

NE

University of Nebraska - Kearney  
Traditional Report AY 2021-22  
Nebraska

REPORT COMPLETE  
STATUS: CERTIFIED

## Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

181215

☐ THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

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CITY

Kearney

STATE

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ZIP

68849

SALUTATION

Dr.

FIRST NAME

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# List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both.  [\(§205\(a\)\(C\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

## List of Programs

**Note:** This section is preloaded with the list of programs reported in the prior year’s IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	Both	
13.1202	Elementary Education	Both	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	Both	
13.1	Special Education	Both	
13.1302	Teacher Education - Art	Both	
13.1322	Teacher Education - Biology	Both	
13.1303	Teacher Education - Business	Both	
13.1323	Teacher Education - Chemistry	Both	
13.1305	Teacher Education - English/Language Arts	Both	
13.1306	Teacher Education - Foreign Language	Both	
13.1307	Teacher Education - Health	Both	
13.1328	Teacher Education - History	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	Both	
13.99	Teacher Education - Other	Both	
13.1314	Teacher Education - Physical Education and Coaching	Both	
13.1329	Teacher Education - Physics	Both	
13.1317	Teacher Education - Social Sciences	Both	

Total number of teacher preparation programs:

36



Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

## Undergraduate Requirements

**Note:** This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the undergraduate level?

- ☒ Yes
- ☐ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <div></div>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

4. Please provide any additional information about the information provided above:

## Postgraduate Requirements

**Note:** This section is preloaded from the prior year’s IPRC.

1. Are there initial teacher certification programs at the postgraduate level?

☒ Yes
 ☐ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <div></div>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

4. Please provide any additional information about the information provided above:

## Supervised Clinical Experience

**Note:** The clinical experience requirements in this section are preloaded from the prior year’s IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2021-22. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- ☒ Yes
- ☐ No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	<div>125</div>
Number of clock hours required for student teaching	<div>720</div>

Are there programs in which candidates are the teacher of record?

- ☐ Yes
- ☒ No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)
--

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	<div></div>
Years required of teaching as the teacher of record in a classroom	<div></div>

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)  <a href="#">Optional tool</a> for automatically calculating full-time equivalent faculty in the system	<div>6</div>
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	<div>31</div>
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	<div>299</div>
Number of students in supervised clinical experience during this academic year	<div>193</div>

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

# Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

(§205(a)(1)(C)(ii))

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Enrolled Student](#)
- [Program Completer](#)

## Enrollment and Program Completers

2021-22 Total	
Total Number of Individuals Enrolled	790
Subset of Program Completers	205

Gender	Total Enrolled	Subset of Program Completers
Male	141	51
Female	649	154
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	9	0
Black or African American	7	0
Hispanic/Latino of any race	22	11
Native Hawaiian or Other Pacific Islander	0	0
White	670	178

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	79	13
No Race/Ethnicity Reported	3	3

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic Major

THIS PAGE INCLUDES:

>> Teachers Prepared by Subject Area

>> Teachers Prepared by Academic Major

## Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2021-22.

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))

### What are CIP Codes?

☐

No teachers prepared in academic year 2021-22

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<div>22</div>
13.1202	Teacher Education - Elementary Education	<div>62</div>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	9
13.1210	Teacher Education - Early Childhood Education	37
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	6
13.1303	Teacher Education - Business	3
13.1305	Teacher Education - English/Language Arts	8
13.1306	Teacher Education - Foreign Language	7
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	2
13.1312	Teacher Education - Music	5
13.1314	Teacher Education - Physical Education and Coaching	17
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	1
13.1317	Teacher Education - Social Science	5
13.1318	Teacher Education - Social Studies	0
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	4
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	5
13.1329	Teacher Education - Physics	0
13.1331	Teacher Education - Speech	0



CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	<input type="text" value="0"/>
13.14	Teacher Education - English as a Second Language	<input type="text" value="12"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text" value="0"/>

## Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2021-22. 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\(b\)\(1\)\(H\)\)](#)

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

### What are CIP Codes?

Does this teacher preparation provider grant degrees upon completion of its programs?

