Nebraska

2016 | Title II Reports

2016 Title II Report

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Complete Report Card

Introduction

Please use this space to provide any additional information that provides context for the data included in this report card. You may also attach information to this report card (see below).

There are sixteen (16) approved teacher education programs in Nebraska. In addition to the requirement that all Nebraska institutions successfully complete the state program approval process, thirteen (13) institutions have also attained national accreditation by the National Council of Accreditation of Teacher Education (NCATE) or by the Teacher Education Accreditation Council (TEAC).

All sixteen (16) institutions that prepare teachers in Nebraska are members of the Nebraska Association of Colleges of Teacher Education (NACTE) and are also represented on the Nebraska Council on Teacher Education (NCTE), an advisory body to the State Board of Education. NCTE consists of equal representation from educators, educator preparation administrators, and governance representatives which work in partnership to assure high standards for Nebraska educator preparation and quality education for PreK-12 students statewide.

Section 79-318(5)(g) of the Nebraska Revised Statutes (R.R.S.) requires the State Board of Education to approve teacher education programs conducted in Nebraska post-secondary educational institutions designed for the purpose of certificating teachers, administrators, and special services providers. Nebraska Department of Education (NDE) regulations and guidelines relating to educators, administrators and special services providers are contained in the following Chapters:

Title 92, Nebraska Administrative Code (NAC), Chapter 20, Regulations for the Approval of Teacher Education Programs, provides the procedures for the approval of teacher education programs conducted in Nebraska post-secondary educational institutions designed for the purpose of certifying teachers and administrators and other professional school personnel requiring certification. State Board-approved guidelines that accompany Chapter 20 further inform institutions of teacher preparation program expectations.

Title 92, NAC, Chapter 21, Issuance of Certificates and Permits to Teach, Provide Special Services, and Administer in Nebraska Schools, provides procedures for the issuance of teaching, administrative, and special services certificates and permits for use in accredited or approved Nebraska school systems. Candidates for endorsements on Nebraska certificates are required to pass the appropriate test for certification as of September 1, 2015. In 2015 certain certificates were renamed to more clearly distinguish between full certification (certificates) and permits (generally indicating deficiencies or limitations). A new permit provides additional flexibility to consider individuals who have completed alternative certification programs in other states to gain certification in Nebraska.

Title 92, NAC, Chapter 24, Regulations for Certificate Endorsements, contains regulations for obtaining endorsements indicating grade levels and areas of specialization on Nebraska teaching, administrative, and special services certificates. State Board-approved guidelines that accompany Chapter 24 further inform Nebraska post-secondary educational institutions of teacher preparation program expectations. Chapter 24 is updated on an annual basis to reflect revisions to endorsements that are reviewed on a rotation.

Title 92, NAC, Chapter 23, Regulations for the Basic Skills Competency Testing of Teachers and Administrators. Currently, basic skills' testing is the only state testing requirement and it is used by the institutions as a program admission requirement. Since the basic skills requirement is a program admission requirement, all candidates recommended for a certificate will have passed the basic skills requirement. A new basic skills test was implemented September 1, 2014, Core Academic Skills for Educators-ETS.

Each teacher education institution is required to submit to the Nebraska Department of Education (NDE) an annual request for approval of its teacher education programs which will be offered the following academic year. These requests are reviewed for compliance with Chapters 20 and 24 and submitted to the State Board of Education for consideration. Approval of these programs is immediate upon approval by the State Board of Education.

In addition to the annual approval of its teacher education programs by the state, each Nebraska institution must undergo a comprehensive state approval process of its educator preparation program every seven (7) years during which a review is conducted of the institution's compliance with the requirements of Chapters 20 and 24 for PreK-12 school personnel preparation programs. The review includes two components: an off-site review of program folios (program information and data) by teams made up of NCTE members, content experts, and NDE representatives; and an on-site visit, conducted in conjunction with national accreditation visit if applicable, by a team made up of NCTE members and NDE representatives. Upon the conclusion of the state approval components, a report is compiled and submitted for review to NCTE which, in turn, makes a recommendation to the State Board of Education to grant, deny, or revoke approval of the institution's teacher education program.

A multi-step process is in place for institutions to correct any deviations or areas of non-compliance that may be determined during the approval process. It is expected that institutions immediately move forward with correcting any deficiencies identified during the approval process. Chapter 20 provides that an institution is given the opportunity to correct program deficiencies or deviations prior to the State Board of Education taking probationary action.

Supporting Files

No files have been uploaded.

Related Web Sites

Title 92, NAC, Chapter 20 – Regulations for the Approval of Teacher Education Programs

Title 92, NAC, Chapter 21 – Regulations for the Issuance of Certificates and Permits to Teach, Provide Special Services, and Administer in Nebraska Schools

Title 92, NAC, Chapter 23 – Regulations for the Basic Skills Competency Testing of Teachers and Administrators

Title 92, NAC, Chapter 24 – Regulations for Certificate Endorsements

Guidelines Recommended for use with Rule 24 (Endorsements)

2014-2015 Nebraska Approved Educator Preparation Programs

2015-2016 Nebraska Approved Educator Preparation Programs

2016-2017 Nebraska Approved Educator Preparation Programs

Nebraska Title II Institutional Reports

Nebraska Educator Preparation Website

Nebraska Teacher Certification Website

Nebraska Program Approval Process

Section I.a Program Information

For each traditional teacher preparation program, IHE-based alternative route teacher preparation program, and non-IHE-based alternative route teacher preparation program, list each sub-program. For example, if an institution's traditional teacher preparation program offers sub-programs in Special Education, Elementary Education, and Secondary English, each of those sub-programs should be listed.

Totals

Program Type	Number of Sub-Programs
Traditional	371
Alternative, IHE-based	1
Total	372

Chadron State College (6466)

Teacher Preparation Sub-Programs	Teacher Quality Partnership Grant Member?
art	No
Basic Business	No
biology	No
business, marketing, information technology	No
chemistry	No
coaching supplemental	No
cooperative education/diversified occupational supplemental	No
early childhood inclusive	No
early childhood supplemental	No
earth and space science	No
elementary education	No
English language arts	No
family and consumer sciences	No
health and physical education	No
health education	No
history	No
mathematics	No
middle grades	No

music	No
physical education	No
physics	No
sciences	No
social sciences	No
special education	No
theatre	No
vocal music	No

College of St. Mary (6106)

Teacher Preparation Sub-Programs	Teacher Quality Partnership Grant Member?
Art	No
Basic Business	No
Biology	No
Business, Marketing and Information Technology	No
Chemistry	No
Coaching	No
Early Childhood Education	No
Early Childhood Inclusive	No
Elementary Education	No
English as a Second Language	No
English Language Arts	No
Health and Physical Education	No
Information Technology	No
Mathematics	No
Middle Grades	No
Religious Education	No
Science	No
Secondary English	No
Social Science	No
Spanish	No
Special Education 7-12	No

Special Education K-6	No

Concordia University (6116)

Teacher Preparation Sub-Programs	Teacher Quality Partnership Grant Member?
American Sign Language Supplemental Endorsement K-8, 7-12, K-12	No
Art K-12	No
Basic Business 6-12	No
Biology 7-12	No
Business, Marketing & Information Technology 6-12	No
Chemistry 7-12	No
Coaching Supplemental Endorsement 7-12	No
Early Childhood Inclusive B-3	No
Early Childhood Supplemental Endorsement PK-3	No
Elementary Education K-8	No
English As A Second Language PK-12, PK-6, 4-9, 7-12	No
English Language Arts 7-12	No
Geography 7-12	No
Health & Physical Education PK-12	No
Health Education 7-12	No
History 7-12	No
Information Technology Supplemental Endorsement PK-12	No
Instructional Technology Leadership Supplemental Endorsement PK-12	No
Instrumental Music K-8, 7-12	No
Journalism & Media Education Supplemental Endorsement 7-12	No
Mathematics 6-12	No
Middle Level - Art 4-9	No
Middle Level - Business Education 4-9	No
Middle Level - Health & Physical Education 4-9	No
Middle Level - Language Arts 4-9	No
Middle Level - Mathematics 4-9	No
Middle Level - Natural Sciences 4-9	No
Middle Level - Social Science 4-9	No

Middle Level - World Language-Spanish 4-9	No
Music K-12	No
Physical Education 7-12	No
Physics 7-12	No
Psychology 7-12	No
Religious Education K-12	No
Science 7-12	No
Secondary English 7-12	No
Social Science 7-12	No
Special Education - Early Childhood B-K	No
Special Education K-12, K-6, 7-12	No
Speech Supplemental Endorsement 7-12	No
Theatre Supplemental Endorsement 7-12	No
Vocal Music K-8, 7-12	No
World Language-Chinese 7-12	No
World Language-Spanish 7-12	No

Creighton University (6121)

Teacher Preparation Sub-Programs	Teacher Quality Partnership Grant Member?
Initial Teacher Certification	No

Doane College (6165)

Teacher Preparation Sub-Programs	Teacher Quality Partnership Grant Member?
Art K-12	No
Biology secondary education 7-12	No
Chemistry secondary education	No
Early Childhood B-3	No
Elementary K-6	No
English Language Learners K-12	No
English secondary education 7-12	No
German secondary education	No

	Teacher Quality Partnership Grant Member?
History secondary education	No
Language Arts secondary education	No
Middle School Education 4-9	No
Music education K-12	No
Physical Education K-12	No
Physics secondary education	No
Reading Specialist	No
Science secondary education 7-12	No
Social Science secondary education 7-12	No
Spanish secondary education 7-12	No
Special Education K-12	No
Theater secondary education 7-12	No

Grace University (6248)

Teacher Preparation Sub-Programs	Teacher Quality Partnership Grant Member?
Basic Business	No
Coaching	No
Early Childhood Education	No
Elementary Education	No
English	No
English as a Second Language	No
History	No
Instrumental Music	No
Mathematics	No
Middle School Education	No
Music Education	No
Physical Education	No
Religious Education	No
Social Science	No
Vocal Music	No

Hastings College (6270)

	Teacher Quality

Teacher Preparation Sub-Programs	Partnership Grant Member?
Art Field	No
Basic Business Subject	No
Biology Subject	No
Business, Marketing, Information Technology Field	No
Chemistry Subject	No
Coaching Supplemental	No
Early Childhood Education Supplemental	No
Elementary Education Field	No
English as a Second Language Supplemental	No
English Language Arts Field	No
History Subject	No
Journalism and Media Education Supplemental	No
Mathematics Field	No
Music Field	No
Physical Education Subject	No
Physics Subject	No
Science Field	No
Secondary English Subject	No
Social Science Field	No
Special Education Field	No
Special Education Subject	No
Theatre Supplemental	No
Vocal Music Subject	No
World Language Spanish Subject	No

Midland University (6406)

Teacher Preparation Sub-Programs	Teacher Quality Partnership Grant Member?
Art, K-12	No
Basic Business, 6-12	No
Biology, 7-12	No
Coaching, 7-12	No

Early Childhood Education, B-3	No
Elementary Education, K-8	No
English as a Second Language (ESL), K-12	No
English, 7-12	No
History, 7-12	No
Mathematics, 7-12	No
Music, K-12	No
Natural Science, 7-12	No
Physical Education, K-6, 7-12	No
Social Science, 7-12	No
Special Education, Mild/Moderate, K-12, K-6, 7-12	No
Vocal Music, K-8, 7-12	No

Nebraska Wesleyan University (6470)

Teacher Preparation Sub-Programs	Teacher Quality Partnership Grant Member?
Art	No
Biology	No
Business, Marketing & Information Technology	No
Chemistry	No
Coaching	No
Elementary Education	No
English	No
English as Second Language	No
General Art	No
Health and Physical Education	No
History	No
Language Arts	No
Mathematics	No
Middle Grades	No
Music/Vocal/ Instrumental	No
Physical Education	No

Physics	No
Science	No
Social Science	No
Special Education	No
Theatre	No
World Language	No

Peru State College (6468)

Teacher Preparation Sub-Programs	Teacher Quality Partnership Grant Member?
Art Education	No
Biology Education	No
Business, Marketing, & Information Technology Education	No
Chemistry Education	No
Early Childhood Education	No
Early Childhood Unified Education	No
Elementary Education	No
English Education	No
Health & Physical Education	No
History Education	No
Language Arts Education	No
Mathematics Education	No
Middle Grades Education	No
Music Education	No
Science Education	No
Social Science Education	No
Special Education	No

Union College (6865)

Teacher Preparation Sub-Programs	Teacher Quality Partnership Grant Member?
Elementary Education	No
Secondary Education, Art Education K-12	No

Secondary Education, Biology Education 7-12	No
Secondary Education, Chemistry Education 7-12	No
Secondary Education, English	No
Secondary Education, English Language Arts Education, 7-12	No
Secondary Education, History Education 7-12	No
Secondary Education, Mathematics Education 7-12	No
Secondary Education, Music Education 7-12	No
Secondary Education, Physical Education K-12	No
Secondary Education, Physics Education 7-12	No
Secondary Education, Religious Education	No
Secondary Education, Science Education, 7-12	No
Secondary Education, Social Science Education 7-12	No
Secondary Education, Vocal Music Education,7-12	No

University of Nebraska - Kearney (6467)

Teacher Preparation Sub-Programs	Teacher Quality Partnership Grant Member?
Adapted Physical Education PK-12	No
Art K-12	No
Basic Business 6-12	No
Biology 7-12	No
Business, Marketing, and Information Technology 6-12	No
Chemistry 7-12	No
Cooperative Education--Diversified Occupations 9-12	No
Driver Education 7-12	No
Early Childhood Unified Birth-3	No
Elementary Education K-6	No
English 7-12	No
English as a Second Language PK-12	No
French 7-12	No
Geography 7-12	No
German 7-12	No

Health 7-12	No
Health and Physical Education K-12	No
History 7-12	No
Interscholastic Coaching 7-12	No
Language Arts 7-12	No
Mathematics 7-12	No
Middle Grades 4-9	No
Mild/Moderate Disabilities 7-12	No
Mild/Moderate Disabilities K-6	No
Music K-12	No
Physical Education 7-12	No
Physical Education K-6	No
Physics 7-12	No
Political Science 7-12	No
Psychology 7-12	No
Social Science 7-12	No
Sociology 7-12	No
Spanish 7-12	No
Speech Communication 7-12	No
Theatre 7-12	No

University of Nebraska - Kearney - Alt (6467)

Teacher Preparation Sub-Programs	Teacher Quality Partnership Grant Member?
Transitional Certification Program (TCP)	No

University of Nebraska - Lincoln (6877)

Teacher Preparation Sub-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
Industrial Technology Education	No
Information Technology	No
Journalism & Media Education	No
Mathematics	No
Music	No
Physics	No
Science	No
Secondary English	No
Skilled & Technical Science Education	No
Social Science	No
Special Education	No
Speech	No
Theatre	No
World Language (French, German, Latin, Russian, Spanish)	No

University of Nebraska - Omaha (6420)

Teacher Preparation Sub-Programs	Teacher Quality Partnership Grant Member?
Adaptive Physical Education - Supp (PK-12)	No
American Sign Language - Supp (K-8, 7-12)	No
Art (K-12)	No
Basic Business (6-12)	No
Biology (7-12)	No
Chemistry (7-12)	No
Coaching - Supp (7-12)	No

Early Childhood Education - Supp (PK-3)	No
Elementary Education (K-6)	No
Elementary Education and ESL	No
Elementary Education and Special Education	No
English as a Second Language - Supp (PK-6, 4-9, 7-12)	No
Health Education (7-12)	No
Information Technology - Supp (PK-12)	No
Mathematics (6-12)	No
Middle Grades Education (4-9)	No
Middle Grades Language Arts (4-9)	No
Middle Grades Mathematics (4-9)	No
Middle Grades Natural Science (4-9)	No
Middle Grades Social Science (4-9)	No
Music (K-12)	No
Physical Education (PK-6, 7-12)	No
Physics (7-12)	No
School Librarian (PK-12)	No
Science (7-12)	No
Secondary English (7-12)	No
Secondary English/Language Arts (7-12)	No
Social Science (7-12)	No
Special Education (K-6, 7-12)	No
Special Education Deaf or Hard of Hearing (K-9, 7-12)	No
World Language - French (7-12)	No
World Language - German (7-12)	No
World Language - Spanish (7-12)	No

Wayne State College (6469)

Teacher Preparation Sub-Programs	Teacher Quality Partnership Grant Member?
Art	No
Basic Business	No
Business, Marketing, and Information	

Technology	No
Chemistry	No
Coaching	No
Cooperative Education - Diversified Occupations	No
Early Childhood	No
Early Childhood Inclusive	No
Elementary	No
English as a Second Language	No
English Language Arts	No
Family and Consumer Science	No
Geography	No
Health and Physical Education	No
History	No
Industrial Technology	No
Information Technology	No
Journalism and Media	No
Life Sciences - Biology	No
Mathematics	No
Middle Grades	No
Music - Instrumental	No
Music - Vocal	No
Music - Vocal and Instrumental	No
Physical Education	No
Political Science	No
Psychology	No
Science	No
Secondary English	No
Skilled and Technical Science	No
Social Science	No
Sociology	No
Special Education	No
Speech	No
Theater	No
World Language - Spanish	No

York College (6984)

Teacher Preparation Sub-Programs	Teacher Quality Partnership Grant Member?
Art	No
Basic Business	No
Biology	No
Coaching	No
Elementary	No
Elementary Art	No
English	No
History	No
Mathematics	No
Middle Grades	No
Natural Science	No
Physical Education	No
Psychology	No
Reading and Writing	No
Religious	No
Social Science	No
Special Education	No
Speech and Theatre	No
Vocal Music	No

Section 1.b - Traditional Route Undergraduate Entry/Exit Requirements

For each traditional program listed below, indicate whether there are initial teacher credential programs at the undergraduate level. If yes, check the elements required for admission (entry) into and exit from the program at the undergraduate level. (§205(b)(1)(G)(i))

Chadron State College (6466)

Are there initial teacher certification programs at the undergraduate level?
Yes

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No

	Yes	Yes
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	Yes
Recommendation(s)	No	No
Essay or personal statement	No	Yes
Interview	No	No
Other Specify:	Data not reported	Data not reported

College of St. Mary (6106)

Are there initial teacher certification programs at the undergraduate level?
Yes

Element	Required for Entry	Required for Exit
Transcript	Yes	No
Fingerprint check	No	No
Background check	Yes	No
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	Yes	No
Minimum SAT score	Yes	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	No	Yes
Essay or personal statement	Yes	No
Interview	Yes	No
Other	Yes	Yes

Specify: ePortfolio

Concordia University (6116)

Are there initial teacher certification programs at the undergraduate level?
Yes

Element	Required for Entry	Required for Exit
Transcript	No	No
Fingerprint check	No	No
Background check	Yes	No
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	No
Essay or personal statement	No	No
Interview	Yes	No
Other Specify:	No	No

Creighton University (6121)

Are there initial teacher certification programs at the undergraduate level?
Yes

Element	Required for Entry	Required for Exit
Transcript	Yes	No
Fingerprint check	No	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes

	No	Yes
Minimum GPA in content area coursework	No	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	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	No	No
Other Specify: EECIA Praxis Test required for Elementary Education Majors at exit	No	Yes

Doane College (6165)

Are there initial teacher certification programs at the undergraduate level?
Yes

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	Yes	Yes
Background check	No	No
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	No	No
Interview	No	No
Other Specify:	Data not reported	Data not reported

Grace University (6248)

Are there initial teacher certification programs at the undergraduate level?
Yes

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	Yes
Background check	No	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 Specify:	No	No

Hastings College (6270)

Are there initial teacher certification programs at the undergraduate level?
Yes

Element	Required for Entry	Required for Exit
Transcript	No	No
Fingerprint check	No	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	Yes
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	No	No

	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	No
Interview	No	No
Other Specify: satisfactory portfolio	Yes	Yes

Midland University (6406)

Are there initial teacher certification programs at the undergraduate level?
Yes

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	No	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	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	Yes	No
Other Specify:	Data not reported	Data not reported

Nebraska Wesleyan University (6470)

Are there initial teacher certification programs at the undergraduate level?
Yes

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	Yes	No
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	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	Yes
Interview	Yes	Yes
Other Specify:	No	No

Peru State College (6468)

Are there initial teacher certification programs at the undergraduate level?
Yes

Element	Required for Entry	Required for Exit
Transcript	No	No
Fingerprint check	No	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	Yes
Minimum GPA in professional education coursework	No	No
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	Yes

Element	Required for Entry	Required for Exit
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	Yes	No
Other Specify:	Data not reported	Data not reported

Union College (6865)

Are there initial teacher certification programs at the undergraduate level?
Yes

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	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	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	No
Interview	Yes	No
Other Specify: Felony Statement, Personality Test, Speech and Hearing Clearance	Yes	Yes

University of Nebraska - Kearney (6467)

Are there initial teacher certification programs at the undergraduate level?
Yes

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes

	No	No
Fingerprint check	No	No
Background check	No	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum 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 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
Other Specify:	Data not reported	Data not reported

University of Nebraska - Lincoln (6877)

Are there initial teacher certification programs at the undergraduate level?
Yes

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 Specify:	Data not reported	Data not reported

University of Nebraska - Omaha (6420)

Are there initial teacher certification programs at the undergraduate level?
Yes

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	No	No
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)	No	No
Essay or personal statement	Yes	No
Interview	No	No
Other Specify: EECIA - Exit exam for Elementary; Fall 2014 completers, all endorsements required exit exam.	No	Yes

Wayne State College (6469)

Are there initial teacher certification programs at the undergraduate level?
Yes

Element	Required for Entry	Required for Exit
Transcript	No	No
Fingerprint check	No	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes

Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	Yes
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	Yes	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	No
Interview	No	No
Other Specify:	Data not reported	Data not reported

York College (6984)

Are there initial teacher certification programs at the undergraduate level?
Yes

Element	Required for Entry	Required for Exit
Transcript	No	Yes
Fingerprint check	No	Yes
Background check	No	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	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	Yes	Yes
Other Specify:	No	No

Section 1.b - Traditional Route Undergraduate GPA Requirements

For each traditional program listed below, enter the minimum GPA required for admission into the teacher preparation program, the median GPA of individuals accepted into the teacher preparation program in AY 2014-15, the minimum GPA required to complete the program, and the median GPA of program completers in AY 2014-15.

