprofessionals with college degrees to Transitional Certification Program. 2. Collaborate with Nebraska Professional Associations to Identify content areas especially identified as critical need (i.e., STEM, ELL, etc.), meet with Executive Directors, Executive Board members to provide relevant EPP career information to encourage referrals, obtain membership lists to forward EPP recruitment materials, conduct recruitment (presentations & resource fairs at state conferences, advertisement in newsletters, etc.) and increase awareness and enrollment in UNK Transitional Certification Program for those individuals who already have a bachelor's degree. 3. Collaborate with UNK Academic Programs to offer recruitment presentations in UNK introductory courses in education, science, math, English, allied health, family studies, psychology, and especially STEM disciplines. 4. Promote current scholarships provided by the Nebraskan Department of Education for the advancement of trained professionals by completing in shortage areas.

Provide any additional comments, exceptions and explanations below:

If approved, the plan will go into effect in fall, 2017.

#### **Academic year 2016-17**

**Is your program preparing teachers in instruction of limited English proficient students in 2016-17?**

Yes

**How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2016-17?**

1

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

See plan outlined above.

#### **Academic year 2017-18**

**Will your program prepare teachers in instruction of limited English proficient students in 2017-18?**

Yes

**How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2017-18?**

1

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

See plan outlined above.

## **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:**

Transitional Certification Program (TCP) candidates complete a core of professional education courses as part of the certification process that are specifically designed to address the above areas. While enrolled in these courses, candidates complete required field experience hours in their own classrooms as the teachers of record. Faculty members within the school district in which candidates are teaching are assigned as mentors.

### Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5701 -AGRICULTURE Educational Testing Service (ETS) Other enrolled students	3			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	31	176	31	100
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2015-16	5			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING	31	189	31	100



Educational Testing Service (ETS) Other enrolled students				
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2015-16	5			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	31	178	31	100
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2015-16	5			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) Other enrolled students	1			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5122 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) Other enrolled students	1			
ETS5122 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	5			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) Other enrolled students	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS5114 -MUSIC CONTENT & INSTRUCTION	1			

Educational Testing Service (ETS) All program completers, 2015-16				
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	4			
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	15	182	15	100
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	28	182	28	100
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	12	180	12	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	4			
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	15	181	15	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	28	182	28	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	12	181	12	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	4			
ETS0720 -PRAXIS I WRITING (DISCONTINUED)	15	178	15	100

Educational Testing Service (ETS) All program completers, 2015-16				
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	28	178	28	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	12	176	12	100
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2015-16	1			

### Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2015-16	20	20	100
All program completers, 2014-15	28	28	100
All program completers, 2013-14	12	12	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  
NCATE  
CAEP, North Central

**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 professional education sequence required of Transitional Certification Program (TCP) candidates is delivered online. The candidates are also working with technology used by their employing school district during their program. Principles of universal design and differentiated instruction are incorporated into the course content. Candidates must demonstrate their technology competency with every assignment and course. Additionally, required assessments in the capstone clinical experience(s) include technology criteria that are evaluated with other student teaching requirements. Candidates also use Taskstream as part of program and course requirements. University faculty continue to participate in professional development designed to enhance the utilization of technology with the TCP candidates.

## 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.**

TCP candidates complete mandatory coursework designed to prepare them for effectively teaching students with disabilities and students who are limited English proficient. Three pedagogy courses comprise the professional education sequence: TE 831 (Professional Knowledge and Skills I), TE 832 (Professional Knowledge and Skills II), and TE 833 (Context of Education). Two clinical courses, TE 834 (Transitional Student Teaching I) and TE 835 (Transitional Student Teaching II) fulfill

the student teaching requirement. TE 834 occurs early in the program (first year), and assists candidates with the transition into the classroom. One of the required assignments in TE 834 is the "Case Study of a Classroom," which requires the candidate to specifically identify the unique learning needs of their students. The information obtained in this assignment provides a connection to course content on learner diversity and meeting their needs in the remainder of their coursework. The expectations for TE 835 include the Lesson/Unit Plan assignment. This assignment, which includes the gathering of pre-assessment and post-assessment student performance data, requires that candidates modify curriculum on the basis of data analysis. A key purpose for this assessment is to enhance candidates' skill at effectively meeting the learning needs of all students.

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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 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 Transitional Certification Program does not provide for the licensure of special education teachers. There is no undergraduate major that provides enough of the supporting coursework needed for special education licensure. Thus, candidates pursuing special education are required to take the traditional initial licensure program. Initial endorsement programs in special education and English as a Second Language (ESL) are delivered in both the face to face and online formats. The availability of two different delivery formats enhances the overall quality of our programming.

## 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.**

To qualify for a Transitional Permit, candidates must have earned, at a minimum, a baccalaureate degree. Candidates must also have completed a minimum of 75% of the coursework required by the Nebraska Department of Education in the subject area for which they are seeking endorsement with a minimum grade point average of 2.75 in that coursework. In addition, they must have been offered employment by a school district that was unable to find a qualified and fully certified teacher as prerequisites for admission into the program. Any remaining content/discipline-specific coursework in the content area must be completed prior to program completion. Prior to program completion and recommendation for licensure, candidates are also required to successfully pass all three components (reading, writing, and math) of the PRAXIS Core Examination. Successful completion of the PRAXIS Core is also a pre-requisite for enrollment in TE 832. Prior to program completion and recommendation for licensure, candidates must also successfully complete all required coursework and clinical field experiences and maintain a minimum GPA of 2.75. Candidates in the TCP who are issued a Transitional Teaching Permit must renew it annually. Renewal requires the completion of 6 credit hours per year and an offer of continued employment. The Permit is used throughout the entirety of the program, typically completed in two academic years. The combination of the TE 834 and TE 835 clinical experiences meet State of Nebraska field experience requirements for initial certification. Candidates in the program are required to complete an initial field experience/student teaching requirement (TE 834, Transitional Student Teaching I) in the first year of the program. They teach in their respective school districts and complete the second clinical component (TE 835 Transitional Student Teaching II) in their final semester.

### Supporting Files



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