☒ Yes

☐ No

☐ No teachers prepared in academic year 2021-22

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="2"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="61"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="7"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="24"/>
13.1301	Teacher Education - Agriculture	<input type="text" value="0"/>
13.1302	Teacher Education - Art	<input type="text" value="5"/>
13.1303	Teacher Education - Business	<input type="text" value="2"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="7"/>
13.1306	Teacher Education - Foreign Language	<input type="text" value="5"/>
13.1307	Teacher Education - Health	<input type="text" value="0"/>

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text" value="0"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text" value="0"/>
13.1311	Teacher Education - Mathematics	<input type="text" value="2"/>
13.1312	Teacher Education - Music	<input type="text" value="5"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text" value="14"/>
13.1315	Teacher Education - Reading	<input type="text" value="0"/>
13.1316	Teacher Education - General Science	<input type="text" value="0"/>
13.1317	Teacher Education - Social Science	<input type="text" value="5"/>
13.1318	Teacher Education - Social Studies	<input type="text" value="0"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text" value="0"/>
13.1321	Teacher Education - Computer Science	<input type="text" value="0"/>
13.1322	Teacher Education - Biology	<input type="text" value="4"/>
13.1323	Teacher Education - Chemistry	<input type="text" value="0"/>
13.1324	Teacher Education - Drama and Dance	<input type="text" value="0"/>
13.1328	Teacher Education - History	<input type="text" value="3"/>
13.1329	Teacher Education - Physics	<input type="text" value="0"/>
13.1331	Teacher Education - Speech	<input type="text" value="0"/>
13.1337	Teacher Education - Earth Science	<input type="text" value="0"/>
13.14	Teacher Education - English as a Second Language	<input type="text" value="0"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text" value="0"/>
01	Agriculture	<input type="text" value="0"/>
03	Natural Resources and Conservation	<input type="text" value="0"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text" value="0"/>
09	Communication or Journalism	<input type="text" value="0"/>

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	<input type="text" value="0"/>
12	Personal and Culinary Services	<input type="text" value="0"/>
14	Engineering	<input type="text" value="0"/>
16	Foreign Languages, Literatures, and Linguistics	<input type="text" value="0"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text" value="0"/>
21	Technology Education/Industrial Arts	<input type="text" value="0"/>
22	Legal Professions and Studies	<input type="text" value="0"/>
23	English Language/Literature	<input type="text" value="0"/>
24	Liberal Arts/Humanities	<input type="text" value="0"/>
25	Library Science	<input type="text" value="0"/>
26	Biological and Biomedical Sciences	<input type="text" value="0"/>
27	Mathematics and Statistics	<input type="text" value="0"/>
30	Multi/Interdisciplinary Studies	<input type="text" value="0"/>
38	Philosophy and Religious Studies	<input type="text" value="0"/>
40	Physical Sciences	<input type="text" value="0"/>
41	Science Technologies/Technicians	<input type="text" value="0"/>
42	Psychology	<input type="text" value="0"/>
44	Public Administration and Social Service Professions	<input type="text" value="0"/>
45	Social Sciences	<input type="text" value="0"/>
46	Construction	<input type="text" value="0"/>
47	Mechanic and Repair Technologies	<input type="text" value="0"/>
50	Visual and Performing Arts	<input type="text" value="0"/>
51	Health Professions and Related Clinical Sciences	<input type="text" value="0"/>
52	Business/Management/Marketing	<input type="text" value="0"/>
54	History	<input type="text" value="0"/>

CIP Code	Academic Major	Number Prepared
99	Other Specify: <div></div>	0 <div></div>

Respond to the following assurances. Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. [\(\\$205\(a\)\(1\)\(A\)\(iii\); \\$206\(b\)\)](#)

Program Assurances

**Note:** This section is preloaded from the prior year’s IPRC.

1. 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

☐ No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

☒ Yes

☐ No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

☒ Yes

☐ No

☐ Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

☒ Yes

☐ No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

☐ Yes

☒ No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

☒ Yes

☐ No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

☒ Yes

☐ No

8. Describe your institution’s most successful strategies in meeting the assurances listed above:

Candidates admitted to initial certification programs in Elementary Education K-6, SPED Gen K-6 and K-12, Physical Education K-6, and Early Childhood Education Birth-Grade 3, complete the same academic core courses as well as the same pedagogical core courses for the literacy and mathematics areas. Candidates in these programs also complete the same core courses that focus on individual differences and multi-cultural issues. All PK-12 and 7-12 candidates in areas other than the four mentioned above take a course on teaching reading to all students and on adapting instruction to specific learning needs using the Universal Design for Learning format. Beginning with the first course in the professional sequence, TE 100, all candidates have opportunities to have field and/or clinical experiences in diverse settings. Moreover, the progression of the other required field experiences is intentional so as to provide candidates opportunities to work in PK-12 schools of differing sizes, as well as those with diverse

populations including but not limited to SES, ESL, and ethnicity. Additionally, the Collegiate Middle-Level Association (CMLA) brought in two speakers in December of 2019 who were trained in trauma and who have trained educators on trauma-informed practices as well as how to help students with trauma succeed in the classroom. All teaching candidates/UNK students were invited to attend for free.