Program	Is Minimum GPA Required for Admission?	Minimum GPA Required for Admission	Median GPA of Individuals Accepted	Is Minimum GPA Required for Completion?	Minimum GPA Required for Completion	Median GPA of Completers
Chadron State College (6466)	Yes	2.75	3.486	Yes	2.75	3.503
College of St. Mary (6106)	Yes	2.65	3.741	Yes	2.75	3.459
Concordia University (6116)	Yes	2.75	3.59	Yes	2.75	3.78
Creighton University (6121)	Yes	2.5	3.32	Yes	2.5	3.71
Doane College (6165)	Yes	2.6	3.49	Yes	3	3.58
Grace University (6248)	Yes	2.5	3.75	Yes	2.75	3.82
Hastings College (6270)	Yes	2.75	3.51	Yes	2.75	3.72
Midland University (6406)	Yes	2.5	3.54	Yes	2.75	3.365
Nebraska Wesleyan University (6470)	Yes	2.75	3.5	Yes	2.75	3.54
Peru State College (6468)	Yes	2.5	3.61	Yes	2.5	3.72
Union College (6865)	Yes	2.75	3.24	Yes	2.75	3.43
University of Nebraska - Kearney (6467)	Yes	2.75	3.55	Yes	2.75	3.5
University of Nebraska - Lincoln (6877)	Yes	2.5	3.49	Yes	2.5	3.6
University of Nebraska - Omaha (6420)	Yes	2.75	3.465	Yes	2.75	3.596
Wayne State College (6469)	Yes	2.5	3.32	Yes	2.75	3.64

York College (6984)	Yes	2.75	3.34	Yes	2.75	3.46

Section 1.b - Traditional Route Postgraduate Entry/Exit Requirements

For each traditional program listed below, indicate whether there are initial teacher credential programs at the postgraduate level. If yes, check the elements required for admission (entry) into and exit from the program at the postgraduate level. (§205(b)(1)(G)(i))

Chadron State College (6466)

Are there initial teacher certification programs at the postgraduate level?
No

College of St. Mary (6106)

Are there initial teacher certification programs at the postgraduate level?
Yes

Element	Required for Entry	Required for Exit
Transcript	Yes	No
Fingerprint check	No	No
Background check	Yes	No
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	Yes
Recommendation(s)	No	Yes
Essay or personal statement	No	No
Interview	Yes	No
Other Specify: e portfolio	No	Yes

Concordia University (6116)

Are there initial teacher certification programs at the postgraduate level?
Yes

Element	Required for Entry	Required for Exit
Transcript	Yes	No
Fingerprint check	No	No
Background check	No	No
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)	No	No
Essay or personal statement	No	No
Interview	No	No
Other Specify:	No	No

Creighton University (6121)

Are there initial teacher certification programs at the postgraduate level?
Yes

Element	Required for Entry	Required for Exit
Transcript	Yes	No
Fingerprint check	No	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum 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 basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	No

Element	Required for Entry	Required for Exit
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	No	No
Other Specify:	No	No

Doane College (6165)

Are there initial teacher certification programs at the postgraduate level?
Yes

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	Yes	No
Background check	Yes	No
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	Yes	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	No	No
Interview	Yes	Yes
Other Specify:	Data not reported	Data not reported

Grace University (6248)

Are there initial teacher certification programs at the postgraduate level?
Yes

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes

	No	Yes
Fingerprint check	No	Yes
Background check	No	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	Yes
Essay or personal statement	Yes	Yes
Interview	Yes	No
Other Specify:	No	No

Hastings College (6270)

Are there initial teacher certification programs at the postgraduate level?
Yes

Element	Required for Entry	Required for Exit
Transcript	Yes	No
Fingerprint check	No	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	No	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	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	Yes	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	No
Interview	No	No

Other Specify: satisfactory portfolio	Yes	Yes

Midland University (6406)

Are there initial teacher certification programs at the postgraduate level?
No

Nebraska Wesleyan University (6470)

Are there initial teacher certification programs at the postgraduate level?
No

Peru State College (6468)

Are there initial teacher certification programs at the postgraduate level?
No

Union College (6865)

Are there initial teacher certification programs at the postgraduate level?
No

University of Nebraska - Kearney (6467)

Are there initial teacher certification programs at the postgraduate level?
Yes

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	No	No

Element	Required for Entry	Required for Exit
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	No	No
Interview	No	No
Other Specify:	No	No

University of Nebraska - Lincoln (6877)

Are there initial teacher certification programs at the postgraduate level?
Yes

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 Specify:	Data not reported	Data not reported

University of Nebraska - Omaha (6420)

Are there initial teacher certification programs at the postgraduate level?

Yes

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	No	No
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 Specify: Interview and selection by a participating district.	Yes	No

Wayne State College (6469)

Are there initial teacher certification programs at the postgraduate level?
No

York College (6984)

Are there initial teacher certification programs at the postgraduate level?
No

Section 1.b - Traditional Route Postgraduate GPA Requirements

For each traditional program listed below, enter the minimum GPA required for admission into the teacher preparation program, the median GPA of individuals accepted into the teacher preparation program in AY 2014-15, the minimum GPA required to complete the program, and the median GPA of program completers in AY 2014-15.

	Is Minimum GPA	Minimum GPA	Median GPA of	Is Minimum GPA	Minimum GPA	Median GPA of

Program	Required for Admission?	Required for Admission	Individuals Accepted	Required for Completion?	Required for Completion	Completers
College of St. Mary (6106)	Yes	2.75	3.096	Yes	3	3.966
Concordia University (6116)	Yes	2.75	4	Yes	2.75	3.62
Creighton University (6121)	Yes	3	3.53	Yes	3	3.86
Doane College (6165)	Yes	3	3.4	Yes	3	3.99
Grace University (6248)	Yes	3	3.1	Yes	3	3.72
Hastings College (6270)	Yes	2.75	3.81	Yes	3	3.967
University of Nebraska - Kearney (6467)	Yes	2.75	3.95	Yes	2.75	3.9
University of Nebraska - Lincoln (6877)	Yes	2.5	3.72	Yes	2.5	3.9
University of Nebraska - Omaha (6420)	Yes	3	3.65	Yes	3	3.65

Section 1.c - Alternative Route Undergraduate Entry/Exit Requirements

For each alternative program listed below, indicate whether there are initial teacher credential programs at the undergraduate level. If yes, check the elements required for admission (entry) into and exit from the program at the undergraduate level. (§205(b)(1)(G)(i))

University of Nebraska - Kearney - Alt (6467)

Are there initial teacher certification programs at the undergraduate level?
Yes

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	No	No
Minimum GPA in professional education coursework	No	No
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	Yes
Essay or personal statement	No	No
Interview	No	No
Other Specify:	No	No

Section 1.c - Alternative Route Undergraduate GPA Requirements

For each alternative program listed below, enter the minimum GPA required for admission into the teacher preparation program, the median GPA of individuals accepted into the teacher preparation program in AY 2014-15, the minimum GPA required to complete the program, and the median GPA of program completers in AY 2014-15.

Program	Is Minimum GPA Required for Admission?	Minimum GPA Required for Admission	Median GPA of Individuals Accepted	Is Minimum GPA Required for Completion?	Minimum GPA Required for Completion	Median GPA of Completers
University of Nebraska - Kearney - Alt (6467)	Yes	2.75	3.55	Yes	2.75	3.5

Section 1.c - Alternative Route Postgraduate Entry/Exit Requirements

For each alternative program listed below, indicate whether there are initial teacher credential programs at the postgraduate level. If yes, check the elements required for admission (entry) into and exit from the program at the postgraduate level. (§205(b)(1)(G)(i))

University of Nebraska - Kearney - Alt (6467)

Are there initial teacher certification programs at the postgraduate level?
Yes

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	No	No
Other Specify:	No	No

Section 1.c - Alternative Route Postgraduate GPA Requirements

For each alternative program listed below, enter the minimum GPA required for admission into the teacher preparation program, the median GPA of individuals accepted into the teacher preparation program in AY 2014-15, the minimum GPA required to complete the program, and the median GPA of program completers in AY 2014-15.

Program	Is Minimum GPA Required for Admission?	Minimum GPA Required for Admission	Median GPA of Individuals Accepted	Is Minimum GPA Required for Completion?	Minimum GPA Required for Completion	Median GPA of Completers
University of Nebraska - Kearney - Alt (6467)	Yes	2.75	4	Yes	2.75	3.85

Section I.d Enrollment

Provide the number of students in each initial teacher certification preparation program in the state in 2014-15 in the following categories. Include both traditional programs and alternative routes to teacher certification or licensure (both within IHEs and outside of IHEs). Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reporting 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. (§205(b)(1)(G)(ii))

Total Enrollment

Current Year	Previous Year	% Change
3,324	3,528	-5.78%

Total Enrollment by Program[1]

Program	Current Year	Previous Year	% Change
Chadron State College (6466)	149	178	-16.29%
College of St. Mary (6106)	93	97	-4.12%
Concordia University (6116)	159	171	-7.02%
Creighton University (6121)	42	76	-44.74%

Doane College (6165)	66	59	11.86%
Grace University (6248)	62	72	-13.89%
Hastings College (6270)	91	84	8.33%
Midland University (6406)	73	75	-2.67%
Nebraska Wesleyan University (6470)	68	85	-20.0%
Peru State College (6468)	167	166	0.60%
Union College (6865)	79	75	5.33%
University of Nebraska - Kearney (6467)	606	692	-12.43%
University of Nebraska - Kearney - Alt (6467)	21	33	-36.36%
University of Nebraska - Lincoln (6877)	640	594	7.74%
University of Nebraska - Omaha (6420)	560	584	-4.11%
Wayne State College (6469)	338	385	-12.21%
York College (6984)	110	102	7.84%

Gender

Program	Males Enrolled (unduplicated)	Females Enrolled (unduplicated)
Chadron State College (6466)	32	117
College of St. Mary (6106)	9	84
Concordia University (6116)	42	117
Creighton University (6121)	9	33
Doane College (6165)	20	46
Grace University (6248)	20	42
Hastings College (6270)	28	63
Midland University (6406)	20	53
Nebraska Wesleyan University (6470)	18	50
Peru State College (6468)	52	115
Union College (6865)	24	55
University of Nebraska - Kearney (6467)	134	472
University of Nebraska - Kearney - Alt (6467)	8	13
University of Nebraska - Lincoln (6877)	144	496
University of Nebraska - Omaha (6420)	127	433
Wayne State College (6469)	96	242
York College (6984)	46	64
Total	829	2,495

Race/Ethnicity

Program	Ethnicity	Race					
	Hispanic/ Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Pacific Islander	White	Two or more races
Chadron State College (6466)	4	2	1	1	0	136	5
College of St. Mary (6106)	6	1	0	3	0	52	2
Concordia University (6116)	5	1	1	5	1	133	3
Creighton University (6121)	1	0	3	1	1	36	0
Doane College (6165)	1	0	2	2	0	62	1
Grace University (6248)	3	0	0	5	0	54	0
Hastings College (6270)	2	2	0	1	1	84	0
Midland University (6406)	0	1	0	0	0	64	8
Nebraska Wesleyan University (6470)	1	0	3	1	0	60	3
Peru State College (6468)	2	0	2	1	0	160	0
Union College (6865)	14	0	1	6	0	55	3
University of Nebraska - Kearney (6467)	19	2	10	2	0	531	23
University of Nebraska - Kearney - Alt (6467)	2	0	0	0	0	19	0
University of Nebraska - Lincoln (6877)	21	10	11	6	1	597	16
University of Nebraska - Omaha (6420)	23	9	9	15	1	483	17
Wayne State College (6469)	9	0	2	1	2	322	2
York College (6984)	16	1	2	7	0	84	0
Total	129	29	47	57	7	2,932	83

[1]Total Enrollment by Program only includes programs that have data available for both years, and is not intended to be summed up across programs. Statewide totals for all programs in a given year are represented in the Total Enrollment table.

Section I.e Supervised Clinical Experience

For each initial teacher certification preparation program in the state, provide the following information about supervised clinical experience in 2014-15. Include both traditional programs and alternative routes to teacher certification or licensure (both within IHEs and outside of IHEs). (§205(b)(1)(G)(iii), §205(b)(1)(G)(iv))

State totals for the number of FTE faculty, adjunct faculty, and students participating in supervised clinical experience.

Total Number of full-time equivalent faculty during *current* academic year	Total Number of full-time equivalent faculty during *previous* academic year	Percent change	Total Number of adjunct faculty during *current* academic year	Total Number of adjunct faculty during *previous* academic year	Percent change	Total Number of students during *current* academic year	Total Number of students during *previous* academic year	Percent change

| | 99.77 | 104.72 | -4.73% | 1,589.11 | 2,718.44 | -41.54% | 1,701.00 | 2,548.00 | -33.24% |

Statewide ranges for the number of hours of supervised clinical experience required prior to student teaching, for student teaching, and number of hours of mentoring/induction support.

	Low	High	Institution(s) Reporting Highest Hours
Range of clock hours required prior to student teaching during *current* academic year	100	224	Doane College
Range of clock hours required prior to student teaching during *previous* academic year	100	224	Doane College
Range of clock hours required for student teaching during *current* academic year	550	720	Midland University Wayne State College University of Nebraska - Kearney University of Nebraska - Kearney
Range of clock hours required for student teaching during *previous* academic year	550	720	Midland University Wayne State College University of Nebraska - Kearney
Range of clock hours required for mentoring / induction support during *current* academic year	0	40	University of Nebraska - Kearney
Range of clock hours required for mentoring / induction support during *previous* academic year	0	40	University of Nebraska - Kearney

Information about supervised clinical experience for each initial teacher certification preparation program in the state.

Program	Average number of clock hours required prior to student teaching	Average number of clock hours required for student teaching	Average number of clock hours required for mentoring / induction support	Number of full-time equivalent faculty in supervised clinical experience during current academic year	Number of adjunct faculty in supervised clinical experience during current academic year (IHE and PreK-12 staff)	Number of students in supervised clinical experience during current academic year
Chadron State College (6466)	113	640	0	8	212	97
College of St. Mary (6106)	165	676	0	0	100	64
Concordia University (6116)	100	560	0	5	30	98
Creighton University (6121)	100	640	15	3	44	61
Doane College (6165)	224	560	0	6	143	80
Grace	170	640	0	4	16	14

Institution						
University (6248)						
Hastings College (6270)	100	640	0	7	90	51
Midland University (6406)	136	720	0	3	95	50
Nebraska Wesleyan University (6470)	100	560	0	7	4	51
Peru State College (6468)	115	640	0	6	140	86
Union College (6865)	100	640	0	2	16	13
University of Nebraska - Kearney (6467)	125	720	0	11	17	235
University of Nebraska - Kearney - Alt (6467)	100	720	40	1	21	21
University of Nebraska - Lincoln (6877)	140	640	0	1	15	286
University of Nebraska - Omaha (6420)	100	640	0	13	354	244
Wayne State College (6469)	125	720	0	19	291	190
York College (6984)	100	550	0	4	1	60

Section I.f Teachers Prepared by Area of Credential

For each initial teacher certification preparation program in the state, provide the number of teachers prepared by area of credential in 2014-15. Include both traditional programs and alternative routes to teacher certification or licensure (both within IHEs and outside of IHEs). (§205(b)(1)(H))

Chadron State College (6466)

Area of credential	Number prepared
ART	2
BASIC BUSINESS	1
COACHING	1
COOP ED DIV OCC	1
EARLY CHILDHOOD EDUCATION 1802	2
EARLY CHILDHOOD EDUCATION 1830	1
EARLY CHILDHOOD INCLUSIVE	2
ELEMENTARY	36
ENGLISH	3
ENGLISH LANGUAGE ARTS	1
FAMLY/CONSMR SCIENCE	3
HEALTH & PHYS EDUC	6
HISTORY	1
MATHEMATICS	1
MIDDLE GR/BUSINESS ED	2
MIDDLE GR/FAMILY & CONSUMER	1
MIDDLE GR/LANGUAGE ARTS	1
MIDDLE GR/MATHEMATICS	3
MIDDLE GR/NATURAL SCIENCES	2
MIDDLE GR/SOCIAL SCIENCE	5
MIDDLE GRADES	4
MUSIC	1
PHYSICAL EDUCATION	1
SCIENCE	1
SOCIAL SCIENCE	6
SPECIAL EDUCATION	14
THEATRE	1

College of St. Mary (6106)

Area of credential	Number prepared

ART	2
BASIC BUSINESS	1
BIOLOGY	3
BUSINESS, MARKETING, INFO TECH	1
COOP ED DIV OCC	1
EARLY CHILDHOOD EDUCATION 1802	2
EARLY CHILDHOOD INCLUSIVE	3
ELEMENTARY	22
ENGLISH	1
ENGLISH AS 2ND LANG	18
ENGLISH LANGUAGE ARTS	3
MATHEMATICS	1
MIDDLE GR/LANGUAGE ARTS	14
MIDDLE GR/MATHEMATICS	1
MIDDLE GR/NATURAL SCIENCES	7
MIDDLE GR/SOCIAL SCIENCE	10
MIDDLE GR/WORLD LANGUAGE	3
MIDDLE GRADES	6
SOCIAL SCIENCE	2
SPECIAL EDUCATION	21
WORLD LANGUAGE-FRENCH	1
WORLD LANGUAGE-SPANISH	1

Concordia University (6116)

Area of credential	Number prepared
ART	3
BASIC BUSINESS	2
BIOLOGY	4
CHEMISTRY	2
COACHING	1
EARLY CHILDHOOD EDUCATION 1802	8
EARLY CHILDHOOD EDUCATION 1830	3
EARLY CHILDHOOD INCLUSIVE	1
ELEMENTARY	42

ENGLISH	3
ENGLISH AS 2ND LANG	10
ENGLISH LANGUAGE ARTS	1
HEALTH & PHYS EDUC	1
HISTORY	6
INFORMATION TECHNOLOGY	1
MATHEMATICS	3
MIDDLE GR/HEALTH & PE	1
MIDDLE GR/LANGUAGE ARTS	3
MIDDLE GR/MATHEMATICS	3
MIDDLE GR/NATURAL SCIENCES	3
MIDDLE GR/SOCIAL SCIENCE	2
MIDDLE GRADES	6
MUSIC	5
PHYSICAL EDUCATION	4
PHYSICS	1
RELIGIOUS EDUCATION	3
SCIENCE	1
SECONDARY ENGLISH	4
SOCIAL SCIENCE	3
SPECIAL EDUCATION	12
THEATRE	2
VOCAL MUSIC	4

Creighton University (6121)

Area of credential	Number prepared
BIOLOGY	1
ELEMENTARY	13
ENGLISH	5
ENGLISH LANGUAGE ARTS	1
HISTORY	2
RELIGIOUS EDUCATION	3
SCIENCE	3
SOCIAL SCIENCE	1

Area of credential	Number prepared
SPECIAL EDUCATION	2
WORLD LANGUAGE-SPANISH	3

Doane College (6165)

Area of credential	Number prepared
ART	2
BIOLOGY	1
EARLY CHILDHOOD EDUCATION 1830	9
ELEMENTARY	27
ENGLISH	5
ENGLISH AS 2ND LANG	4
ENGLISH LANGUAGE ARTS	1
HISTORY	3
MATHEMATICS	7
MIDDLE GR/HEALTH & PE	2
MIDDLE GR/LANGUAGE ARTS	5
MIDDLE GR/NATURAL SCIENCES	1
MIDDLE GR/SOCIAL SCIENCE	2
MIDDLE GRADES	2
MUSIC	11
PHYSICAL EDUCATION	2
SCIENCE	9
SOCIAL SCIENCE	3
SPECIAL EDUCATION	21
THEATRE	2
WORLD LANGUAGE-FRENCH	1
WORLD LANGUAGE-GERMAN	1

Grace University (6248)

Area of credential	Number prepared
EARLY CHILDHOOD EDUCATION 1802	2
EARLY CHILDHOOD EDUCATION 1830	1
ELEMENTARY	6

ENGLISH	2
ENGLISH AS 2ND LANG	7
HISTORY	1
MATHEMATICS	2
MIDDLE GR/LANGUAGE ARTS	1
MIDDLE GR/SOCIAL SCIENCE	1
MIDDLE GRADES	1
RELIGIOUS EDUCATION	9
SOCIAL SCIENCE	1

Hastings College (6270)

Area of credential	Number prepared
ART	1
BIOLOGY	1
BUSINESS, MARKETING, INFO TECH	1
COACHING	5
EARLY CHILDHOOD EDUCATION 1802	2
EARLY CHILDHOOD EDUCATION 1830	1
ELEMENTARY	16
ENGLISH	3
ENGLISH AS 2ND LANG	4
ENGLISH LANGUAGE ARTS	1
MATHEMATICS	6
MIDDLE GR/LANGUAGE ARTS	1
MUSIC	8
PHYSICAL EDUCATION	5
SECONDARY ENGLISH	4
SOCIAL SCIENCE	2
SPECIAL EDUCATION	12
VOCAL MUSIC	1

Midland University (6406)

Area of credential	Number prepared

Area of credential	Number prepared
BASIC BUSINESS	3
BUSINESS, MARKETING, INFO TECH	2
COACHING	24
EARLY CHILDHOOD EDUCATION 1802	15
EARLY CHILDHOOD EDUCATION 1830	3
ELEMENTARY	25
ENGLISH AS 2ND LANG	2
MATHEMATICS	2
PHYSICAL EDUCATION	3
SCIENCE	5
SECONDARY ENGLISH	1
SPECIAL EDUCATION	5
VOCAL MUSIC	2

Nebraska Wesleyan University (6470)

Area of credential	Number prepared
ART	2
BUSINESS, MARKETING, INFO TECH	2
CHEMISTRY	1
COACHING	5
ELEMENTARY	21
ENGLISH	2
ENGLISH AS 2ND LANG	3
ENGLISH LANGUAGE ARTS	2
HEALTH & PHYS EDUC	3
HISTORY	5
MATHEMATICS	1
MIDDLE GR/ART	1
MIDDLE GR/LANGUAGE ARTS	2
MIDDLE GR/MATHEMATICS	1
MIDDLE GRADES	1
MUSIC	2
PHYSICAL EDUCATION	1
SCIENCE	2

Area of credential	Number prepared
SOCIAL SCIENCE	1
SPECIAL EDUCATION	12
VOCAL MUSIC	1
WORLD LANGUAGE-SPANISH	1

Peru State College (6468)

Area of credential	Number prepared
ART	1
BIOLOGY	1
BUSINESS, MARKETING, INFO TECH	1
COACHING	9
EARLY CHILDHOOD EDUCATION 1802	3
EARLY CHILDHOOD INCLUSIVE	12
ELEMENTARY	23
ENGLISH LANGUAGE ARTS	1
HEALTH & PHYS EDUC	3
HISTORY	2
MATHEMATICS	3
MIDDLE GR/LANGUAGE ARTS	2
MIDDLE GR/MATHEMATICS	2
MIDDLE GR/NATURAL SCIENCES	1
MIDDLE GR/SOCIAL SCIENCE	1
MUSIC	1
SOCIAL SCIENCE	6
SPECIAL EDUCATION	17

Union College (6865)

Area of credential	Number prepared
ELEMENTARY	9
MATHEMATICS	1
RELIGIOUS EDUCATION	1
SOCIAL SCIENCE	1

University of Nebraska - Kearney (6467)

Area of credential	Number prepared
ADAPTED PHYS ED	1
ART	9
BASIC BUSINESS	4
BIOLOGY	3
BUSINESS, MARKETING, INFO TECH	2
CHEMISTRY	6
COACHING	10
COOP ED DIV OCC	3
DRIVER EDUCATION	2
EARLY CHILDHOOD EDUCATION 1802	1
EARLY CHILDHOOD INCLUSIVE	38
EARTH AND SPACE SCIENCE	4
ELEMENTARY	83
ENGLISH	6
ENGLISH AS 2ND LANG	12
ENGLISH LANGUAGE ARTS	9
GEOGRAPHY	3
HEALTH & PHYS EDUC	14
HEALTH EDUCATION	2
HISTORY	14
MATHEMATICS	10
MIDDLE GR/BUSINESS ED	2
MIDDLE GR/HEALTH & PE	3
MIDDLE GR/LANGUAGE ARTS	4
MIDDLE GR/MATHEMATICS	9
MIDDLE GR/NATURAL SCIENCES	5
MIDDLE GR/SOCIAL SCIENCE	3
MIDDLE GRADES	10
MUSIC	9
PHYSICAL EDUCATION	11
PHYSICS	4

Area of credential	Number prepared
SCHOOL PSYCHOLOGIST	7
SECONDARY ENGLISH	1
SOCIAL SCIENCE	9
SPECIAL EDUCATION	31
SPEECH-LANGUAGE PATH	16
WORLD LANGUAGE-FRENCH	1
WORLD LANGUAGE-SPANISH	9

University of Nebraska - Kearney - Alt (6467)

Area of credential	Number prepared
AGRICULTURE	1
ART	2
BASIC BUSINESS	3
BIOLOGY	1
CHEMISTRY	1
ENGLISH	1
ENGLISH LANGUAGE ARTS	2
INDUSTRIAL TECH EDUCATION	2
MATHEMATICS	1
RELIGIOUS EDUCATION	1
SCHOOL LIBRARIAN	1
SCIENCE	9
SOCIAL SCIENCE	1
WORLD LANGUAGE-FRENCH	1
WORLD LANGUAGE-LATIN	1
WORLD LANGUAGE-SPANISH	2

University of Nebraska - Lincoln (6877)

Area of credential	Number prepared
AGRICULTURE	6
ART	4
BIOLOGY	8
BUSINESS, MARKETING, INFO TECH	9

CHEMISTRY	6
COACHING	9
COOP ED DIV OCC	12
EARLY CHILDHOOD EDUCATION 1802	5
EARLY CHILDHOOD EDUCATION 1830	2
EARLY CHILDHOOD INCLUSIVE	20
EARTH AND SPACE SCIENCE	2
ELEMENTARY	142
ENGLISH	19
ENGLISH AS 2ND LANG	1
ENGLISH LANGUAGE ARTS	4
FAMLY/CONSMR SCIENCE	8
INDUSTRIAL TECH EDUCATION	1
JOURNALISM AND MEDIA EDUCATION	1
MATHEMATICS	15
MUSIC	22
PHYSICS	3
SCHOOL PSYCHOLOGIST	3
SCIENCE	15
SECONDARY ENGLISH	2
SKILLED & TECHNICAL SCIENCE ED	2
SOCIAL SCIENCE	27
SPECIAL EDUCATION	46
SPED EARLY CHILDHOOD	1
SPED INCLUSION/COLLAB SPC SUBJ	1
SPEECH 0522	1
SPEECH-LANGUAGE PATH	20
WORLD LANGUAGE-GERMAN	1
WORLD LANGUAGE-SPANISH	5

University of Nebraska - Omaha (6420)

Area of credential	Number prepared
ART	11
BASIC BUSINESS	3

BIOLOGY	2
COACHING	1
EARLY CHILDHOOD EDUCATION 1802	10
EARLY CHILDHOOD EDUCATION 1830	6
ELEMENTARY	110
ENGLISH	5
ENGLISH AS 2ND LANG	6
ENGLISH LANGUAGE ARTS	14
HEALTH EDUCATION	4
HISTORY	2
MATHEMATICS	6
MIDDLE GR/AG EDUCATION	1
MIDDLE GR/LANGUAGE ARTS	2
MIDDLE GR/MATHEMATICS	10
MIDDLE GR/NATURAL SCIENCES	4
MIDDLE GR/SOCIAL SCIENCE	8
MIDDLE GRADES	11
MUSIC	10
PHYSICAL EDUCATION	12
PSYCHOLOGY	1
SCHOOL LIBRARIAN	2
SCHOOL PSYCHOLOGIST	5
SCIENCE	10
SECONDARY ENGLISH	9
SOCIAL SCIENCE	7
SPECIAL EDUCATION	13
SPED DEAF/HARD OF HEARING SUBJ	3
SPEECH-LANGUAGE PATH	7
WORLD LANGUAGE-FRENCH	1
WORLD LANGUAGE-SPANISH	8

Wayne State College (6469)

Area of credential	Number prepared
ART	7

Area of credential	Number prepared
BIOLOGY	2
BUSINESS, MARKETING, INFO TECH	1
COACHING	26
COOP ED DIV OCC	1
EARLY CHILDHOOD EDUCATION 1802	8
EARLY CHILDHOOD INCLUSIVE	17
ELEMENTARY	65
ENGLISH	7
ENGLISH AS 2ND LANG	5
ENGLISH LANGUAGE ARTS	1
FAMLY/CONSMR SCIENCE	3
GEOGRAPHY	2
HEALTH & PHYS EDUC	9
HISTORY	5
INDUSTRIAL TECH EDUCATION	4
MATHEMATICS	4
MIDDLE GR/LANGUAGE ARTS	2
MIDDLE GR/MATHEMATICS	3
MIDDLE GR/NATURAL SCIENCES	3
MIDDLE GR/SOCIAL SCIENCE	3
MIDDLE GRADES	1
MUSIC	2
PHYSICAL EDUCATION	1
POLITICAL SCIENCE	2
SCIENCE	4
SECONDARY ENGLISH	8
SOCIAL SCIENCE	11
SPECIAL EDUCATION	20
THEATRE	1
VOCAL MUSIC	1
WORLD LANGUAGE-SPANISH	4

York College (6984)

Area of credential	Number prepared

ART	1
COACHING	3
ELEMENTARY	6
ENGLISH	1
HISTORY	1
MIDDLE GR/MATHEMATICS	1
MIDDLE GR/SOCIAL SCIENCE	1
MIDDLE GRADES	1
PHYSICAL EDUCATION	2
SOCIAL SCIENCE	2

Section I.f Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2014-15. 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))

Chadron State College (6466)

Subject Area	Number prepared
Teacher Education - Art	2
Teacher Education - Business	2
Teacher Education - Drama and Dance	1
Teacher Education - Early Childhood Education	8
Teacher Education - Elementary Education	50
Teacher Education - English/Language Arts	4
Teacher Education - Family and Consumer Sciences/Home Economics	3
Teacher Education - Health	11
Teacher Education - Junior High/Intermediate/Middle School Education	8
Teacher Education - Mathematics	3
Teacher Education - Music	2
Teacher Education - Physical Education and Coaching	13
Teacher Education - Science Teacher Education/General Science	2
Teacher Education - Social Science	5
Teacher Education - Special Education	17

College of St. Mary (6106)

Subject Area	Number prepared
Teacher Education - Art	1
Teacher Education - Biology	3
Teacher Education - Business	2
Teacher Education - Early Childhood Education	5
Teacher Education - Elementary Education	24
Teacher Education - English as a Second Language	18
Teacher Education - English/Language Arts	16
Teacher Education - French	1
Teacher Education - Junior High/Intermediate/Middle School Education	22
Teacher Education - Latin	1
Teacher Education - Mathematics	1
Teacher Education - Science Teacher Education/General Science	7
Teacher Education - Secondary Education	14
Teacher Education - Social Science	10
Teacher Education - Spanish	5
Teacher Education - Special Education	20

Concordia University (6116)

Subject Area	Number prepared
Education - Other Specify: Religious Education	3
Teacher Education - Art	4
Teacher Education - Biology	4
Teacher Education - Chemistry	3
Teacher Education - Computer Science	1
Teacher Education - Drama and Dance	1
Teacher Education - Early Childhood Education	11
Teacher Education - Elementary Education	41
Teacher Education - English as a Second Language	11
Teacher Education - English/Language Arts	13
Teacher Education - Foreign Language	1
Teacher Education - Health	1

Teacher Education - History	5
Teacher Education - Junior High/Intermediate/Middle School Education	6
Teacher Education - Mathematics	6
Teacher Education - Multiple Levels	1
Teacher Education - Music	12
Teacher Education - Physical Education and Coaching	4
Teacher Education - Physics	1
Teacher Education - Science Teacher Education/General Science	5
Teacher Education - Secondary Education	32
Teacher Education - Social Science	5
Teacher Education - Spanish	1
Teacher Education - Special Education	11

Creighton University (6121)

Subject Area	Number prepared
Teacher Education - Elementary Education	13
Teacher Education - Special Education	3

Doane College (6165)

Subject Area	Number prepared
Education - General	0
Teacher Education - Agriculture	0
Teacher Education - Art	3
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Teacher Education - Biology	1
Teacher Education - Business	0
Teacher Education - Chemistry	0
Teacher Education - Computer Science	0
Teacher Education - Drama and Dance	1
Teacher Education - Early Childhood Education	9
Teacher Education - Earth Science	0
Teacher Education - Elementary Education	25
Teacher Education - English as a Second Language	2

Subject Area	Number
Teacher Education - English/Language Arts	5
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Foreign Language	0
Teacher Education - French	1
Teacher Education - Geography	0
Teacher Education - German	1
Teacher Education - Health	0
Teacher Education - History	3
Teacher Education - Junior High/Intermediate/Middle School Education	4
Teacher Education - Latin	0
Teacher Education - Mathematics	7
Teacher Education - Multiple Levels	0
Teacher Education - Music	10
Teacher Education - Physical Education and Coaching	3
Teacher Education - Physics	0
Teacher Education - Psychology	0
Teacher Education - Reading	0
Teacher Education - Science Teacher Education/General Science	10
Teacher Education - Secondary Education	24
Teacher Education - Social Science	5
Teacher Education - Social Studies	0
Teacher Education - Spanish	0
Teacher Education - Special Education	22
Teacher Education - Speech	0
Teacher Education - Technical Education	0
Teacher Education - Technology Teacher Education/Industrial Arts	0

Grace University (6248)

Subject Area	Number prepared
Education - Other Specify: Religious Education	11
Teacher Education - Early Childhood Education	4
Teacher Education - Elementary Education	6
Teacher Education - English as a Second Language	7

Teacher Education - English/Language Arts	3
Teacher Education - History	1
Teacher Education - Junior High/Intermediate/Middle School Education	1
Teacher Education - Mathematics	2
Teacher Education - Secondary Education	6
Teacher Education - Social Science	2

Hastings College (6270)

Subject Area	Number prepared
Teacher Education - Art	1
Teacher Education - Biology	1
Teacher Education - Business	1
Teacher Education - Early Childhood Education	3
Teacher Education - Elementary Education	34
Teacher Education - English as a Second Language	4
Teacher Education - English/Language Arts	9
Teacher Education - History	1
Teacher Education - Junior High/Intermediate/Middle School Education	43
Teacher Education - Mathematics	6
Teacher Education - Multiple Levels	27
Teacher Education - Music	8
Teacher Education - Physical Education and Coaching	6
Teacher Education - Science Teacher Education/General Science	1
Teacher Education - Secondary Education	42
Teacher Education - Social Science	2
Teacher Education - Special Education	11

Midland University (6406)

Subject Area	Number prepared
Teacher Education - Business	5
Teacher Education - Early Childhood Education	22
Teacher Education - Elementary Education	29
Teacher Education - English as a Second Language	3

Subject Area	Number prepared
Teacher Education - English/Language Arts	1
Teacher Education - Mathematics	3
Teacher Education - Multiple Levels	7
Teacher Education - Music	2
Teacher Education - Physical Education and Coaching	24
Teacher Education - Science Teacher Education/General Science	5
Teacher Education - Secondary Education	21
Teacher Education - Special Education	5

Nebraska Wesleyan University (6470)

Subject Area	Number prepared
Teacher Education - Art	3
Teacher Education - Business	2
Teacher Education - Chemistry	1
Teacher Education - Elementary Education	27
Teacher Education - English as a Second Language	3
Teacher Education - English/Language Arts	5
Teacher Education - Health	4
Teacher Education - History	4
Teacher Education - Junior High/Intermediate/Middle School Education	2
Teacher Education - Mathematics	2
Teacher Education - Music	2
Teacher Education - Physical Education and Coaching	8
Teacher Education - Science Teacher Education/General Science	2
Teacher Education - Social Science	1
Teacher Education - Spanish	1
Teacher Education - Special Education	14

Peru State College (6468)

Subject Area	Number prepared
Teacher Education - Art	1
Teacher Education - Biology	1
Teacher Education - Business	1

Teacher Education - Early Childhood Education	17
Teacher Education - Elementary Education	22
Teacher Education - English/Language Arts	1
Teacher Education - History	3
Teacher Education - Junior High/Intermediate/Middle School Education	3
Teacher Education - Mathematics	3
Teacher Education - Music	1
Teacher Education - Physical Education and Coaching	3
Teacher Education - Social Science	8
Teacher Education - Special Education	16

Union College (6865)

Subject Area	Number prepared
Education - Other Specify: Religious Education	2
Teacher Education - Elementary Education	10
Teacher Education - Mathematics	1

University of Nebraska - Kearney (6467)

Subject Area	Number prepared
Education - Other Specify: CD 1, C&I 1, DriversEd 2, PoliSci 1, Soc 2, Ed. Studies 1	8
Teacher Education - Art	12
Teacher Education - Biology	4
Teacher Education - Business	10
Teacher Education - Chemistry	2
Teacher Education - Computer Science	1
Teacher Education - Early Childhood Education	42
Teacher Education - Elementary Education	87
Teacher Education - English as a Second Language	14
Teacher Education - English/Language Arts	20
Teacher Education - Family and Consumer Sciences/Home Economics	2
Teacher Education - Geography	5
Teacher Education - Health	55

Teacher Education - History	13
Teacher Education - Junior High/Intermediate/Middle School Education	12
Teacher Education - Mathematics	17
Teacher Education - Music	15
Teacher Education - Physical Education and Coaching	30
Teacher Education - Physics	4
Teacher Education - Psychology	3
Teacher Education - Science Teacher Education/General Science	4
Teacher Education - Social Science	14
Teacher Education - Spanish	12
Teacher Education - Special Education	36
Teacher Education - Speech	25

University of Nebraska - Kearney - Alt (6467)

Subject Area	Number prepared
Education - Other Specify: Religion 1, School Librarian 1	2
Teacher Education - Agriculture	1
Teacher Education - Art	1
Teacher Education - Biology	2
Teacher Education - Business	4
Teacher Education - English as a Second Language	1
Teacher Education - English/Language Arts	2
Teacher Education - French	1
Teacher Education - Latin	1
Teacher Education - Mathematics	1
Teacher Education - Music	1
Teacher Education - Physical Education and Coaching	1
Teacher Education - Psychology	1
Teacher Education - Science Teacher Education/General Science	7
Teacher Education - Spanish	2
Teacher Education - Technology Teacher Education/Industrial Arts	3

University of Nebraska - Lincoln (6877)

Subject Area	Number prepared
Education - Other Specify: Coop Ed & Diversified Occupations; Journalism & Media	13
Teacher Education - Agriculture	6
Teacher Education - Art	4
Teacher Education - Biology	8
Teacher Education - Business	9
Teacher Education - Chemistry	6
Teacher Education - Early Childhood Education	29
Teacher Education - Earth Science	2
Teacher Education - Elementary Education	142
Teacher Education - English as a Second Language	1
Teacher Education - English/Language Arts	25
Teacher Education - Family and Consumer Sciences/Home Economics	8
Teacher Education - German	1
Teacher Education - Mathematics	15
Teacher Education - Music	22
Teacher Education - Physics	3
Teacher Education - Science Teacher Education/General Science	15
Teacher Education - Social Science	27
Teacher Education - Spanish	5
Teacher Education - Special Education	68
Teacher Education - Speech	1
Teacher Education - Technical Education	2
Teacher Education - Technology Teacher Education/Industrial Arts	1

University of Nebraska - Omaha (6420)

Subject Area	Number prepared
Education - Other Specify: School Librarian	2
Teacher Education - Art	10
Teacher Education - Biology	1
Teacher Education - Business	6

Teacher Education - Early Childhood Education	17
Teacher Education - Elementary Education	96
Teacher Education - English as a Second Language	7
Teacher Education - English/Language Arts	28
Teacher Education - Foreign Language	6
Teacher Education - Health	4
Teacher Education - Junior High/Intermediate/Middle School Education	24
Teacher Education - Mathematics	6
Teacher Education - Music	10
Teacher Education - Physical Education and Coaching	28
Teacher Education - Science Teacher Education/General Science	8
Teacher Education - Secondary Education	98
Teacher Education - Social Science	7
Teacher Education - Spanish	6
Teacher Education - Special Education	17

Wayne State College (6469)

Subject Area	Number prepared
Teacher Education - Art	7
Teacher Education - Biology	2
Teacher Education - Business	1
Teacher Education - Drama and Dance	1
Teacher Education - Early Childhood Education	24
Teacher Education - Earth Science	5
Teacher Education - Elementary Education	75
Teacher Education - English as a Second Language	4
Teacher Education - English/Language Arts	16
Teacher Education - Family and Consumer Sciences/Home Economics	3
Teacher Education - Foreign Language	4
Teacher Education - Geography	2
Teacher Education - Health	9
Teacher Education - History	5
Teacher Education - Junior High/Intermediate/Middle School Education	5
Teacher Education - Mathematics	4

Subject Area	Number prepared
Teacher Education - Multiple Levels	46
Teacher Education - Music	4
Teacher Education - Physical Education and Coaching	38
Teacher Education - Science Teacher Education/General Science	7
Teacher Education - Secondary Education	62
Teacher Education - Social Science	12
Teacher Education - Spanish	4
Teacher Education - Special Education	26
Teacher Education - Technology Teacher Education/Industrial Arts	4

York College (6984)

Subject Area	Number prepared
Education - General	0
Education - Other Specify:	0
Teacher Education - Agriculture	0
Teacher Education - Art	0
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Teacher Education - Biology	0
Teacher Education - Business	0
Teacher Education - Chemistry	0
Teacher Education - Computer Science	0
Teacher Education - Drama and Dance	0
Teacher Education - Early Childhood Education	0
Teacher Education - Earth Science	0
Teacher Education - Elementary Education	6
Teacher Education - English as a Second Language	0
Teacher Education - English/Language Arts	1
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Foreign Language	0
Teacher Education - French	0
Teacher Education - Geography	0
Teacher Education - German	0
Teacher Education - Health	0

Teacher Education - History	1
Teacher Education - Junior High/Intermediate/Middle School Education	1
Teacher Education - Latin	0
Teacher Education - Mathematics	0
Teacher Education - Multiple Levels	4
Teacher Education - Music	0
Teacher Education - Physical Education and Coaching	3
Teacher Education - Physics	0
Teacher Education - Psychology	0
Teacher Education - Reading	0
Teacher Education - Science Teacher Education/General Science	0
Teacher Education - Secondary Education	5
Teacher Education - Social Science	3
Teacher Education - Social Studies	0
Teacher Education - Spanish	0
Teacher Education - Special Education	1
Teacher Education - Speech	0
Teacher Education - Technical Education	0
Teacher Education - Technology Teacher Education/Industrial Arts	0

Section I.f Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2014-15. 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))

Chadron State College (6466)

Academic Major	Number prepared
Teacher Education - Art	2
Teacher Education - Business	2
Teacher Education - Drama and Dance	1
Teacher Education - Early Childhood Education	8
Teacher Education - Elementary Education	50
Teacher Education - English/Language Arts	4
Teacher Education - Family and Consumer Sciences/Home Economics	3
Teacher Education - Health	11

Academic Major	Number prepared
Teacher Education - Junior High/Intermediate/Middle School Education	8
Teacher Education - Mathematics	3
Teacher Education - Music	2
Teacher Education - Physical Education and Coaching	13
Teacher Education - Science	2
Teacher Education - Social Science	5
Teacher Education - Special Education	17

College of St. Mary (6106)

Academic Major	Number prepared
Teacher Education - Early Childhood Education	5
Teacher Education - Elementary Education	13
Teacher Education - English/Language Arts	2
Teacher Education - Physical Education and Coaching	1
Teacher Education - Special Education	8
Biology	4
Business/Business Administration/Accounting	3
Communication or Journalism	6
English Language/Literature	3
Family and Consumer Sciences/Human Sciences	4
Foreign Languages	4
History	1
Mathematics and Statistics	1
Other Specify: forensic science, general studies, womens studies, speech language pathology	5
Physical Sciences	1
Political Science and Government	2
Psychology	6
Sociology	2
Visual and Performing Arts	3

Concordia University (6116)

Academic Major	Number prepared

Academic Major	Number prepared
Teacher Education - Art	1
Teacher Education - Elementary Education	41
Teacher Education - Junior High/Intermediate/Middle School Education	6
Teacher Education - Music	5
Teacher Education - Secondary Education	32

Creighton University (6121)

Academic Major	Number prepared
Teacher Education - Elementary Education	13
Teacher Education - English/Language Arts	1
Biology	4
English Language/Literature	3
Foreign Languages	4
History	5
Other Specify: Religious Education	2
Physical Sciences	1
Social Sciences	1

Doane College (6165)

Academic Major	Number prepared
Teacher Education - Agriculture	0
Teacher Education - Art	1
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Teacher Education - Biology	0
Teacher Education - Business	0
Teacher Education - Chemistry	0
Teacher Education - Computer Science	0
Teacher Education - Drama and Dance	0
Teacher Education - Early Childhood Education	9
Teacher Education - Earth Science	0
Teacher Education - Elementary Education	25
Teacher Education - English as a Second Language	1

Teacher Education - English/Language Arts	5
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Foreign Language	0
Teacher Education - French	1
Teacher Education - Geography	0
Teacher Education - German	1
Teacher Education - Health	0
Teacher Education - History	2
Teacher Education - Junior High/Intermediate/Middle School Education	4
Teacher Education - Latin	0
Teacher Education - Mathematics	6
Teacher Education - Music	9
Teacher Education - Physical Education and Coaching	1
Teacher Education - Physics	0
Teacher Education - Psychology	0
Teacher Education - Reading	0
Teacher Education - Science	7
Teacher Education - Secondary Education	24
Teacher Education - Social Science	3
Teacher Education - Social Studies	0
Teacher Education - Spanish	0
Teacher Education - Special Education	13
Teacher Education - Speech	0
Teacher Education - Technical Education	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Agriculture	0
Anthropology	0
Astronomy and Astrophysics	0
Atmospheric Sciences and Meteorology	0
Biology	3
Business/Business Administration/Accounting	0
Chemistry	0
Communication or Journalism	1
Computer and Information Sciences	0
Economics	0

Academic Major	Number prepared
Education - Curriculum and Instruction	0
Education - Social and Philosophical Foundations of Education	0
Engineering	0
English Language/Literature	4
Family and Consumer Sciences/Human Sciences	2
Foreign Languages	1
Geography and Cartography	0
Geological and Earth Sciences/Geosciences	0
History	2
Liberal Arts/Humanities	2
Mathematics and Statistics	1
Other Specify: Exercise Science	2
Philosophy and Religious Studies	0
Physical Sciences	0
Physics	0
Political Science and Government	0
Psychology	2
Social Sciences	0
Sociology	1
Visual and Performing Arts	6

Grace University (6248)

Academic Major	Number prepared
Teacher Education - Elementary Education	6
Teacher Education - English/Language Arts	1
Teacher Education - History	1
Teacher Education - Junior High/Intermediate/Middle School Education	1
Teacher Education - Mathematics	2
Teacher Education - Secondary Education	6
Teacher Education - Social Science	2
Engineering	1
Foreign Languages	1
Other	11

Academic Major	
Specify: Bible	
Psychology	1

Hastings College (6270)

Academic Major	Number prepared
Teacher Education - Art	1
Teacher Education - Biology	1
Teacher Education - Business	1
Teacher Education - Elementary Education	17
Teacher Education - English/Language Arts	6
Teacher Education - History	1
Teacher Education - Junior High/Intermediate/Middle School Education	1
Teacher Education - Mathematics	6
Teacher Education - Music	7
Teacher Education - Physical Education and Coaching	5
Teacher Education - Social Science	1
Teacher Education - Special Education	10
Communication or Journalism	1
English Language/Literature	3
History	1
Political Science and Government	1
Sociology	1
Visual and Performing Arts	7

Midland University (6406)

Academic Major	Number prepared
Teacher Education - Business	5
Teacher Education - Early Childhood Education	22
Teacher Education - Elementary Education	29
Teacher Education - English/Language Arts	1
Teacher Education - Mathematics	3
Teacher Education - Music	2
Teacher Education - Physical Education and Coaching	3

Academic Major	Number prepared
Teacher Education - Science	5
Teacher Education - Secondary Education	14
Teacher Education - Special Education	2

Nebraska Wesleyan University (6470)

Academic Major	Number prepared
Teacher Education - Elementary Education	27
Teacher Education - English/Language Arts	1
Teacher Education - Junior High/Intermediate/Middle School Education	2
Teacher Education - Mathematics	1
Teacher Education - Music	2
Teacher Education - Science	2
Teacher Education - Social Science	1
Teacher Education - Special Education	14
Business/Business Administration/Accounting	2
Chemistry	1
English Language/Literature	2
Foreign Languages	1
History	4
Mathematics and Statistics	1
Other Specify: Heatlh & Human Performance - 4; Physical Education - 1	5
Visual and Performing Arts	2

Peru State College (6468)

Academic Major	Number prepared
Teacher Education - Art	1
Teacher Education - Biology	1
Teacher Education - Early Childhood Education	16
Teacher Education - Elementary Education	22
Teacher Education - English/Language Arts	1
Teacher Education - History	3
Teacher Education - Junior High/Intermediate/Middle School Education	3

Teacher Education - Mathematics	3
Teacher Education - Music	1
Teacher Education - Physical Education and Coaching	3
Teacher Education - Social Science	8
Teacher Education - Special Education	14
Business/Business Administration/Accounting	1
Education - General	1
Other Specify: Human Development	1
Psychology	1

Union College (6865)

Academic Major	Number prepared
Teacher Education - Elementary Education	10
Teacher Education - Mathematics	1
Other Specify: Religious Education	2

University of Nebraska - Kearney (6467)

Academic Major	Number prepared
Teacher Education - Art	10
Teacher Education - Biology	4
Teacher Education - Business	7
Teacher Education - Chemistry	2
Teacher Education - Early Childhood Education	42
Teacher Education - Elementary Education	87
Teacher Education - English as a Second Language	13
Teacher Education - English/Language Arts	17
Teacher Education - Health	19
Teacher Education - Junior High/Intermediate/Middle School Education	12
Teacher Education - Mathematics	9
Teacher Education - Music	18
Teacher Education - Physics	4
Teacher Education - Spanish	10

Teacher Education - Special Education	33
Teacher Education - Speech	25
Teacher Education - Technology Teacher Education/Industrial Arts	9
Education - Curriculum and Instruction	1
History	13
Social Sciences	10

University of Nebraska - Kearney - Alt (6467)

Academic Major	Number prepared
Teacher Education - Art	1
Teacher Education - Biology	2
Teacher Education - Business	4
Teacher Education - English as a Second Language	1
Teacher Education - English/Language Arts	3
Teacher Education - Mathematics	1
Teacher Education - Music	1
Teacher Education - Physical Education and Coaching	1
Teacher Education - Spanish	2

University of Nebraska - Lincoln (6877)

Academic Major	Number prepared
Teacher Education - Agriculture	6
Teacher Education - Art	4
Teacher Education - Business	8
Teacher Education - Early Childhood Education	25
Teacher Education - Elementary Education	129
Teacher Education - English/Language Arts	22
Teacher Education - Family and Consumer Sciences/Home Economics	8
Teacher Education - Foreign Language	5
Teacher Education - Mathematics	12
Teacher Education - Music	22
Teacher Education - Physics	1
Teacher Education - Science	13

Academic Major	Number prepared
Teacher Education - Secondary Education	120
Teacher Education - Social Science	27
Teacher Education - Spanish	5
Teacher Education - Special Education	63
Biology	6
Business/Business Administration/Accounting	1
Chemistry	1
Engineering	2
English Language/Literature	4
Family and Consumer Sciences/Human Sciences	2
Foreign Languages	3
History	1
Mathematics and Statistics	2
Physics	2
Political Science and Government	2
Psychology	4

University of Nebraska - Omaha (6420)

Academic Major	Number prepared
Teacher Education - Elementary Education	96
Teacher Education - Secondary Education	98
Teacher Education - Special Education	17
Biology	1
Business/Business Administration/Accounting	4
Foreign Languages	3
Liberal Arts/Humanities	15
Mathematics and Statistics	2
Other Specify: Biochemistry	1
Psychology	1

Wayne State College (6469)

Academic Major	Number prepared

Academic Major	Number prepared
Teacher Education - Art	7
Teacher Education - Biology	2
Teacher Education - Business	1
Teacher Education - Early Childhood Education	15
Teacher Education - Elementary Education	75
Teacher Education - English/Language Arts	16
Teacher Education - Family and Consumer Sciences/Home Economics	3
Teacher Education - Geography	2
Teacher Education - History	5
Teacher Education - Junior High/Intermediate/Middle School Education	5
Teacher Education - Mathematics	4
Teacher Education - Music	4
Teacher Education - Physical Education and Coaching	9
Teacher Education - Science	5
Teacher Education - Secondary Education	62
Teacher Education - Social Science	12
Teacher Education - Spanish	4
Teacher Education - Special Education	22
Teacher Education - Technology Teacher Education/Industrial Arts	4

York College (6984)

Academic Major	Number prepared
Teacher Education - Agriculture	0
Teacher Education - Art	0
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Teacher Education - Biology	0
Teacher Education - Business	0
Teacher Education - Chemistry	0
Teacher Education - Computer Science	0
Teacher Education - Drama and Dance	0
Teacher Education - Early Childhood Education	0
Teacher Education - Earth Science	0
Teacher Education - Elementary Education	6
Teacher Education - English as a Second Language	0

Teacher Education - English/Language Arts	1
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Foreign Language	0
Teacher Education - French	0
Teacher Education - Geography	0
Teacher Education - German	0
Teacher Education - Health	0
Teacher Education - History	1
Teacher Education - Junior High/Intermediate/Middle School Education	1
Teacher Education - Latin	0
Teacher Education - Mathematics	0
Teacher Education - Music	0
Teacher Education - Physical Education and Coaching	3
Teacher Education - Physics	0
Teacher Education - Psychology	0
Teacher Education - Reading	0
Teacher Education - Science	0
Teacher Education - Secondary Education	5
Teacher Education - Social Science	3
Teacher Education - Social Studies	0
Teacher Education - Spanish	0
Teacher Education - Special Education	1
Teacher Education - Speech	0
Teacher Education - Technical Education	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Agriculture	0
Anthropology	0
Astronomy and Astrophysics	0
Atmospheric Sciences and Meteorology	0
Biology	0
Business/Business Administration/Accounting	0
Chemistry	0
Communication or Journalism	0
Computer and Information Sciences	0
Economics	0

Education - Curriculum and Instruction	0
Education - General	0
Education - Social and Philosophical Foundations of Education	0
Engineering	0
English Language/Literature	0
Family and Consumer Sciences/Human Sciences	0
Foreign Languages	0
Geography and Cartography	0
Geological and Earth Sciences/Geosciences	0
History	1
Liberal Arts/Humanities	0
Mathematics and Statistics	0
Other Specify:	0
Philosophy and Religious Studies	0
Physical Sciences	0
Physics	0
Political Science and Government	0
Psychology	0
Social Sciences	0
Sociology	0
Visual and Performing Arts	0

Section I.g Program Completers

Totals

Program Type	2014-15	2013-14	2012-13	Change from 2013-14 to 2014-15	Change from 2012-13 to 2013-14
Traditional	1,581	1,643	1,783	-4%	-8%
Alternative, IHE-based	29	13	21	123%	-38%
Total	1,610	1,656	1,804	-3%	-8%

By Program

Program	2014-15	2013-14	2012-13	Change from 2013-14 to	Change from 2012-13 to

				2014-15	2013-14
Chadron State College (6466)	95	110	115	-14%	-4%
College of St. Mary (6106)	64	49	65	31%	-25%
Concordia University (6116)	85	104	110	-18%	-5%
Creighton University (6121)	31	61	52	-49%	17%
Doane College (6165)	81	68	65	19%	5%
Grace University (6248)	13	15	29	-13%	-48%
Hastings College (6270)	50	62	59	-19%	5%
Midland University (6406)	50	25	33	100%	-24%
Nebraska Wesleyan University (6470)	51	40	36	28%	11%
Peru State College (6468)	70	86	113	-19%	-24%
Union College (6865)	13	13	17	0%	-24%
University of Nebraska - Kearney (6467)	262	224	231	17%	-3%
University of Nebraska - Kearney - Alt (6467)	29	13	21	123%	-38%
University of Nebraska - Lincoln (6877)	324	352	401	-8%	-12%
University of Nebraska - Omaha (6420)	194	240	277	-19%	-13%
Wayne State College (6469)	183	178	154	3%	16%
York College (6984)	15	16	26	-6%	-38%

Section I.g Teachers Credentialed

Provide the following:

Total number of persons receiving initial teacher credential in the state in 2014-15:

2,282

Total number of persons receiving initial teacher credential in the state in 2013-14:

2,527

Total number of persons receiving initial teacher credential in the state in 2012-13:

1,795

Change from 2013-14 to 2014-15: -10%

Change from 2012-13 to 2013-14: 41%

Total number of persons receiving initial teacher credential in the state in 2014-15 who completed their teacher preparation program in another state:

263

Total number of persons receiving initial teacher credential in the state in 2013-14 who completed their teacher preparation program in another state:

338

Total number of persons receiving initial teacher credential in the state in 2012-13 who completed their teacher preparation program in another state:

354

Change from 2013-14 to 2014-15: -22%

Change from 2012-13 to 2013-14: -5%

Section II. Assurances

Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances.

Chadron State College (6466)

Program 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

College of St. Mary (6106)

Program 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

Concordia University (6116)

Program 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

Creighton University (6121)

Program 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.

NA

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

Doane College (6165)

Program 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

Grace University (6248)

Program 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.

NA

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

Hastings College (6270)

Program 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

Midland University (6406)

Program 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

Nebraska Wesleyan University (6470)

Program 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

Peru State College (6468)

Program 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

Union College (6865)

Program 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.

NA

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

University of Nebraska - Kearney (6467)

Program 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

University of Nebraska - Kearney - Alt (6467)

Program 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

University of Nebraska - Lincoln (6877)

Program 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

University of Nebraska - Omaha (6420)

Program 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

Wayne State College (6469)

Program 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

York College (6984)

Program 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

Section III. Credential Requirements

List each teaching credential (certificate, license, or other) currently issued by the state and answer the questions about each. Include all teaching credentials including initial, emergency, temporary, provisional, permanent, professional and master teacher licenses as well as any credentials given specifically to those participating in or completing alternative route programs. Do not include credentials for principals, administrators, social workers, guidance counselors, speech/language pathologists or any other school support personnel. (§205(b)(1)(A))

Alternate Program Teaching Permit

1. **Credential name:** Alternate Program Teaching Permit

2. **Is this an initial credential?**
   Yes
3. **Is this an emergency, temporary or provisional credential?**
   Yes
4. **Is this credential given only to alternative routes to teacher certification participants or completers?**
   No
5. **Is this credential given only to career/technical education teachers?**
   No
6. **Is this a permanent credential?**
   No
7. **Duration of credential (in years):**
   2
8. **Is this credential renewable?**
   No If yes,
      a. **How many times?**
      b. **Renewal duration (in years):**
      c. **Renewal requirements:**
9. **Is a bachelor's degree required?**
   Yes
10. **Is a master's degree or higher required?**
    No
11. **Is a bachelor's degree in education required?**
    No
12. **Is this credential granted at the elementary level?**
    Yes
    If yes,
       a. **What is the grade span covered by this credential?**
          K-8
       b. **Is a bachelor's degree in a subject area or academic content area (other than elementary education) required?**
          No
13. **Is this credential granted at the middle school level?**
    Yes
    If yes,
       a. **What is the grade span covered by this credential?**
          4-9
       b. **Is a bachelor's degree in a subject area or academic content area required?**
          No
14. **Is this credential granted at the secondary level?**
    Yes
    If yes,
       a. **What is the grade span covered by this credential?**
          6-12
       b. **Is a bachelor's degree in a subject area or academic content area required?**
          No
15. **Will transcript analysis (for degrees from non-U.S. postsecondary institutions) be accepted?**
    Yes
16. **Is a state-approved teacher education program required?**
    Yes

17. **Is there a credit hour requirement for pedagogy, professional knowledge and/or professional education coursework?**
    Yes
18. **Is there a grade point average (GPA) requirement for general and/or professional education coursework?**
    Yes
19. **Are tests or assessments required?**
    No
20. **Are performance assessments (such as portfolios) required?**
    No
21. **Is there a recency of credit requirement?**
    No
22. **Are passing state prescribed coursework and/or written assignments required?**
    No
23. **Is professional employment as a teacher required?**
    Yes
24. **Is passing National Board of Professional Teaching Standards required?**
    No
25. **Is completion of a supervised clinical experience required?**
    No
26. **Is participation in a mentoring program required?**
    No
27. **Is fingerprinting required?**
    No
28. **Is a background check required?**
    No
29. **Is a police record examination required?**
    No
30. **Are there any other requirements?**
    Yes
    If yes, please describe
    Fingerprinting, background check and police record examination are required if the applicant has not been a resident of Nebraska for at least five continuous years immediately preceding the date of application. This permit is only issued to individuals who have a plan on file to complete all requirements for regular certification. Regarding #14 - grade span depends on specific area of endorsement.

Career Education Teaching Permit

1. **Credential name:** Career Education Teaching Permit
2. **Is this an initial credential?**
   Yes
3. **Is this an emergency, temporary or provisional credential?**
   No
4. **Is this credential given only to alternative routes to teacher certification participants or completers?**
   No
5. **Is this credential given only to career/technical education teachers?**
   Yes
6. **Is this a permanent credential?**
   No
7. **Duration of credential (in years):**
   3
8. **Is this credential renewable?**

Yes If yes,

    a. **How many times?**

      99

    b. **Renewal duration (in years):**

      3

    c. **Renewal requirements:**

      The applicant must submit verification for renewal from the administrator of the school system in which the applicant intends to teach.

9. **Is a bachelor's degree required?**

    No

10. **Is a master's degree or higher required?**

    No

11. **Is a bachelor's degree in education required?**

    No

12. **Is this credential granted at the elementary level?**

    No

    If yes,

    a. **What is the grade span covered by this credential?**

    b. **Is a bachelor's degree in a subject area or academic content area (other than elementary education) required?**

      Data not reported

13. **Is this credential granted at the middle school level?**

    No

    If yes,

    a. **What is the grade span covered by this credential?**

    b. **Is a bachelor's degree in a subject area or academic content area required?**

      Data not reported

14. **Is this credential granted at the secondary level?**

    Yes

    If yes,

    a. **What is the grade span covered by this credential?**

      9-12

    b. **Is a bachelor's degree in a subject area or academic content area required?**

      No

15. **Will transcript analysis (for degrees from non-U.S. postsecondary institutions) be accepted?**

    Yes

16. **Is a state-approved teacher education program required?**

    No

17. **Is there a credit hour requirement for pedagogy, professional knowledge and/or professional education coursework?**

    No

18. **Is there a grade point average (GPA) requirement for general and/or professional education coursework?**

    No

19. **Are tests or assessments required?**

    No

20. **Are performance assessments (such as portfolios) required?**

    No

21. **Is there a recency of credit requirement?**

    No

22. **Are passing state prescribed coursework and/or written assignments required?**

    No

23. **Is professional employment as a teacher required?**
    Yes
24. **Is passing National Board of Professional Teaching Standards required?**
    No
25. **Is completion of a supervised clinical experience required?**
    No
26. **Is participation in a mentoring program required?**
    No
27. **Is fingerprinting required?**
    No
28. **Is a background check required?**
    No
29. **Is a police record examination required?**
    No
30. **Are there any other requirements?**
    Yes
    If yes, please describe
    Fingerprinting, background check and police record examination are required if the applicant has not been a resident of Nebraska for at least five continuous years immediately preceding the date of application.

Initial Teaching Certificate

1. **Credential name:** Initial Teaching Certificate
2. **Is this an initial credential?**
   Yes
3. **Is this an emergency, temporary or provisional credential?**
   No
4. **Is this credential given only to alternative routes to teacher certification participants or completers?**
   No
5. **Is this credential given only to career/technical education teachers?**
   No
6. **Is this a permanent credential?**
   No
7. **Duration of credential (in years):**
   5
8. **Is this credential renewable?**
   Yes If yes,
   a. **How many times?**
      99
   b. **Renewal duration (in years):**
      5
   c. **Renewal requirements:**
      If renewal is prior to expiration or less than five years after expiration, the applicant, within five years prior to the date of application for renewal, must have taught half-time or more for one school year or completed six semester credit hours from a standard institution of higher education.

      If renewal is five or more years after expiration, the applicant, within five years prior to the date of application for renewal, must have completed fifteen semester credit hours of coursework in an approved program for the preparation of teachers which shall include a course in instructional techniques; a field experience consisting of 100 or more clock hours of contact with students in the classroom, 50% of which shall consist of performing instructional duties; course(s) which address current issues in education, including but not limited to special education, gifted education, reading and writing in content

area and school law; and the remaining coursework be directly related to the applicant's area of endorsement on the expired certificate.

9. **Is a bachelor's degree required?**
   Yes
10. **Is a master's degree or higher required?**
    No
11. **Is a bachelor's degree in education required?**
    Yes
12. **Is this credential granted at the elementary level?**
    Yes
    If yes,
    a. **What is the grade span covered by this credential?**
       K-8
    b. **Is a bachelor's degree in a subject area or academic content area (other than elementary education) required?**
       No
13. **Is this credential granted at the middle school level?**
    Yes
    If yes,
    a. **What is the grade span covered by this credential?**
       4-9
    b. **Is a bachelor's degree in a subject area or academic content area required?**
       No
14. **Is this credential granted at the secondary level?**
    Yes
    If yes,
    a. **What is the grade span covered by this credential?**
       6-12
    b. **Is a bachelor's degree in a subject area or academic content area required?**
       No
15. **Will transcript analysis (for degrees from non-U.S. postsecondary institutions) be accepted?**
    Yes
16. **Is a state-approved teacher education program required?**
    Yes
17. **Is there a credit hour requirement for pedagogy, professional knowledge and/or professional education coursework?**
    Yes
18. **Is there a grade point average (GPA) requirement for general and/or professional education coursework?**
    Yes
19. **Are tests or assessments required?**
    Yes
20. **Are performance assessments (such as portfolios) required?**
    No
21. **Is there a recency of credit requirement?**
    Yes
22. **Are passing state prescribed coursework and/or written assignments required?**
    No
23. **Is professional employment as a teacher required?**
    No
24. **Is passing National Board of Professional Teaching Standards required?**
    No

25. **Is completion of a supervised clinical experience required?**
    Yes
26. **Is participation in a mentoring program required?**
    No
27. **Is fingerprinting required?**
    No
28. **Is a background check required?**
    No
29. **Is a police record examination required?**
    No
30. **Are there any other requirements?**
    Yes
    If yes, please describe
    Fingerprinting, background check and police record examination are required if the applicant has not been a resident of Nebraska for at least five continuous years immediately preceding the date of the application. Regarding #11 and #13 a bachelor's degree in education or equivalent is required.

Postsecondary Teaching Permit

1. **Credential name:** Postsecondary Teaching Permit
2. **Is this an initial credential?**
    Yes
3. **Is this an emergency, temporary or provisional credential?**
    No
4. **Is this credential given only to alternative routes to teacher certification participants or completers?**
    No
5. **Is this credential given only to career/technical education teachers?**
    No
6. **Is this a permanent credential?**
    No
7. **Duration of credential (in years):**
    3
8. **Is this credential renewable?**
    Yes If yes,
    a. **How many times?**
        99
    b. **Renewal duration (in years):**
        3
    c. **Renewal requirements:**
        The applicant must continue to be eligible to teach courses for college credit offered by a Nebraska postsecondary educational entity that have also been approved for high school credit in Nebraska school systems; within 3 years prior to the date of application, have taught 1 or more courses that generate college credit and have been approved for high school credit in at least 2 different semesters; or have received 3 semester hours of graduate credit in the postsecondary content area.
9. **Is a bachelor's degree required?**
    Yes
10. **Is a master's degree or higher required?**
    Yes
11. **Is a bachelor's degree in education required?**
    No
12. **Is this credential granted at the elementary level?**

No

If yes,

    a. **What is the grade span covered by this credential?**

    b. **Is a bachelor's degree in a subject area or academic content area (other than elementary education) required?**

       Data not reported

13. **Is this credential granted at the middle school level?**

No

If yes,

    a. **What is the grade span covered by this credential?**

    b. **Is a bachelor's degree in a subject area or academic content area required?**

       Data not reported

14. **Is this credential granted at the secondary level?**

Yes

If yes,

    a. **What is the grade span covered by this credential?**

       6-12

    b. **Is a bachelor's degree in a subject area or academic content area required?**

       No

15. **Will transcript analysis (for degrees from non-U.S. postsecondary institutions) be accepted?**

Yes

16. **Is a state-approved teacher education program required?**

No

17. **Is there a credit hour requirement for pedagogy, professional knowledge and/or professional education coursework?**

No

18. **Is there a grade point average (GPA) requirement for general and/or professional education coursework?**

No

19. **Are tests or assessments required?**

No

20. **Are performance assessments (such as portfolios) required?**

No

21. **Is there a recency of credit requirement?**

No

22. **Are passing state prescribed coursework and/or written assignments required?**

No

23. **Is professional employment as a teacher required?**

Yes

24. **Is passing National Board of Professional Teaching Standards required?**

No

25. **Is completion of a supervised clinical experience required?**

No

26. **Is participation in a mentoring program required?**

No

27. **Is fingerprinting required?**

No

28. **Is a background check required?**

No

29. **Is a police record examination required?**

No

30. **Are there any other requirements?**
    Yes
    If yes, please describe
    Fingerprinting, background check and police record examination are required if the applicant has not been a resident of Nebraska for at least five continuous years immediately preceding the date of application. Qualifications of the individual are subject to the postsecondary institution's qualifications for individuals teaching an equivalent on-campus course. These qualifications are subject to the Higher Learning Commission.

Professional Teaching Certificate

1. **Credential name:** Professional Teaching Certificate
2. **Is this an initial credential?**
   No
3. **Is this an emergency, temporary or provisional credential?**
   No
4. **Is this credential given only to alternative routes to teacher certification participants or completers?**
   No
5. **Is this credential given only to career/technical education teachers?**
   No
6. **Is this a permanent credential?**
   No
7. **Duration of credential (in years):**
   10
8. **Is this credential renewable?**
   Yes If yes,
   a. **How many times?**
      99
   b. **Renewal duration (in years):**
      10
   c. **Renewal requirements:**
      If renewal is prior to expiration or less than five years after expiration, the applicant, within five years prior to the date of application for renewal, must have taught half-time or more for one school year or have been employed by the Nebraska Department of Education or have completed six semester credit hours of education related coursework from a standard institution of higher education.

      If renewal is five or more years after expiration, the applicant, within five years prior to the date of application for renewal, must have completed fifteen semester credit hours of education related coursework in an approved program for the preparation of teachers which shall include a course in instructional techniques; a field experience consisting of 100 or more clock hours of contact with students in the classroom, 50% of which shall consist of performing instructional duties; course(s) which address current issues in education, including but not limited to special education, gifted education, reading and writing in content area and school law; and the remaining coursework be directly related to the applicant's area of endorsement on the expired certificate.
9. **Is a bachelor's degree required?**
   Yes
10. **Is a master's degree or higher required?**
    Yes
11. **Is a bachelor's degree in education required?**
    Yes
12. **Is this credential granted at the elementary level?**
    Yes
    If yes,
    a. **What is the grade span covered by this credential?**

K-8

    b. **Is a bachelor's degree in a subject area or academic content area (other than elementary education) required?**

      No

13. **Is this credential granted at the middle school level?**

  Yes

  If yes,

    a. **What is the grade span covered by this credential?**

      4-9

    b. **Is a bachelor's degree in a subject area or academic content area required?**

      No

14. **Is this credential granted at the secondary level?**

  Yes

  If yes,

    a. **What is the grade span covered by this credential?**

      6-12

    b. **Is a bachelor's degree in a subject area or academic content area required?**

      No

15. **Will transcript analysis (for degrees from non-U.S. postsecondary institutions) be accepted?**

  Yes

16. **Is a state-approved teacher education program required?**

  Yes

17. **Is there a credit hour requirement for pedagogy, professional knowledge and/or professional education coursework?**

  Yes

18. **Is there a grade point average (GPA) requirement for general and/or professional education coursework?**

  No

19. **Are tests or assessments required?**

  Yes

20. **Are performance assessments (such as portfolios) required?**

  No

21. **Is there a recency of credit requirement?**

  No

22. **Are passing state prescribed coursework and/or written assignments required?**

  No

23. **Is professional employment as a teacher required?**

  No

24. **Is passing National Board of Professional Teaching Standards required?**

  No

25. **Is completion of a supervised clinical experience required?**

  No

26. **Is participation in a mentoring program required?**

  No

27. **Is fingerprinting required?**

  No

28. **Is a background check required?**

  No

29. **Is a police record examination required?**

  No

30. **Are there any other requirements?**

Yes

If yes, please describe

Fingerprinting, background check, and police record examination are required if the applicant has not been a resident of Nebraska for at least five continuous years immediately preceding the date of application. Regarding #11 and 17 - Since a professional certificate builds on an initial/standard certificate, a bachelor's degree credit hour requirement and other foundational requirements which must already be in place to move to the professional certificate. Regarding #14 - grade span depends on specific area of endorsement.

Provisional Teaching Permit

1. **Credential name:** Provisional Teaching Permit
2. **Is this an initial credential?**
   Yes
3. **Is this an emergency, temporary or provisional credential?**
   Yes
4. **Is this credential given only to alternative routes to teacher certification participants or completers?**
   No
5. **Is this credential given only to career/technical education teachers?**
   No
6. **Is this a permanent credential?**
   No
7. **Duration of credential (in years):**
   2
8. **Is this credential renewable?**
   No If yes,
   a. **How many times?**
   b. **Renewal duration (in years):**
   c. **Renewal requirements:**
9. **Is a bachelor's degree required?**
   Yes
10. **Is a master's degree or higher required?**
   No
11. **Is a bachelor's degree in education required?**
   Yes
12. **Is this credential granted at the elementary level?**
   Yes
   If yes,
   a. **What is the grade span covered by this credential?**
   K-8
   b. **Is a bachelor's degree in a subject area or academic content area (other than elementary education) required?**
   No
13. **Is this credential granted at the middle school level?**
   Yes
   If yes,
   a. **What is the grade span covered by this credential?**
   4-9
   b. **Is a bachelor's degree in a subject area or academic content area required?**
   No
14. **Is this credential granted at the secondary level?**
   Yes

If yes,
- a. **What is the grade span covered by this credential?**
  6-12
- b. **Is a bachelor's degree in a subject area or academic content area required?**
  No

15. **Will transcript analysis (for degrees from non-U.S. postsecondary institutions) be accepted?**
    Yes
16. **Is a state-approved teacher education program required?**
    Yes
17. **Is there a credit hour requirement for pedagogy, professional knowledge and/or professional education coursework?**
    Yes
18. **Is there a grade point average (GPA) requirement for general and/or professional education coursework?**
    Yes
19. **Are tests or assessments required?**
    No
20. **Are performance assessments (such as portfolios) required?**
    No
21. **Is there a recency of credit requirement?**
    No
22. **Are passing state prescribed coursework and/or written assignments required?**
    No
23. **Is professional employment as a teacher required?**
    No
24. **Is passing National Board of Professional Teaching Standards required?**
    No
25. **Is completion of a supervised clinical experience required?**
    Yes
26. **Is participation in a mentoring program required?**
    No
27. **Is fingerprinting required?**
    No
28. **Is a background check required?**
    No
29. **Is a police record examination required?**
    No
30. **Are there any other requirements?**
    Yes
    If yes, please describe
    Fingerprinting, background check and police record examination are required if the applicant has not been a resident of Nebraska for at least five continuous years immediately preceding the date of the application. This permit is issued to the individual who has completed a teacher preparation program but has not met recency, basic skills, testing or special education requirements. Regarding #14 - grade span depends on specific area of endorsement.

Standard Teaching Certificate

1. **Credential name:** Standard Teaching Certificate
2. **Is this an initial credential?**
   No
3. **Is this an emergency, temporary or provisional credential?**
   No

4. **Is this credential given only to alternative routes to teacher certification participants or completers?**

   No

5. **Is this credential given only to career/technical education teachers?**

   No

6. **Is this a permanent credential?**

   No

7. **Duration of credential (in years):**

   5

8. **Is this credential renewable?**

   Yes If yes,

   a. **How many times?**

      99

   b. **Renewal duration (in years):**

      5

   c. **Renewal requirements:**

      If renewal is prior to expiration or less than five years after expiration, the applicant, within five years prior to the date of application, must have taught half-time or more for one school year or have been employed by the Nebraska Department of Education or have completed six semester credit hours in education related coursework from a standard institution of higher education.

      If renewal is five or more years after expiration, the applicant, within five years prior to the date of application for renewal, must have completed fifteen semester credit hours of education related coursework in an approved program for the preparation of teachers which shall include a course in instructional techniques; a field experience consisting of 100 or more clock hours of contact with students in the classroom, 50% of which shall consist of performing instructional duties; course(s) which address current issues in education, including but not limited to special education, gifted education, reading and writing in content area and school law; and the remaining coursework be directly related to the applicant's area of endorsement on the expired certificate.

9. **Is a bachelor's degree required?**

   Yes

10. **Is a master's degree or higher required?**

    No

11. **Is a bachelor's degree in education required?**

    Yes

12. **Is this credential granted at the elementary level?**

    Yes

    If yes,

    a. **What is the grade span covered by this credential?**

       K-8

    b. **Is a bachelor's degree in a subject area or academic content area (other than elementary education) required?**

       No

13. **Is this credential granted at the middle school level?**

    Yes

    If yes,

    a. **What is the grade span covered by this credential?**

       4-9

    b. **Is a bachelor's degree in a subject area or academic content area required?**

       No

14. **Is this credential granted at the secondary level?**

    Yes

    If yes,

    a. **What is the grade span covered by this credential?**

      6-12

    b. **Is a bachelor's degree in a subject area or academic content area required?**

      No

15. **Will transcript analysis (for degrees from non-U.S. postsecondary institutions) be accepted?**

    Yes

16. **Is a state-approved teacher education program required?**

    Yes

17. **Is there a credit hour requirement for pedagogy, professional knowledge and/or professional education coursework?**

    No

18. **Is there a grade point average (GPA) requirement for general and/or professional education coursework?**

    No

19. **Are tests or assessments required?**

    No

20. **Are performance assessments (such as portfolios) required?**

    No

21. **Is there a recency of credit requirement?**

    No

22. **Are passing state prescribed coursework and/or written assignments required?**

    No

23. **Is professional employment as a teacher required?**

    Yes

24. **Is passing National Board of Professional Teaching Standards required?**

    No

25. **Is completion of a supervised clinical experience required?**

    No

26. **Is participation in a mentoring program required?**

    No

27. **Is fingerprinting required?**

    No

28. **Is a background check required?**

    No

29. **Is a police record examination required?**

    No

30. **Are there any other requirements?**

    Yes

    If yes, please describe

    Standard Teaching certificates are granted to applicants who have held an Initial Teaching Certificate and have taught half-time or more for two consecutive school years within five continuous years immediately preceding the date of application. Response assumes foundational preparation (such as professional coursework) completed at the initial certification level.

    Fingerprinting, background check and police record examination are required if the applicant has not been a resident of Nebraska for at least five continuous years immediately preceding the date of the application.

    Regarding #14 - grade span depends on specific area of endorsement.

Temporary Teaching Certificate

1. **Credential name:** Temporary Teaching Certificate

2. **Is this an initial credential?**
   No
3. **Is this an emergency, temporary or provisional credential?**
   Yes
4. **Is this credential given only to alternative routes to teacher certification participants or completers?**
   No
5. **Is this credential given only to career/technical education teachers?**
   No
6. **Is this a permanent credential?**
   No
7. **Duration of credential (in years):**
   1
8. **Is this credential renewable?**
   No If yes,
      a. **How many times?**
      b. **Renewal duration (in years):**
      c. **Renewal requirements:**
9. **Is a bachelor's degree required?**
   Yes
10. **Is a master's degree or higher required?**
    No
11. **Is a bachelor's degree in education required?**
    Yes
12. **Is this credential granted at the elementary level?**
    Yes
    If yes,
       a. **What is the grade span covered by this credential?**
          K-8
       b. **Is a bachelor's degree in a subject area or academic content area (other than elementary education) required?**
          No
13. **Is this credential granted at the middle school level?**
    Yes
    If yes,
       a. **What is the grade span covered by this credential?**
          4-9
       b. **Is a bachelor's degree in a subject area or academic content area required?**
          No
14. **Is this credential granted at the secondary level?**
    Yes
    If yes,
       a. **What is the grade span covered by this credential?**
          6-12
       b. **Is a bachelor's degree in a subject area or academic content area required?**
          No
15. **Will transcript analysis (for degrees from non-U.S. postsecondary institutions) be accepted?**
    Yes
16. **Is a state-approved teacher education program required?**
    Yes

17. **Is there a credit hour requirement for pedagogy, professional knowledge and/or professional education coursework?**
    Yes
18. **Is there a grade point average (GPA) requirement for general and/or professional education coursework?**
    No
19. **Are tests or assessments required?**
    No
20. **Are performance assessments (such as portfolios) required?**
    No
21. **Is there a recency of credit requirement?**
    No
22. **Are passing state prescribed coursework and/or written assignments required?**
    No
23. **Is professional employment as a teacher required?**
    No
24. **Is passing National Board of Professional Teaching Standards required?**
    No
25. **Is completion of a supervised clinical experience required?**
    Yes
26. **Is participation in a mentoring program required?**
    No
27. **Is fingerprinting required?**
    No
28. **Is a background check required?**
    No
29. **Is a police record examination required?**
    No
30. **Are there any other requirements?**
    Yes
    If yes, please describe
    Regarding #7 - limitation is 180 days, but system will not allow less than 1 year to be reported.

    Fingerprinting, background check and police record examination are required if the applicant has not been a resident of Nebraska for at least five continuous years immediately preceding the date of application.

    A Temporary Teaching Certificate is issued when the applicant has met all of the requirements for certification except for the requirement for human relations training, which must be completed in 180 days in which the certificate is valid.

Transitional Teaching Permit

1. **Credential name:** Transitional Teaching Permit
2. **Is this an initial credential?**
   No
3. **Is this an emergency, temporary or provisional credential?**
   Yes
4. **Is this credential given only to alternative routes to teacher certification participants or completers?**
   Yes
5. **Is this credential given only to career/technical education teachers?**
   No
6. **Is this a permanent credential?**

No

7. **Duration of credential (in years):**

    1

8. **Is this credential renewable?**

    Yes If yes,

    a. **How many times?**

        4

    b. **Renewal duration (in years):**

        1

    c. **Renewal requirements:**

        The applicant shall submit a written request for renewal from the administrator of the school system in which the applicant teaches and a transcript documenting completion of at least six semester credit hours annually towards completion of the teacher preparation program.

9. **Is a bachelor's degree required?**

    Yes

10. **Is a master's degree or higher required?**

    No

11. **Is a bachelor's degree in education required?**

    No

12. **Is this credential granted at the elementary level?**

    No

    If yes,

    a. **What is the grade span covered by this credential?**

    b. **Is a bachelor's degree in a subject area or academic content area (other than elementary education) required?**

        Data not reported

13. **Is this credential granted at the middle school level?**

    No

    If yes,

    a. **What is the grade span covered by this credential?**

    b. **Is a bachelor's degree in a subject area or academic content area required?**

        Data not reported

14. **Is this credential granted at the secondary level?**

    Yes

    If yes,

    a. **What is the grade span covered by this credential?**

        6-12

    b. **Is a bachelor's degree in a subject area or academic content area required?**

        No

15. **Will transcript analysis (for degrees from non-U.S. postsecondary institutions) be accepted?**

    Yes

16. **Is a state-approved teacher education program required?**

    Yes

17. **Is there a credit hour requirement for pedagogy, professional knowledge and/or professional education coursework?**

    Yes

18. **Is there a grade point average (GPA) requirement for general and/or professional education coursework?**

    Yes

19. **Are tests or assessments required?**

    No

20. **Are performance assessments (such as portfolios) required?**

No

21. **Is there a recency of credit requirement?**
No
22. **Are passing state prescribed coursework and/or written assignments required?**
No
23. **Is professional employment as a teacher required?**
Yes
24. **Is passing National Board of Professional Teaching Standards required?**
No
25. **Is completion of a supervised clinical experience required?**
Yes
26. **Is participation in a mentoring program required?**
Yes
27. **Is fingerprinting required?**
No
28. **Is a background check required?**
No
29. **Is a police record examination required?**
No
30. **Are there any other requirements?**
Yes
If yes, please describe
Fingerprinting, background check and police record examination are required if the applicant has not been a resident of Nebraska for at least five continuous years immediately preceding the date of application.

Requirements for initial issuance of this permit may be found in Rule 21 Section 005.28A-G.

Regarding #8 - Requirements generally completed in 3 years. Regarding #14a - grade span depends on specific area of endorsement. Regarding #14b - The certificate requires an individual to hold a baccalaureate degree which contains a minimum of 75% of the content required by Rule 24 (endorsement) and a plan for completion of any additional content.

Section IV. Standards and Criteria

(§205(b)(1)(B), §205(b)(1)(C))

1. **Has the state developed standards that prospective teachers must meet in order to attain initial teacher certification or licensure?**
Yes
2. **Is there a unique, overarching set of teacher standards that currently applies to all teaching fields and grade levels?**
Yes
3. **Are there distinct state teacher standards for early childhood education (birth through age 6)?**
Yes
4. **Are there distinct state teacher standards for early elementary education (grades K-3)?**
Yes
5. **Are there distinct state teacher standards for upper elementary education (grades 4-6)?**
Yes
6. **Are there distinct state teacher standards for middle grades education?**
Yes
7. **Are there distinct state teacher standards for secondary education?**
Yes

8. **Were the standards of any national organizations used, modified or referenced in the development of the state teacher standards?**
Yes
If yes, please specify.
Regarding questions 3, 4 and 5 above, Nebraska's Elementary Education and Early Childhood endorsements are issued at various grade levels.

Endorsement standards are updated on a rotational basis and use national professional association content area standards, where available, as a basis for revisions. In addition, Nebraska utilizes the InTASC model core teaching standards as a basis for preparation of teachers.

Title 92, Nebraska Administrative Code (NAC), Chapter 20, Regulations for the Approval of Teacher Education Programs, and Chapter 24, Regulations for Certificate Endorsement, and their respective guideline documents contain specific language on the performances expected of beginning teachers and serve as the basis for assessment of their preparedness to teach the strategies, specific content knowledge and skills.

9. **Are there state teacher standards for the following specific teaching fields and grade levels? (Add any additional teaching fields in your state at the bottom of the list.)**

Teaching field	All levels	Grade-Specific Standards				
		Early childhood	Grades K-3	Grades 4-6	Middle grades	Secondary grades
Arts	Yes	Yes	Yes	Yes	Yes	Yes
Bilingual education, ESL	Yes	Yes	Yes	Yes	Yes	Yes
Civics/ government	No	Yes	Yes	Yes	Yes	Yes
Economics	No	Yes	Yes	Yes	Yes	Yes
English/ language arts	Yes	Yes	Yes	Yes	Yes	Yes
Foreign languages	No	No	Yes	Yes	Yes	Yes
Geography	Yes	Yes	Yes	Yes	Yes	Yes
History	Yes	Yes	Yes	Yes	Yes	Yes
Mathematics	Yes	Yes	Yes	Yes	Yes	Yes
Science	Yes	Yes	Yes	Yes	Yes	Yes
Social studies	Yes	Yes	Yes	Yes	Yes	Yes
Special education	Yes	Yes	Yes	Yes	Yes	Yes
Technology in teaching	Yes	Yes	Yes	Yes	Yes	Yes
Vocational/ technical education	No	No	No	Yes	Yes	Yes
Health and Physical Education	Yes	Yes	Yes	Yes	Yes	Yes

10. **Has the state established challenging academic content standards for K-12 students that specify what children are expected to know and be able to do; contain coherent and rigorous content; and encourage the teaching of advanced skills?**
Yes

11. **Has the state established early learning standards for early childhood education programs?**
Yes

12. **Has the state established a policy that links, aligns or coordinates teacher certification or licensure standards with the assessments required for teacher certification or licensure?**
Yes

13. **Has the state established a policy that links, aligns or coordinates teacher certification or licensure standards with the challenging academic**

content standards for K-12 students?

Yes

14. **Has the state established a policy that links, aligns or coordinators teacher certification or licensure standards with early learning standards for early childhood education programs?**

Yes

15. **Has the state established a policy that links, aligns or coordinates teacher certification or licensure assessments with the challenging academic content standards for K-12 students?**

Yes

16. **Has the state established a policy that links, aligns or coordinates teacher certification or licensure assessments with early learning standards for early childhood education programs?**

Yes

17. **Are there other steps being taken to develop or implement teacher standards and align teacher preparation, certification, licensure or assessment standards with content standards for students?**

Yes

If yes, please describe

Title 92, NAC, Chapter 20, Regulations for the Approval of Teacher Education Programs, requires that, as a condition for continuing approval, institutions prepare candidates to integrate the Nebraska K-12 Content Standards (92 NAC 10 Appendices) into instruction regardless of the particular endorsement area being sought. Additionally, preparation for the endorsement areas (Rule 24 and Guidelines) includes explicit expectations regarding candidate preparation to teach the skills concepts and processes delineated in the applicable K-12 Content Standards.

Endorsement requirements are reviewed on a regular basis to assure they meet state and national standards for the content areas. Programs are held accountable for the requirements of Rules 20 and 24 through an annual process as well as a major cyclical review. Each institution is required to have on file with the Nebraska Department of Education a current matrix for each endorsement area. Information provided in this matrix includes course completion requirements and an alignment to standards. This information is considered as a part of the annual Nebraska Board of Education approval of the institution's teacher preparation program and the endorsement areas it offers.

In regards to Questions 12, 15 and 16, Nebraska now requires content testing for most new endorsements placed on a certificate on or after September 1, 2015. Nebraska uses the Core Academic Skills for Educators (ETS) as a program admission requirement and is not considered by the Nebraska Department of Education as a content test for licensure.

Section V. Assessment Information

Program Type	Assessment Code	Assessment	Test Company	Low Score	High Score	Cut Score	State Average Scaled Score
Traditional	ETS5732	CORE ACADEMIC SKILLS FOR ED: MATH	Educational Testing Service (ETS)	100	200	150	
Traditional	ETS5712	CORE ACADEMIC SKILLS FOR ED: READING	Educational Testing Service (ETS)	100	200	156	
Traditional	ETS5722	CORE ACADEMIC SKILLS FOR ED: WRITING	Educational Testing Service (ETS)	100	200	162	
Traditional	ETS0730	PRAXIS I MATHEMATICS (DISCONTINUED)	Educational Testing Service (ETS)	150	190	171	
Traditional	ETS0710	PRAXIS I READING (DISCONTINUED)	Educational Testing Service (ETS)	150	190	170	
Traditional	ETS0720	PRAXIS I WRITING (DISCONTINUED)	Educational Testing Service (ETS)	150	190	172	

Alternative, IHE-based	ETS0730	PRAXIS I MATHEMATICS (DISCONTINUED)	Educational Testing Service (ETS)	150	190	171	
Alternative, IHE-based	ETS0710	PRAXIS I READING (DISCONTINUED)	Educational Testing Service (ETS)	150	190	170	
Alternative, IHE-based	ETS0720	PRAXIS I WRITING (DISCONTINUED)	Educational Testing Service (ETS)	150	190	172	

Section V. Traditional Assessment Pass Rates

Program	Assessment code - Assessment name	Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
Chadron State College (6466)	ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH	All enrolled students who have completed all noncl	2				90	169
Chadron State College (6466)	ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH	Other enrolled students	62	170	62	100	98	172
Chadron State College (6466)	ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING	All enrolled students who have completed all noncl	2				100	187
Chadron State College (6466)	ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING	Other enrolled students	64	182	64	100	99	182
Chadron State College (6466)	ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING	All enrolled students who have completed all noncl	2					
Chadron State College (6466)	ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING	Other enrolled students	65	171	65	100	98	173
Chadron State College (6466)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All enrolled students who have completed all noncl	31	179	31	100	100	180
Chadron State College (6466)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	Other enrolled students	50	181	50	100	100	180
Chadron State College (6466)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All program completers, 2014-15	91	180	91	100	100	180
Chadron State College (6466)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All program completers, 2013-14	104	180	104	100	100	181
Chadron State College (6466)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All program completers, 2012-13	109	180	109	100	100	180
Chadron State College (6466)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All enrolled students who have completed all noncl	32	177	32	100	100	178
Chadron State College (6466)	ETS0710 -PRAXIS I READING (DISCONTINUED)	Other enrolled students	48	179	48	100	100	178
Chadron State College (6466)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All program completers, 2014-15	91	177	91	100	100	178

Chadron State College (6466)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All program completers, 2013-14	104	179	104	100	100	179
Chadron State College (6466)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All program completers, 2012-13	110	178	110	100	100	179
Chadron State College (6466)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All enrolled students who have completed all noncl	31	175	31	100	100	176
Chadron State College (6466)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	Other enrolled students	47	177	47	100	99	176
Chadron State College (6466)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All program completers, 2014-15	92	175	92	100	100	176
Chadron State College (6466)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All program completers, 2013-14	103	176	103	100	100	176
Chadron State College (6466)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All program completers, 2012-13	111	176	110	99	100	176
College of St. Mary (6106)	ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH	Other enrolled students	27	165	23	85	98	172
College of St. Mary (6106)	ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING	Other enrolled students	28	184	28	100	99	182
College of St. Mary (6106)	ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING	All program completers, 2014-15	1					
College of St. Mary (6106)	ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING	Other enrolled students	29	171	28	97	98	173
College of St. Mary (6106)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	Other enrolled students	60	180	60	100	100	180
College of St. Mary (6106)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All program completers, 2014-15	58	180	58	100	100	180
College of St. Mary (6106)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All program completers, 2013-14	41	181	40	98	100	181
College of St. Mary (6106)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All program completers, 2012-13	58	178	58	100	100	180
College of St. Mary (6106)	ETS0710 -PRAXIS I READING (DISCONTINUED)	Other enrolled students	59	179	59	100	100	178
College of St. Mary (6106)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All program completers, 2014-15	58	180	58	100	100	178
College of St. Mary (6106)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All program completers, 2013-14	41	181	41	100	100	179
College of St. Mary (6106)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All program completers, 2012-13	58	179	58	100	100	179
College of St. Mary (6106)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	Other enrolled students	58	177	58	100	99	176

Institution	Test	Group	N		N	%	%	
College of St. Mary (6106)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All program completers, 2014-15	58	177	58	100	100	176
College of St. Mary (6106)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All program completers, 2013-14	39	178	39	100	100	176
College of St. Mary (6106)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All program completers, 2012-13	57	176	57	100	100	176
Concordia University (6116)	ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH	Other enrolled students	20	175	20	100	98	172
Concordia University (6116)	ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING	Other enrolled students	21	184	21	100	99	182
Concordia University (6116)	ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING	Other enrolled students	21	173	20	95	98	173
Concordia University (6116)	ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING	All program completers, 2014-15	1					
Concordia University (6116)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	Other enrolled students	128	181	128	100	100	180
Concordia University (6116)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All program completers, 2014-15	84	181	84	100	100	180
Concordia University (6116)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All program completers, 2013-14	103	181	103	100	100	181
Concordia University (6116)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All program completers, 2012-13	107	181	107	100	100	180
Concordia University (6116)	ETS0710 -PRAXIS I READING (DISCONTINUED)	Other enrolled students	127	179	127	100	100	178
Concordia University (6116)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All program completers, 2014-15	84	179	84	100	100	178
Concordia University (6116)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All program completers, 2013-14	103	179	103	100	100	179
Concordia University (6116)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All program completers, 2012-13	106	180	106	100	100	179
Concordia University (6116)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	Other enrolled students	128	176	128	100	99	176
Concordia University (6116)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All program completers, 2014-15	83	177	83	100	100	176
Concordia University (6116)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All program completers, 2013-14	103	176	102	99	100	176
Concordia University (6116)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All program completers, 2012-13	107	177	107	100	100	176
Creighton University (6121)	ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH	Other enrolled students	30	176	30	100	98	172

Institution	Test	Group	N	Avg	N2	Pct	Pct2	Avg2
Creighton University (6121)	ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING	Other enrolled students	30	189	30	100	99	182
Creighton University (6121)	ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING	Other enrolled students	30	178	30	100	98	173
Creighton University (6121)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All enrolled students who have completed all noncl	11	184	11	100	100	180
Creighton University (6121)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	Other enrolled students	31	183	31	100	100	180
Creighton University (6121)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All program completers, 2014-15	31	182	31	100	100	180
Creighton University (6121)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All program completers, 2013-14	59	183	59	100	100	181
Creighton University (6121)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All program completers, 2012-13	52	183	52	100	100	180
Creighton University (6121)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All enrolled students who have completed all noncl	11	179	11	100	100	178
Creighton University (6121)	ETS0710 -PRAXIS I READING (DISCONTINUED)	Other enrolled students	31	181	31	100	100	178
Creighton University (6121)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All program completers, 2014-15	31	181	31	100	100	178
Creighton University (6121)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All program completers, 2013-14	59	181	58	98	100	179
Creighton University (6121)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All program completers, 2012-13	52	181	52	100	100	179
Creighton University (6121)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All enrolled students who have completed all noncl	11	178	11	100	100	176
Creighton University (6121)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	Other enrolled students	31	179	31	100	99	176
Creighton University (6121)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All program completers, 2014-15	31	179	31	100	100	176
Creighton University (6121)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All program completers, 2013-14	59	179	58	98	100	176
Creighton University (6121)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All program completers, 2012-13	52	179	52	100	100	176
Doane College (6165)	ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH	Other enrolled students	69	169	67	97	98	172
Doane College (6165)	ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH	All program completers, 2014-15	1					
Doane College (6165)	ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING	Other enrolled students	69	182	66	96	99	182

Institution	Test	Group						
Doane College (6165)	ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING	All program completers, 2014-15	1					
Doane College (6165)	ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING	Other enrolled students	69	172	63	91	98	173
Doane College (6165)	ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING	All program completers, 2014-15	1					
Doane College (6165)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	Other enrolled students	80	181	77	96	100	180
Doane College (6165)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All program completers, 2014-15	84	180	84	100	100	180
Doane College (6165)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All program completers, 2013-14	68	181	68	100	100	181
Doane College (6165)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All program completers, 2012-13	62	182	62	100	100	180
Doane College (6165)	ETS0710 -PRAXIS I READING (DISCONTINUED)	Other enrolled students	80	179	78	98	100	178
Doane College (6165)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All program completers, 2014-15	84	179	84	100	100	178
Doane College (6165)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All program completers, 2013-14	68	178	68	100	100	179
Doane College (6165)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All program completers, 2012-13	62	180	62	100	100	179
Doane College (6165)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	Other enrolled students	85	175	76	89	99	176
Doane College (6165)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All program completers, 2014-15	84	176	84	100	100	176
Doane College (6165)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All program completers, 2013-14	68	176	68	100	100	176
Doane College (6165)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All program completers, 2012-13	63	178	62	98	100	176
Grace University (6248)	ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH	All enrolled students who have completed all noncl	1				90	169
Grace University (6248)	ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH	Other enrolled students	5				98	172
Grace University (6248)	ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING	All enrolled students who have completed all noncl	1				100	187
Grace University (6248)	ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING	Other enrolled students	5				99	182
Grace University (6248)	ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING	Other enrolled students	4				98	173

Institution	Test	Group						
Grace University (6248)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All enrolled students who have completed all noncl	9				100	180
Grace University (6248)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	Other enrolled students	28	181	27	96	100	180
Grace University (6248)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All program completers, 2014-15	13	180	13	100	100	180
Grace University (6248)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All program completers, 2013-14	15	178	15	100	100	181
Grace University (6248)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All program completers, 2012-13	28	181	28	100	100	180
Grace University (6248)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All enrolled students who have completed all noncl	9				100	178
Grace University (6248)	ETS0710 -PRAXIS I READING (DISCONTINUED)	Other enrolled students	28	179	27	96	100	178
Grace University (6248)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All program completers, 2014-15	13	179	13	100	100	178
Grace University (6248)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All program completers, 2013-14	15	178	15	100	100	179
Grace University (6248)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All program completers, 2012-13	28	181	28	100	100	179
Grace University (6248)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All enrolled students who have completed all noncl	10	178	10	100	100	176
Grace University (6248)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	Other enrolled students	29	176	27	93	99	176
Grace University (6248)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All program completers, 2014-15	13	178	13	100	100	176
Grace University (6248)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All program completers, 2013-14	15	177	15	100	100	176
Grace University (6248)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All program completers, 2012-13	28	178	28	100	100	176
Hastings College (6270)	ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH	Other enrolled students	29	173	29	100	98	172
Hastings College (6270)	ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING	Other enrolled students	29	177	29	100	99	182
Hastings College (6270)	ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING	Other enrolled students	29	172	29	100	98	173
Hastings College (6270)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	Other enrolled students	62	181	62	100	100	180
Hastings College (6270)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All program completers, 2014-15	49	180	49	100	100	180

Hastings College (6270)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All program completers, 2013-14	60	181	60	100	100	181
Hastings College (6270)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All program completers, 2012-13	57	180	57	100	100	180
Hastings College (6270)	ETS0710 -PRAXIS I READING (DISCONTINUED)	Other enrolled students	62	179	62	100	100	178
Hastings College (6270)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All program completers, 2014-15	49	178	49	100	100	178
Hastings College (6270)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All program completers, 2013-14	60	178	60	100	100	179
Hastings College (6270)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All program completers, 2012-13	57	179	57	100	100	179
Hastings College (6270)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	Other enrolled students	62	176	62	100	99	176
Hastings College (6270)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All program completers, 2014-15	49	177	49	100	100	176
Hastings College (6270)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All program completers, 2013-14	60	177	60	100	100	176
Hastings College (6270)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All program completers, 2012-13	57	177	57	100	100	176
Midland University (6406)	ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH	Other enrolled students	21	168	21	100	98	172
Midland University (6406)	ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING	Other enrolled students	21	177	21	100	99	182
Midland University (6406)	ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING	Other enrolled students	22	171	22	100	98	173
Midland University (6406)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	Other enrolled students	51	181	51	100	100	180
Midland University (6406)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All program completers, 2014-15	50	180	50	100	100	180
Midland University (6406)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All program completers, 2013-14	23	179	23	100	100	181
Midland University (6406)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All program completers, 2012-13	31	179	31	100	100	180
Midland University (6406)	ETS0710 -PRAXIS I READING (DISCONTINUED)	Other enrolled students	51	177	51	100	100	178
Midland University (6406)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All program completers, 2014-15	50	175	50	100	100	178
Midland University (6406)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All program completers, 2013-14	23	177	23	100	100	179

Institution	Test	Group						
Midland University (6406)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All program completers, 2012-13	31	177	31	100	100	179
Midland University (6406)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	Other enrolled students	50	176	50	100	99	176
Midland University (6406)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All program completers, 2014-15	50	175	50	100	100	176
Midland University (6406)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All program completers, 2013-14	23	175	23	100	100	176
Midland University (6406)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All program completers, 2012-13	32	176	32	100	100	176
Nebraska Wesleyan University (6470)	ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH	All enrolled students who have completed all noncl	2				90	169
Nebraska Wesleyan University (6470)	ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH	Other enrolled students	27	167	26	96	98	172
Nebraska Wesleyan University (6470)	ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH	All program completers, 2014-15	1					
Nebraska Wesleyan University (6470)	ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING	All enrolled students who have completed all noncl	2				100	187
Nebraska Wesleyan University (6470)	ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING	Other enrolled students	27	181	27	100	99	182
Nebraska Wesleyan University (6470)	ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING	All enrolled students who have completed all noncl	2					
Nebraska Wesleyan University (6470)	ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING	Other enrolled students	26	176	26	100	98	173
Nebraska Wesleyan University (6470)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All enrolled students who have completed all noncl	10	180	10	100	100	180
Nebraska Wesleyan University (6470)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	Other enrolled students	29	180	29	100	100	180
Nebraska Wesleyan University (6470)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All program completers, 2014-15	50	182	50	100	100	180
Nebraska Wesleyan University (6470)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All program completers, 2013-14	40	182	40	100	100	181
Nebraska Wesleyan University (6470)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All program completers, 2012-13	36	180	36	100	100	180
Nebraska Wesleyan University (6470)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All enrolled students who have completed all noncl	10	179	10	100	100	178
Nebraska Wesleyan University (6470)	ETS0710 -PRAXIS I READING (DISCONTINUED)	Other enrolled students	29	177	29	100	100	178
Nebraska Wesleyan University (6470)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All program completers, 2014-15	51	179	51	100	100	178

Institution	Test	Group	N	Avg	N	%	%	Avg
Nebraska Wesleyan University (6470)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All program completers, 2013-14	40	180	40	100	100	179
Nebraska Wesleyan University (6470)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All program completers, 2012-13	36	178	35	97	100	179
Nebraska Wesleyan University (6470)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All enrolled students who have completed all noncl	10	177	10	100	100	176
Nebraska Wesleyan University (6470)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	Other enrolled students	30	177	30	100	99	176
Nebraska Wesleyan University (6470)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All program completers, 2014-15	51	177	51	100	100	176
Nebraska Wesleyan University (6470)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All program completers, 2013-14	40	178	40	100	100	176
Nebraska Wesleyan University (6470)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All program completers, 2012-13	36	177	36	100	100	176
Peru State College (6468)	ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH	Other enrolled students	19	172	19	100	98	172
Peru State College (6468)	ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING	Other enrolled students	19	178	19	100	99	182
Peru State College (6468)	ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING	Other enrolled students	19	172	19	100	98	173
Peru State College (6468)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	Other enrolled students	101	178	101	100	100	180
Peru State College (6468)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All program completers, 2014-15	67	178	67	100	100	180
Peru State College (6468)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All program completers, 2013-14	72	178	72	100	100	181
Peru State College (6468)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All program completers, 2012-13	103	178	103	100	100	180
Peru State College (6468)	ETS0710 -PRAXIS I READING (DISCONTINUED)	Other enrolled students	100	177	100	100	100	178
Peru State College (6468)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All program completers, 2014-15	67	177	67	100	100	178
Peru State College (6468)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All program completers, 2013-14	72	176	71	99	100	179
Peru State College (6468)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All program completers, 2012-13	105	178	105	100	100	179
Peru State College (6468)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	Other enrolled students	100	175	100	100	99	176
Peru State College (6468)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All program completers, 2014-15	67	175	67	100	100	176

Institution	Test	Group					
Peru State College (6468)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All program completers, 2013-14	73	175	73	100	100	176
Peru State College (6468)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All program completers, 2012-13	105	175	105	100	100	176
Union College (6865)	ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH	All enrolled students who have completed all noncl	1				90	169
Union College (6865)	ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH	Other enrolled students	4				98	172
Union College (6865)	ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING	All enrolled students who have completed all noncl	1				100	187
Union College (6865)	ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING	Other enrolled students	4				99	182
Union College (6865)	ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING	All enrolled students who have completed all noncl	2					
Union College (6865)	ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING	Other enrolled students	4				98	173
Union College (6865)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All enrolled students who have completed all noncl	13	180	12	92	100	180
Union College (6865)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	Other enrolled students	8				100	180
Union College (6865)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All program completers, 2014-15	10	179	10	100	100	180
Union College (6865)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All program completers, 2013-14	14	179	14	100	100	181
Union College (6865)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All program completers, 2012-13	14	182	14	100	100	180
Union College (6865)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All enrolled students who have completed all noncl	12	179	12	100	100	178
Union College (6865)	ETS0710 -PRAXIS I READING (DISCONTINUED)	Other enrolled students	8				100	178
Union College (6865)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All program completers, 2014-15	10	177	10	100	100	178
Union College (6865)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All program completers, 2013-14	14	178	14	100	100	179
Union College (6865)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All program completers, 2012-13	14	180	14	100	100	179
Union College (6865)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All enrolled students who have completed all noncl	11	175	11	100	100	176
Union College (6865)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	Other enrolled students	8				99	176

Union College (6865)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All program completers, 2014-15	10	178	10	100	100	176
Union College (6865)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All program completers, 2013-14	14	175	14	100	100	176
Union College (6865)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All program completers, 2012-13	14	176	14	100	100	176
University of Nebraska - Kearney (6467)	ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH	All enrolled students who have completed all noncl	3				90	169
University of Nebraska - Kearney (6467)	ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH	Other enrolled students	67	174	67	100	98	172
University of Nebraska - Kearney (6467)	ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING	All enrolled students who have completed all noncl	4				100	187
University of Nebraska - Kearney (6467)	ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING	Other enrolled students	68	184	68	100	99	182
University of Nebraska - Kearney (6467)	ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING	All enrolled students who have completed all noncl	2					
University of Nebraska - Kearney (6467)	ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING	Other enrolled students	74	171	74	100	98	173
University of Nebraska - Kearney (6467)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All enrolled students who have completed all noncl	132	180	132	100	100	180
University of Nebraska - Kearney (6467)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	Other enrolled students	379	179	379	100	100	180
University of Nebraska - Kearney (6467)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All program completers, 2014-15	248	180	248	100	100	180
University of Nebraska - Kearney (6467)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All program completers, 2013-14	221	180	221	100	100	181
University of Nebraska - Kearney (6467)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All program completers, 2012-13	236	180	236	100	100	180
University of Nebraska - Kearney (6467)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All enrolled students who have completed all noncl	130	178	130	100	100	178
University of Nebraska - Kearney (6467)	ETS0710 -PRAXIS I READING (DISCONTINUED)	Other enrolled students	378	178	378	100	100	178
University of Nebraska - Kearney (6467)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All program completers, 2014-15	246	178	246	100	100	178
University of Nebraska - Kearney (6467)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All program completers, 2013-14	224	178	222	99	100	179
University of Nebraska - Kearney (6467)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All program completers, 2012-13	236	179	236	100	100	179
University of Nebraska - Kearney (6467)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All enrolled students who have completed all noncl	132	175	132	100	100	176

University of Nebraska - Kearney (6467)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	Other enrolled students	375	176	374	100	99	176
University of Nebraska - Kearney (6467)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All program completers, 2014-15	249	176	247	99	100	176
University of Nebraska - Kearney (6467)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All program completers, 2013-14	224	176	223	100	100	176
University of Nebraska - Kearney (6467)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All program completers, 2012-13	239	176	239	100	100	176
University of Nebraska - Lincoln (6877)	ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH	Other enrolled students	121	174	115	95	98	172
University of Nebraska - Lincoln (6877)	ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH	All program completers, 2014-15	4					
University of Nebraska - Lincoln (6877)	ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING	Other enrolled students	119	183	118	99	99	182
University of Nebraska - Lincoln (6877)	ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING	All program completers, 2014-15	4					
University of Nebraska - Lincoln (6877)	ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING	Other enrolled students	122	175	115	94	98	173
University of Nebraska - Lincoln (6877)	ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING	All program completers, 2014-15	4					
University of Nebraska - Lincoln (6877)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	Other enrolled students	508	181	507	100	100	180
University of Nebraska - Lincoln (6877)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All program completers, 2014-15	312	181	312	100	100	180
University of Nebraska - Lincoln (6877)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All program completers, 2013-14	381	182	381	100	100	181
University of Nebraska - Lincoln (6877)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All program completers, 2012-13	366	182	366	100	100	180
University of Nebraska - Lincoln (6877)	ETS0710 -PRAXIS I READING (DISCONTINUED)	Other enrolled students	509	179	507	100	100	178
University of Nebraska - Lincoln (6877)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All program completers, 2014-15	312	180	312	100	100	178
University of Nebraska - Lincoln (6877)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All program completers, 2013-14	381	180	381	100	100	179
University of Nebraska - Lincoln (6877)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All program completers, 2012-13	367	180	367	100	100	179
University of Nebraska - Lincoln (6877)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	Other enrolled students	506	177	503	99	99	176
University of Nebraska - Lincoln (6877)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All program completers, 2014-15	312	177	312	100	100	176

Institution	Assessment	Group						
University of Nebraska - Lincoln (6877)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All program completers, 2013-14	385	177	385	100	100	176
University of Nebraska - Lincoln (6877)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All program completers, 2012-13	367	177	367	100	100	176
University of Nebraska - Omaha (6420)	ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH	All enrolled students who have completed all noncl	1				90	169
University of Nebraska - Omaha (6420)	ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH	Other enrolled students	81	175	81	100	98	172
University of Nebraska - Omaha (6420)	ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING	All enrolled students who have completed all noncl	1				100	187
University of Nebraska - Omaha (6420)	ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING	Other enrolled students	86	186	86	100	99	182
University of Nebraska - Omaha (6420)	ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING	All enrolled students who have completed all noncl	1					
University of Nebraska - Omaha (6420)	ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING	Other enrolled students	86	173	86	100	98	173
University of Nebraska - Omaha (6420)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All enrolled students who have completed all noncl	94	179	94	100	100	180
University of Nebraska - Omaha (6420)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	Other enrolled students	363	181	363	100	100	180
University of Nebraska - Omaha (6420)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All program completers, 2014-15	168	180	168	100	100	180
University of Nebraska - Omaha (6420)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All program completers, 2013-14	215	181	215	100	100	181
University of Nebraska - Omaha (6420)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All program completers, 2012-13	247	180	247	100	100	180
University of Nebraska - Omaha (6420)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All enrolled students who have completed all noncl	94	179	94	100	100	178
University of Nebraska - Omaha (6420)	ETS0710 -PRAXIS I READING (DISCONTINUED)	Other enrolled students	354	179	354	100	100	178
University of Nebraska - Omaha (6420)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All program completers, 2014-15	167	179	167	100	100	178
University of Nebraska - Omaha (6420)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All program completers, 2013-14	214	179	214	100	100	179
University of Nebraska - Omaha (6420)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All program completers, 2012-13	250	179	250	100	100	179
University of Nebraska - Omaha (6420)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All enrolled students who have completed all noncl	95	176	95	100	100	176
University of Nebraska - Omaha (6420)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	Other enrolled students	358	177	358	100	99	176

University of Nebraska - Omaha (6420)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All program completers, 2014-15	167	176	167	100	100	176
University of Nebraska - Omaha (6420)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All program completers, 2013-14	214	177	214	100	100	176
University of Nebraska - Omaha (6420)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All program completers, 2012-13	251	176	251	100	100	176
Wayne State College (6469)	ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH	Other enrolled students	43	165	43	100	98	172
Wayne State College (6469)	ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING	Other enrolled students	48	174	48	100	99	182
Wayne State College (6469)	ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING	Other enrolled students	51	168	51	100	98	173
Wayne State College (6469)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All enrolled students who have completed all noncl	59	180	59	100	100	180
Wayne State College (6469)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	Other enrolled students	231	179	231	100	100	180
Wayne State College (6469)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All program completers, 2014-15	158	179	158	100	100	180
Wayne State College (6469)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All program completers, 2013-14	173	180	173	100	100	181
Wayne State College (6469)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All program completers, 2012-13	147	179	147	100	100	180
Wayne State College (6469)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All enrolled students who have completed all noncl	59	177	59	100	100	178
Wayne State College (6469)	ETS0710 -PRAXIS I READING (DISCONTINUED)	Other enrolled students	225	176	225	100	100	178
Wayne State College (6469)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All program completers, 2014-15	161	177	159	99	100	178
Wayne State College (6469)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All program completers, 2013-14	173	177	173	100	100	179
Wayne State College (6469)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All program completers, 2012-13	147	177	147	100	100	179
Wayne State College (6469)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All enrolled students who have completed all noncl	59	175	59	100	100	176
Wayne State College (6469)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	Other enrolled students	223	175	223	100	99	176
Wayne State College (6469)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All program completers, 2014-15	161	175	161	100	100	176
Wayne State College (6469)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All program completers, 2013-14	174	176	173	99	100	176

Institution	Test	Group						
Wayne State College (6469)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All program completers, 2012-13	148	175	148	100	100	176
York College (6984)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All program completers, 2014-15	14	182	14	100	100	180
York College (6984)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All program completers, 2013-14	32	179	32	100	100	181
York College (6984)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All program completers, 2012-13	6				100	180
York College (6984)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All program completers, 2014-15	14	176	14	100	100	178
York College (6984)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All program completers, 2013-14	32	179	32	100	100	179
York College (6984)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All program completers, 2012-13	7				100	179
York College (6984)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All program completers, 2014-15	14	175	14	100	100	176
York College (6984)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All program completers, 2013-14	33	176	33	100	100	176
York College (6984)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All program completers, 2012-13	8				100	176

Section V. Traditional Summary Pass Rates

Program	Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
Chadron State College (6466)	All program completers, 2014-15	92	92	100	100
Chadron State College (6466)	All program completers, 2013-14	105	105	100	100
Chadron State College (6466)	All program completers, 2012-13	112	112	100	100
College of St. Mary (6106)	All program completers, 2014-15	59	59	100	100
College of St. Mary (6106)	All program completers, 2013-14	41	40	98	100
College of St. Mary (6106)	All program completers, 2012-13	58	58	100	100
Concordia University (6116)	All program completers, 2014-15	84	84	100	100
Concordia University (6116)	All program completers, 2013-14	103	102	99	100
Concordia University (6116)	All program completers, 2012-13	107	107	100	100
Creighton University (6121)	All program completers, 2014-15	31	31	100	100
Creighton University (6121)	All program completers, 2013-14	59	58	98	100
Creighton University (6121)	All program completers, 2012-13	52	52	100	100

Doane College (6165)	All program completers, 2014-15	85	85	100	100
Doane College (6165)	All program completers, 2013-14	68	68	100	100
Doane College (6165)	All program completers, 2012-13	63	62	98	100
Grace University (6248)	All program completers, 2014-15	13	13	100	100
Grace University (6248)	All program completers, 2013-14	15	15	100	100
Grace University (6248)	All program completers, 2012-13	28	28	100	100
Hastings College (6270)	All program completers, 2014-15	49	49	100	100
Hastings College (6270)	All program completers, 2013-14	60	60	100	100
Hastings College (6270)	All program completers, 2012-13	57	57	100	100
Midland University (6406)	All program completers, 2014-15	50	50	100	100
Midland University (6406)	All program completers, 2013-14	23	23	100	100
Midland University (6406)	All program completers, 2012-13	32	32	100	100
Nebraska Wesleyan University (6470)	All program completers, 2014-15	51	51	100	100
Nebraska Wesleyan University (6470)	All program completers, 2013-14	40	40	100	100
Nebraska Wesleyan University (6470)	All program completers, 2012-13	36	35	97	100
Peru State College (6468)	All program completers, 2014-15	67	67	100	100
Peru State College (6468)	All program completers, 2013-14	73	73	100	100
Peru State College (6468)	All program completers, 2012-13	106	106	100	100
Union College (6865)	All program completers, 2014-15	10	10	100	100
Union College (6865)	All program completers, 2013-14	14	14	100	100
Union College (6865)	All program completers, 2012-13	14	14	100	100
University of Nebraska - Kearney (6467)	All program completers, 2014-15	250	249	100	100
University of Nebraska - Kearney (6467)	All program completers, 2013-14	225	222	99	100
University of Nebraska - Kearney (6467)	All program completers, 2012-13	239	239	100	100
University of Nebraska - Lincoln (6877)	All program completers, 2014-15	316	316	100	100
University of Nebraska - Lincoln (6877)	All program completers, 2013-14	385	385	100	100
University of Nebraska - Lincoln (6877)	All program completers, 2012-13	367	367	100	100
University of Nebraska - Omaha (6420)	All program completers, 2014-15	172	172	100	100
University of Nebraska - Omaha (6420)	All program completers, 2013-14	216	216	100	100
University of Nebraska - Omaha (6420)	All program completers, 2012-13	255	255	100	100
Wayne State College (6469)	All program completers, 2014-15	161	160	99	100
Wayne State College (6469)	All program completers, 2013-14	174	173	99	100
Wayne State College (6469)	All program completers, 2012-13	148	148	100	100
York College (6984)	All program completers, 2014-15	14	14	100	100
York College (6984)	All program completers, 2013-14	33	33	100	100

York College (6984)	All program completers, 2012-13	8			100

Section V. Alternative, IHE-based Assessment Pass Rates

Program	Assessment code - Assessment name	Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
University of Nebraska - Kearney - Alt (6467)	ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH	Other enrolled students	7					
University of Nebraska - Kearney - Alt (6467)	ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING	Other enrolled students	7					
University of Nebraska - Kearney - Alt (6467)	ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING	Other enrolled students	6					
University of Nebraska - Kearney - Alt (6467)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	Other enrolled students	12	182	12	100	100	182
University of Nebraska - Kearney - Alt (6467)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All program completers, 2014-15	28	182	28	100	100	182
University of Nebraska - Kearney - Alt (6467)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All program completers, 2013-14	12	180	12	100	100	180
University of Nebraska - Kearney - Alt (6467)	ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED)	All program completers, 2012-13	20	181	20	100	100	181
University of Nebraska - Kearney - Alt (6467)	ETS0710 -PRAXIS I READING (DISCONTINUED)	Other enrolled students	12	181	12	100	100	181
University of Nebraska - Kearney - Alt (6467)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All program completers, 2014-15	28	182	28	100	100	182
University of Nebraska - Kearney - Alt (6467)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All program completers, 2013-14	12	181	12	100	100	181
University of Nebraska - Kearney - Alt (6467)	ETS0710 -PRAXIS I READING (DISCONTINUED)	All program completers, 2012-13	20	181	20	100	100	181
University of Nebraska - Kearney - Alt (6467)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	Other enrolled students	13	177	13	100	100	177
University of Nebraska - Kearney - Alt (6467)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All program completers, 2014-15	28	178	28	100	100	178
University of Nebraska - Kearney - Alt (6467)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All program completers, 2013-14	12	176	12	100	100	176
University of Nebraska - Kearney - Alt (6467)	ETS0720 -PRAXIS I WRITING (DISCONTINUED)	All program completers, 2012-13	20	177	20	100	100	177

Section V. Alternative, IHE-based Summary Pass Rates

Program	Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
University of Nebraska - Kearney - Alt (6467)	All program completers, 2014-15	28	28	100	100
University of Nebraska - Kearney - Alt (6467)	All program completers, 2013-14	12	12	100	100
University of Nebraska - Kearney - Alt (6467)	All program completers, 2012-13	20	20	100	100

Section V. Alternative, Not IHE-based Assessment Pass Rates

No assessment pass rates have been reported.

Section V. Alternative, Not IHE-based Summary Pass Rates

No summary pass rates have been reported.

Section VI. Alternative Routes

For all state-approved alternative routes, list each alternative route and answer the questions about each route. (§205(b)(1)(E))

Transition to Teaching

1. **Alternative route name:** Transition to Teaching
2. **Year approved by the state:** 2002
3. **Year implemented:** 2002
4. **Number enrolled during the 2014-15 academic year:** 21
5. **Is this alternative route limited to teaching certain subject areas or grade levels?**
   Yes
   If yes, please specify
   The Transition to Teaching Program was developed in response to a shortage of secondary level teachers in Nebraska. An individual in this route may receive a Transitional Teaching Permit allowing him/her to be employed as a teacher while completing the Transition to Teaching Program.
6. **Is this alternative route designed to address critical shortage areas?**
   Yes
   If yes, please specify
   The Transition to Teaching Program was developed in response to a shortage of secondary level teachers in Nebraska.
7. **Maximum number of years allowed to complete alternative route program:** 5
8. **Is a teaching license issued to an individual participating in this route?**
   Yes
   If yes, please specify
   An individual in this route may receive a Transitional Teaching Permit if the individual: submits a written request for the issuance of such permit from the administrator of the school district in which the individual intends to teach which includes documentation that the school district has not found a fully qualified teacher (lacking appropriate endorsement or professional characteristics sought by the school system) for the position; has at least a baccalaureate degree which includes at least three-fourths of the course requirements for preparation in the endorsement area that addresses the teaching position to be filled by the applicant; has an assessment of his/her transcripts completed by a certification officer in a standard institution of higher education and a plan developed for completion of an approved initial teacher certification program; submits a written plan from the school system for mentoring and supervision of the individual; completes a pre-teaching seminar that includes information and skill development in the areas of diversity, classroom management, curriculum planning, and instructional strategies prior to assuming responsibility for the classroom; and submits a written agreement to complete the program for an initial teaching certificate which includes a commitment by the standard institution to provide at least one supervisory visit each semester to the school system and classroom

of the individual. The permit is renewed annually as long as the individual completes at least six semester credit hours toward completion of the program and the school district wishes to rehire the individual.

9. **Is a bachelor's degree required?**

Yes

If yes,

    a. **Is a bachelor's degree in a subject area required?**

      No

10. **Are pedagogy or professional knowledge classes required?**

Yes

11. **Is there a credit hour requirement for general and/or professional education coursework?**

Yes

12. **Is there a grade point average (GPA) requirement for general and/or professional education coursework?**

Yes

13. **Are tests or assessments required?**

Yes

14. **Is professional employment as a teacher required?**

Yes

15. **Is completion of a supervised clinical experience required?**

Yes

If yes, please describe

Supervised clinical experience is performed in the individual's classroom under the supervision of a mentor teacher and a representative of the Transition to Teaching Program.

16. **Is professional development or continuing education experience required?**

Yes

17. **Is participation in a mentoring program required?**

Yes

18. **Is a person participating in this route considered highly qualified under the *No Child Left Behind Act*?**

Yes

19. **Is there a service requirement upon completion of this alternative route?**

No

If yes, please specify

Teaching in a high-needs school?

NA

If yes, how many years?

Teaching in a critical shortage area?

NA

If yes, how many years?

20. **Who administers the alternative route?**

Institution of higher education

If the alternative route is administered by institutions of higher education, select the institutions offering this alternative route:

University of Nebraska - Kearney - Alt

21. **Are there any other requirements?**

Yes

If yes, please specify

Regarding #7 and #21: According to Chapter 21, individuals holding the Transitional permit have 5 years to achieve an initial/regular certificate. However, under current federal guidance, an individual participating in the Transition to Teaching Program who holds a Transitional Teaching Permit is only considered NCLB highly-qualified for a period of three years if the individual continues to make progress toward initial certification, participates in professional development and is

in a mentored situation.

Regarding #4 and #17: Individuals may complete the online coursework sequence without actually being employed in a school--this does not require a certificate. The Transitional permit is only issued to individuals who are completing the online sequence AND have professional employment. The enrolled count (21) provided includes individuals holding the Transitional permit (completing the required online sequence and are employed in schools as the teacher of record) only.

Regarding #14: Candidates must complete the basic skills testing requirement. Candidates seeking an initial endorsement as of September 1, 2015 are required to pass the designated Praxis II test.

An applicant for a Transitional Teaching Permit must undergo fingerprinting, a background check and a police record examination if the applicant has not been a resident of Nebraska for at least five (5) consecutive years immediately preceding the date of application.

22. **Web site:** http://www.unk.edu/academics/ted/transitional_certification/index.php

Section VII. Program Performance

Criteria for assessing the performance of teacher preparation programs in the state(§205(b)(1)(F),§207(a))

1. **Has the state implemented criteria for assessing the performance of traditional teacher preparation programs?**
   Yes
   If yes, provide the implementation date.
   01/19/2008
2. **Has the state implemented criteria for assessing the performance of alternative routes to teacher certification or licensure?**
   Yes
   If yes, provide the implementation date.

   01/19/2008
3. **List the entities involved in implementation:**
   The membership of the Nebraska Council on Teacher Education, which includes representation from the following entities: Nebraska Department of Education; all Nebraska educator preparation programs; Nebraska State Education Association; Nebraska Association of School Boards; Nebraska Council of School Administrators; and Nebraska Council for American Private Education. The Nebraska Council on Teacher Education is an advisory body to the Nebraska State Board of Education and, as such, recommendations of the Council are subject to State Board approval.
4. **Specify any national organizations whose criteria are being used or that are involved in some other way:**
   Standards of national professional associations related to Nebraska endorsement areas are considered as revisions to Title 92, NAC, Chapter 24, Regulations for Certificate Endorsements, are made. National professional associations include, but are not limited to, the following: American Association of School Librarians; American Council on the Teaching of Foreign Languages; American Library Association; American School Counselor Association; Association for Childhood Education International; Association for Middle Level Education; Council for Exceptional Children; Education Leadership Constituent Council; International Reading Association; International Society for Technology in Education; National Association for Gifted Children; National Association for the Education of Young Children; National Association of School Psychologists; National Association of Schools of Art and Design; National Association of Schools of Music; National Council for the Social Studies; National Council of Teachers of Mathematics; National Council of Teachers of English; National Science Teachers Association; SHAPE America (Physical Education and Health Education); and Teachers of English to Speakers of Other Languages.

   Standards in Title 92, NAC, Chapter 20, Regulations for the Approval of Teacher Education Programs, are developed with consideration to the National Council of Accreditation of Teacher Education (NCATE) and Council for Accreditation of Education Preparation (CAEP) standards, and the Interstate Teacher Assessment and Support Consortium (InTASC) standards.
5. **If the state has not implemented criteria, has the state proposed criteria for assessing teacher preparation program performance?**
   NA
6. **Do the state criteria include a determination of passing rates on state certification or licensure assessments in the academic content areas?**
   No

7. **Do the state criteria include indicators of teaching skills?**
   Yes
8. **Describe the state criteria for assessing the performance of teacher preparation programs for:**
   a. **Assessing the ability of teacher preparation program enrollees to employ teaching and learning strategies that focus on the identification of the specific learning needs of students who are gifted and talented, and to tailor academic instruction to such needs.**
      Rule 20 delineates the professional education requirements for all candidates. Professional education coursework outcomes are based on the InTASC standards and inclusive of expectations that candidates are prepared to work with all students. Expectations for required field-based experiences are also required to address preparing candidates for working with diverse student populations.
   b. **Assessing the ability of teacher preparation program enrollees to employ teaching and learning strategies that focus on the identification of the specific learning needs of students with disabilities, and to tailor academic instruction to such needs.**
      Rule 20 delineates the professional education requirements for all candidates. Professional education coursework outcomes are based on the InTASC standards and inclusive of expectations that candidates are prepared to work with all students. Expectations for required field-based experiences are also required to address preparing candidates for working with diverse student populations. Additional indicators that address specific learning needs can be found in the Rule 24 (Endorsement) expectations.

      In addition, Nebraska has statutory language regarding the preparation of teachers to work with students with disabilities (79-807(7) R.R.S. This statutory language is also contained in Rule 20.
   c. **Assessing the ability of teacher preparation program enrollees to employ teaching and learning strategies that focus on the identification of the specific learning needs of students who are limited English proficient, and to tailor academic instruction to such needs.**
      Rule 20 delineates the professional education requirements for all candidates. Professional education coursework outcomes are based on the InTASC standards and inclusive of expectations that candidates are prepared to work with all students. Expectations for required field-based experiences are also required to address preparing candidates for working with diverse student populations. Additional indicators that address specific learning needs can be found in the Rule 24 (Endorsement) expectations.
   d. **Assessing the ability of teacher preparation program enrollees to employ teaching and learning strategies that focus on the identification of the specific learning needs of students with low literacy levels, and to tailor academic instruction to such needs.**
      Rule 20 delineates the professional education requirements for all candidates. Professional education coursework outcomes are based on the InTASC standards and inclusive of expectations that candidates are prepared to work with all students. Expectations for required field-based experiences are also required to address preparing candidates for working with diverse student populations. Additional indicators that address specific learning needs can be found in the Rule 24 (Endorsement) expectations.
9. **Do teacher preparation programs prepare teachers, including general education and special education teachers, to participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*? Include both traditional programs and alternative routes to teacher certification or licensure, as applicable.**
   Yes
   Provide planning activities and timelines if these activities are not currently in place.
10. **Do the state criteria include progress in increasing the percentage of highly qualified teachers in the state?**
    No
11. **Do the state criteria include progress in increasing professional development opportunities?**
    No
12. **Do the state criteria include progress in improving student academic achievement for elementary and secondary students?**
    No
13. **Do the state criteria include progress in raising the standards for entry into the teaching profession?**
    No
14. **Are there any other criteria?**
    Yes
    If yes, please specify
    Additional program standards and criteria for Nebraska teacher education programs are defined in Title 92, Nebraska Administrative Code (NAC), Chapter 20, Regulations for the Approval of Teacher Education Programs, and its accompanying guidelines. Additional content program standards and criteria are defined in Title 92, NAC, Chapter 24, Regulations for Certificate Endorsements, and its accompanying guidelines and are based on the national standards of the

national associations addressed in Question 4, as well as other specialized professional associations with content specific standards.

Section VIII. Low Performing

Please provide the following information about low performing teacher preparation programs in your state. (§207(a))

1. **Provide a list of the criteria your state has defined for classifying traditional teacher preparation programs as "low performing" or "at risk of being low performing."**
   Section 002 of Title 92, Nebraska Administrative Code (NAC), Chapter 20, Regulations for the Approval of Teacher Education Programs, provides the basis for annual continuing approval of teacher preparation programs.

2. **Provide a list of the criteria your state has defined for classifying alternative routes to teacher certification or licensure as "low performing" or "at risk of being low performing."**
   Section 003 of Title 92, Nebraska Administrative Code (NAC), Chapter 20, Regulations for the Approval of Teacher Education Programs, provides the basis for annual continuing approval of teacher preparation programs.

3. **Provide a description of the procedures your state uses to identify and assist (through the provisions of technical assistance) low performing traditional teacher preparation programs.**
   Each Nebraska institution submits an annual report regarding program offerings. In addition, a full state approval review process is conducted for each institution (currently once every seven years). For this review process, the institution submits detailed information to NDE which includes: documentation of how the institution is meeting the standards in Title 92, Nebraska Administrative Code (NAC), Chapter 20; documentation how the institution is meeting the requirements of Title 92, NAC, Chapter 24 and associated Guidelines for the endorsements offered by the institution; an outcomes-based folio for each content area program with six or more completers over the past three years; and a matrix which includes outcome data for other teacher education program requirements. This information is reviewed by a team of trained professional educators to assure that all standards in the above Chapters have been met. In addition to the review of the provided information, an on-site visit is conducted.

   It is expected and customary that an institution will immediately employ corrective action for any violations; therefore, it is not typically that violations will require a formal probationary action. If violations are not immediately addressed, Rule does provide if a violation of any of the above-mentioned standards occurs, the institution has one academic year to correct the deficiency or a revisit is scheduled before the end of that academic year. If the violation has not been corrected by April 1 of the following academic year, a recommendation is made to the Nebraska State Board of Education that the institution be placed on probation.

   An institution that is placed on probation would be assigned a team of trained educators representing the Nebraska Council on Teacher Education to work with the institution in correcting its deficiencies.

   An institution on probation continuing to have the same uncorrected violation(s) by May 1 of a year in which it is on probation shall be recommended by the Commissioner of Education to the State Board for denial of its continuing approval for the next year.

4. **Provide a description of the procedures your state uses to identify and assist (through the provisions of technical assistance) low performing alternative routes to teacher certification or licensure.**
   Each Nebraska institution submits an annual report regarding program offerings. In addition, a full state approval review process is conducted for each institution (currently once every seven years). For this review process, the institution submits detailed information to NDE which includes: documentation of how the institution is meeting the standards in Title 92, Nebraska Administrative Code (NAC), Chapter 20; documentation how the institution is meeting the requirements of Title 92, NAC, Chapter 24 and associated Guidelines for the endorsements offered by the institution; an outcomes-based folio for each content area program with six or more completers over the past three years; and a matrix which includes outcome data for other teacher education program requirements. This information is reviewed by a team of trained professional educators to assure that all standards in the above Chapters have been met. In addition to the review of the provided information, an on-site visit is conducted.

   If a violation of any of the above-mentioned standards occurs, the institution has one academic year to correct the deficiency or a revisit is scheduled before the end of that academic year. If the violation has not been corrected by April 1 of the following academic year, a recommendation is made to the Nebraska State Board of Education that the institution be placed on probation.

An institution that is placed on probation would be assigned a team of trained educators representing the Nebraska Council on Teacher Education to work with the institution in correcting its deficiencies.

An institution on probation continuing to have the same uncorrected violation(s) by May 1 of a year in which it is on probation shall be recommended by the Commissioner of Education to the State Board for denial of its continuing approval for the next year.

5. **Provide a list of traditional and alternative teacher preparation programs in your state that are currently classified as low performing or at risk of being so classifed.**

No programs are classified as low performing or at risk.

Section IX. HQT Shortages

Do teacher preparation programs in your state address shortages of highly qualified teachers by area of certification or licensure?

Yes

Do teacher preparation programs in your state address shortages of highly qualified teachers by subject?

Yes

Do teacher preparation programs in your state address shortages of highly qualified teachers by specialty?

Yes

Provide a description of the extent to which teacher preparation programs are addressing shortages of highly qualified teachers, by area of certification or licensure, subject, and specialty, in your state's public schools. Include planning activities and timelines if these activities are not currently in place. Include both traditional programs and alternative routes to teacher certification or licensure, as applicable. (§205(b)(1)(I))

Teacher preparation programs in Nebraska control the number of students admitted into their programs based upon supply and demand, as there is no state regulation that requires an institution to target shortage areas. Specific institution initiatives are described in the Institution Program Report Cards (IRPC) found on the Nebraska Department of Education website, but include: encouraging capable candidates to consider an endorsement in a high need area; STEM courses are explained as high need areas in teaching; discuss teacher shortage areas and marketability; addition of more faculty; additional cohort tracks or endorsements in shortage areas; mentoring by IHE faculty; provide extensive field experiences and specific field-based experiences; semester long student teaching experiences; recruitment in area high schools and participation in Education Academy for students who want to explore the field of education; participate in the statewide Educators Rising conference; collaborate with faculty in content areas to encourage and survey interest in becoming educators in content areas; encourage candidates with special language skills to consider adding the ESL endorsement; award National Science Foundation Noyce grants; candidates complete a sequence of field experiences in K-12 classrooms under the guidance of a cooperating teacher and an instructional coach.

An annual Teacher Supply Survey is conducted and results are provided to Nebraska institutions to inform recruitment efforts. The survey also designates Nebraska shortage areas for federal loan forgiveness. The Excellence in Teaching Act (ETA) resources prioritizes shortage areas for the initial certification Attracting Excellence to Teaching Program (AETP) awards. The current teacher Enhancing Excellence in Teaching Program (EETP) uses shortage areas as 1 of 4 criteria for consideration in selection of recipients for the award.

Nebraska's new Career Education Model – Education and Training cluster includes a specific pathway which supports high school students who have an interest in a teaching career with experiences that are articulated for transition from high school to postsecondary education. A statewide Marketing Project was initially funded in 2015-16 to create public relations and recruitment related to teaching careers. Although the project started with a focus on career education areas, the work will continue to be available/applicable for all teaching careers.

Supporting Files

No files have been uploaded.

Related Web Sites

Nebraska Title II Institutional Reports

Title 92, NAC, Chapter 25 - Regulations Governing the Excellence in Teaching Act

Teacher Shortage Reports

Nebraska Career Education Teacher Information

Section X. Technology

Do teacher preparation programs in your state prepared teachers to integrate technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning?

Yes

Do teacher preparation programs in your state prepare teachers to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement?

Yes

Provide a description of the activities that prepare teachers to integrate technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning; and use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement. Include planning activities and timelines if these activities are not currently in place. Include both traditional programs and alternative routes to teacher certification or licensure, as applicable. (§205(b)(1)(K))

Building the skills of teachers to utilize technology as an instructional tool is a required component of Nebraska's teacher preparation programs. Use of instructional technology is embedded throughout coursework required of all teacher preparation programs in Nebraska; in some institutions a specific technology in education course is required. Candidates are required to demonstrate competency in the use of technology for instruction and assessment in their role as a teacher. The requirement that students use technology in their instruction in practicum and student teaching experiences ensures that technology is used to collect, manage and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. As endorsement requirements are updated, consideration is given to including explicit technology requirements for the particular content area as expressed by national standards. In addition, updates of technology-specific endorsements are planned for 2016-17. Examples of institutional initiatives related to technology integration can be found in the Institution Program Report Cards (IRPC) found on the Nebraska Department of Education website, but include: use of technology to collect, manage, and analyze data during clinical practice; Instructional Media and Technology classes are offered to help candidates develop teaching skills using current available technology; delivery of courses using on-line format; candidates demonstrate how to integrate technology in planning and instruction in multiple course and field experience requirements; candidates use video analysis technology to self-assess their performance and enhance their reflective practice; candidates create web sites which serve as program portfolios to monitor their growth as teachers; candidates collect and present data while teaching the unit as part of the Teacher Work Sample; unit faculty model the use of technology which includes web sites, video/DVDs, software, document camera and PowerPoint; challenged instructors to add one additional appropriate use of technology in their instruction each semester this year to improve modeling; faculty are required to model technology with students in the classroom that may be used in PK-12 classrooms; all candidates receive instruction in assistive technology and universal design; candidates use an electronic course management system; institutions use of a technology plan that allows students to experience a variety of tools and learning devices.

Title 92, NAC, Chapter 20 revisions included updated requirements relative to the utilization of technology for instruction and were based on InTASC standards.

Supporting Files

No files have been uploaded.

Related Web Sites

Section XI. Improvement Efforts

List and describe any steps taken by the state during the past year to improve the quality of the current and future teaching force. (§205(d)(2)(A))

STATEWIDE INITIATIVES
The Nebraska Department of Education has identified several priority areas in regards to the systemic development and improvement for Nebraska's educators. In November 2011 the State Board approved the Teacher and Principal Performance Frameworks which serve as a resource to provide a definition of effective practice to voluntarily guide local districts, institutions of higher education, and state and local policymakers in a continuing commitment to improve educational achievement for all students. These frameworks, which are compatible with the InTASC standards, were the basis for development of model teacher and principal evaluation processes. The model process was piloted in 2013-2014 by several school systems. In concert with this work, InTASC standards are used as the basis for Chapter 20 so that a seamless continuum of preparation and professional practice is in place. It is expected that this work will also inform the future development of statewide professional development models/expectations and performance-based certification and recertification requirements.

During the last year, NDE, in collaboration with the educator preparation stakeholders have been engaged in the following initiatives: implementation of required content testing (Praxis II/ETS); field testing of a revised State Approval process which increases focus on data-informed continuous improvement and effectiveness; continued field testing of a common clinical experience assessment; and statewide distribution of a state-initiated survey to employers of 1st year graduates. In addition, there is an increased focus on engaging educator preparation faculty in statewide PK-12 in-service and initiatives, such as: intensive workshops related to building faculty skills for incorporating Literacy instruction and state PK-12 data accountability processes in educator preparation.

During the 2015 legislative session, the Master Teacher Program received funding to begin July 1, 2015. The purpose of the program is to build a group of recognized teachers of high achievement in the teaching profession. Teachers may achieve master teacher status by earning credentials from a credentialing organization. A teacher who applies to a credentialing organization for credentials required for master teacher status will be eligible for a registration award to pay for application and registration fees associated with obtaining the credentials. In any year for which an appropriation is made for the Master Teacher Program, each teacher in the Master Teacher Program will receive an annual salary bonus as set in the statute governing the program.

Over the past year, the state has introduced a new accountability system, Accountability for a Quality Education System, Today and Tomorrow or AQuESTT. This system is different from past accountability systems in that it focuses on supporting and rewarding continuous school improvement for every child, school and educator. Under AQuESTT, schools and districts will be classified in one of four performance levels. Six tenets are at the core of AQuESTT: 1) Student Success and Access 2) Transitions 3) Educational Opportunities and Access 4) College and Career Ready 5) Assessment, and 6) Educator Effectiveness. The primary goal of AQuESTT is continuous school improvement to ensure that students are college and career ready when they graduate from high school so they are successful at work, in the military and in college. As the AQuESTT system is developed, implications for educator preparation and certification are being considered.

Additional initiatives are in early stages of development. These include a statewide focus on developing and supporting the Educators Rising organization, and a marketing strategy to attract traditional and nontraditional students to the teaching profession.

RULE REVISIONS
The Nebraska Department of Education is continuously revising the rules and regulations that govern educator preparation in the state to ensure that Nebraska educator preparation programs are consistently rigorous and producing well-prepared, effective educators.

A revised Title 92, Nebraska Administrative Code (NAC), Chapter 20, Regulations for the Approval of Teacher Education Programs became effective August 1, 2014. Revisions update and strengthen the requirements for Nebraska educator preparation programs in the areas of admission and exit standards, focus on preparing all candidates to incorporate core academic standards in all instruction, performance-based program exit requirements, field-based experience expectations, PK-12 student and preparation program assessment and accountability, and meeting the needs of all students.

A revised Title 92, NAC, Chapter 21, Issuance of Certificate and Permits to Teach, Provide Special Services, and Administer in Nebraska Schools became effective September 16, 2015. Revisions were made to incorporate required content testing.

A revised Title 92, NAC, Chapter 22, Regulations Governing the Master Teacher Program became effective May 31, 2016.

Title 92, NAC, Chapter 23, Regulations for Certificate Endorsements, was formally approved in 2014 to update the basic skills test requirement. The Core Academic Skills for Educators (ETS) replaced the PPST (ETS) on September 1, 2014.

Title 92, NAC, Chapter 24, Regulations for Certificate Endorsements, and its accompanying guidelines continue to undergo revisions to incorporate state K-12 standards and current standards of professional associations. The standards of the Specialized Professional Associations affiliated with Council for the Accreditation of Educator Preparation (CAEP) have provided the foundation for the revision of many endorsement criteria found in the Chapter 24 Guidelines. Chapter 24 and its guidelines are revised annually to incorporate endorsement reviews and modifications to K-12 standards and assessment processes, which are undergoing significant changes due to State and Federal regulations. Revision conversations focus on the evolving needs of students and schools. Generally speaking, 10-12 endorsements of Nebraska's eighty endorsement areas are revised each year. Revisions implemented August 2016 included specific endorsement revisions primarily in the areas of art, music and middle grades.

NEBRASKA COUNCIL ON TEACHER EDUCATION (NCTE)
The Nebraska Council on Teacher Education (NCTE) is a statutory advisory body to the Nebraska State Board of Education. Members represent administrators, school boards, teachers, higher education, parents, private education and the NE Department of Education. NCTE continues to focus its meetings on the discussion of the improvement of educator preparation in Nebraska. Discussions revolve around the key issues and challenges facing Nebraska's teachers and administrators, the assessment and accountability of Nebraska's educators, the state's certification, recertification, professional development and evaluation practices, and methods to increase, support and retain Nebraska's supply of educators. NCTE is directly engaged in the process of revising endorsement areas. Outcomes of these discussions are considered recommendations to the NE Board of Education and to NDE staff to inform policy and procedures.

EXCELLENCE IN TEACHING ACT
On April 22, 2009, the Excellence in Teaching Act (§§ 79-8,132-79-8,140 R.R.S.) was signed by Governor Heineman revising the existing Attracting Excellence in Teaching Program and authorizing the Enhancing Excellence in Teaching Program.

The Attracting Excellence to Teaching Program (AETP) provides forgivable loans to eligible students who are enrolled in an undergraduate or graduate teacher education program at an eligible Nebraska institution working towards his/her initial certificate to teach in Nebraska. Eligible students may apply, on an annual basis, for an AETP loan in an amount of $3,000 and can apply for, and receive, AETP loans annually for up to five (5) consecutive years. In return for receiving an AETP loan, the student agrees to complete the teacher education program that s/he is currently enrolled in and commits to becoming certified and to teach full-time in an accredited or approved public or private school in Nebraska. If the student meets the loan forgiveness obligations, loans will be forgiven, beginning after the first two years of full-time teaching, in an amount up to $3,000 for each year of teaching or in an amount up to $6,000 for each year of teaching if the student teaches in a school district that has been classified as very sparse or in a school building in which at least 40% of the students qualify under the poverty factor.

The Enhancing Excellence in Teaching Program (EETP) provides forgivable loans to Nebraska teachers enrolled in an eligible graduate program at an eligible Nebraska institution. Eligible students may apply, on an annual basis, for an EETP loan in an amount of up to $175 per credit hour, or a maximum of $3,000, for coursework that has been identified by the institution as part of the student's graduate program. In return for receiving an EETP loan, the student agrees to complete the graduate program that s/he is currently enrolled in and maintain full-time employment in an accredited or approved public or private school in Nebraska.

Beginning July 1, 1016 there were two major revisions to Rule 25 concerning the EETP. The program criteria expanded to include a graduate course of study leading to an additional endorsement in a shortage area and the loan forgiveness obligation were revised.

Supporting Files

No files have been uploaded.

Related Web Sites

Nebraska Teacher & Principal Performance Framework

Title 92, NAC, Chapter 20 – Regulations for the Approval of Teacher Education Programs

Title 92, NAC, Chapter 21 – Regulations for the Issuance of Certificates and Permits to Teach, Provide Special Services, and Administer in Nebraska Schools

Title 92, NAC, Chapter 22 – Regulations Governing the Master Teacher Program

Master Teacher Website

Title 92, NAC, Chapter 23 – Regulations for the Basic Skills Competency Testing of Teachers and Administrators

Title 92, NAC, Chapter 24 – Regulations for Certificate Endorsements

Guidelines Recommended for use with Rule 24 (Endorsements)

Title 92, NAC, Chapter 25 - Regulations Governing the Excellence in Teaching Act

Excellence in Teaching Act Website

NCTE Organizational Policies

AQuESTT for Nebraska

AQuESST Areas of Focus for Educator Preparation

Supplemental

Please use this space to provide any supplemental information.

Supporting Files

No files have been uploaded.

Related Web Sites

No links have been provided.

Complete Report Card

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