# Annual Goals: Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

**Note:** Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2021-22\)](#)
- >> [Review Current Year’s Goal \(2022-23\)](#)
- >> [Set Next Year’s Goal \(2023-24\)](#)

## Report Progress on Last Year’s Goal (2021-22)

1. Did your program prepare teachers in mathematics in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

Our goal is to increase the number of teachers prepared in Mathematics Education by 12 candidates.

3. Did your program meet the goal?

- ☐ Yes
- ☒ No

4. Description of strategies used to achieve goal, if applicable:

No – we only had 2 students graduate in 21-22

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

6. Provide any additional comments, exceptions and explanations below:

## Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in mathematics in 2022-23? If no, leave the next question blank.

- ☒ Yes  
☐ No

8. Describe your goal.

Our goal is to increase the number of teachers prepared in Mathematics Education by 3 candidates. In 2021-2022, UNK graduated 2 math education majors and we want to graduate 5 or more. We will be monitoring the new program changes as they relate to retention.

## Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in mathematics in 2023-24? If no, leave the next question blank.

- ☒ Yes  
☐ No

10. Describe your goal.

Our goal is to sustain a minimum of 5 math education graduates each year. We need to establish retention measures so that we can shift to recruitment strategies.



# Annual Goals: Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(\\$205\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

**Note:** Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2021-22\)](#)
- >> [Review Current Year’s Goal \(2022-23\)](#)
- >> [Set Next Year’s Goal \(2023-24\)](#)

## Report Progress on Last Year’s Goal (2021-22)

1. Did your program prepare teachers in science in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

We will use the video and showcase it in a variety of entry-level science courses.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

## Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in science in 2022-23? If no, leave the next question blank.

- ☒ Yes  
☐ No

8. Describe your goal.

Monitoring enrollment data to identify retention issues and also consider middle level science majors. While we state we want to increase from 0 to 2 graduates, it's really about the pipeline of students who enter and are retained so that we can have 2 graduates.

## Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in science in 2023-24? If no, leave the next question blank.

- ☒ Yes  
☐ No

10. Describe your goal.

The program will set a goal of 2 students to enter the program and 1 to graduate from the program.

# Annual Goals: Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(\\$205\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

**Note:** Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2021-22\)](#)
- >> [Review Current Year’s Goal \(2022-23\)](#)
- >> [Set Next Year’s Goal \(2023-24\)](#)

## Report Progress on Last Year’s Goal (2021-22)

1. Did your program prepare teachers in special education in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

Go into the introductory education class and present the variety of endorsements as well as share how fulfilling teaching SpEd can be.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

4. Description of strategies used to achieve goal, if applicable:

Yes instructors went into introductory education classes and presented the various endorsements and shared personal experiences of a rewarding career in Special Education.

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

6. Provide any additional comments, exceptions and explanations below:

## Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in special education in 2022-23? If no, leave the next question blank.

- ☒ Yes  
☐ No

8. Describe your goal.

The goal for 2022-2023 is to increase from 24 students to 26. In 2021-2022, we increased our graduates from 19 to 24. We will monitor the pipeline of students entering into the SpEd program and address retention issues.

## Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in special education in 2023-24? If no, leave the next question blank.

- ☒ Yes  
☐ No

10. Describe your goal.

The program will improve efforts to promote and market the Special Education program across campus and the state at large. This will be accomplished by presenting our programs to the other faculty in the University to increase their understanding of our options during advising, participating in UNK College of Ed outreach days held throughout the state, and visiting introductory courses in TE to promote the Special Education programs.

# Annual Goals: Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(\\$205\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

**Note:** Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2021-22\)](#)
- >> [Review Current Year’s Goal \(2022-23\)](#)
- >> [Set Next Year’s Goal \(2023-24\)](#)

## Report Progress on Last Year’s Goal (2021-22)

1. Did your program prepare teachers in instruction of limited English proficient students in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

Our goal is to increase the number of teachers prepared for the Instruction of Limited English Proficient Students by 10 new candidates.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

4. Description of strategies used to achieve goal, if applicable:

There were 12 students in the program

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

6. Provide any additional comments, exceptions and explanations below:

## Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank.

- ☒ Yes  
☐ No

8. Describe your goal.

The goal is to see an increase of 2 students or at least 10 students. In 2021-2022 we decreased from 13 to 8 graduates.

## Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- ☒ Yes  
☐ No

10. Describe your goal.

The goal is to see an increase of 2 students or at least 14 students in 2023-2024

# Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period.  [\(§205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

## Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	7			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	6			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	11	166	11	100
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	4			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	9			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	6			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	7			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	63	166	54	86
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2021-22	61	172	60	98
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2020-21	160	167	158	99
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2019-20	190	168	187	98
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students	81	174	75	93
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2021-22	86	176	86	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2020-21	172	178	171	99



Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2019-20	187	179	184	98
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	66	168	58	88
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2021-22	75	169	74	99
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2020-21	170	170	167	98
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2019-20	189	169	185	98
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) Other enrolled students	516	174	478	93
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2021-22	100	174	100	100
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2020-21	15	175	15	100
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) Other enrolled students	492	175	446	91
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2021-22	72	179	71	99
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2020-21	5			
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2019-20	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) Other enrolled students	505	168	421	83
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2021-22	85	170	81	95
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2020-21	9			
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) Other enrolled students	12	164	10	83
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2021-22	30	168	28	93
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2020-21	42	170	41	98
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2019-20	35	175	34	97
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	13	166	13	100
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2021-22	52	169	50	96
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2020-21	59	169	59	100
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2019-20	53	169	51	96
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) Other enrolled students	8			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2021-22	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2020-21	6			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2019-20	14	178	13	93
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) Other enrolled students	3			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2021-22	7			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2020-21	9			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2019-20	16	168	15	94
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	7			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2019-20	4			
ETS5164 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	4			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21	5			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2019-20	10	168	10	100
ETS5442 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2019-20	3			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) Other enrolled students	2			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2021-22	4			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2020-21	7			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2019-20	3			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	5			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5391 -PSYCHOLOGY Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) Other enrolled students	3			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2021-22	15	174	15	100
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2020-21	21	173	21	100
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2019-20	18	170	18	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	9			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	7			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	2			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2021-22	7			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2019-20	5			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2021-22	4			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2020-21	4			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2019-20	4			

# Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period.  [\(§205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

## Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2021-22	166	154	93
All program completers, 2020-21	181	177	98
All program completers, 2019-20	195	184	94

# Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. ([§205\(a\)\(1\)\(D\)](#), [§205\(a\)\(1\)\(E\)](#))

**Note:** This section is preloaded from the prior year’s IPRC.

THIS PAGE INCLUDES:

>> [Low-Performing](#)

## Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- ☒ Yes
- ☐ No

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

- ☒ State
- ☒ CAEP
- ☐ AAQEP
- ☒ Other specify:

HLC

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- ☐ Yes
- ☒ No



On this page, review the questions regarding your program's use of technology, and update as needed.

**Note:** This section is preloaded from the prior year's IPRC.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

## Use of Technology

1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. [\(\\$205\(a\)\(1\)\(F\)\)](#)

Does your program prepare teachers to:

a. integrate technology effectively into curricula and instruction

☒ Yes

☐ No

b. use technology effectively to collect data to improve teaching and learning

☒ Yes

☐ No

c. use technology effectively to manage data to improve teaching and learning

☒ Yes

☐ No

d. use technology effectively to analyze data to improve teaching and learning

☒ Yes

☐ No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Technology is one of the three strategic themes that are showcased in the unit's Conceptual Framework. The effective use of technology is apparent. All classrooms in the College of Education building are equipped with a standard technology package including a desktop computer, projector, and Hovercam. The COE building also is home to one computer lab, one flex lab, two iPad labs, and two mobile laptop labs (Chromebooks). At the initial level, all baccalaureate candidates are required to take a course (TE 206: Instructional Technology and the Pre-service Teacher) to develop technology skills typically used by teachers. Candidates learn to locate resources, evaluate resources, use of technology for alternative assessment, safe student engagement, how to meet the technology needs of students at different levels and bridge the technology gap for students who do not have technology at home. Candidates also use technology within their respective methods courses and learn how to use technology relevant to their field. Candidate use of technology extends well beyond the use of laptops and Tablet technology. All Initial candidates currently use TaskStream (TS) TS is a web-based portfolio and teacher support system that facilitates assessment development and data collection and analysis. In the next academic year, this reporting will be done through CANVAS to reduce faculty efficiency in reporting and reduce student costs. All initial candidates also gain first-hand experience with technology through the routine use of Canvas in a large majority of their classes. Candidates' use of Universal design is being taught in the reading and inclusion course (TE 306) and in special education classes that are in the core for elementary education, early childhood, and special education majors. The ISTE Standards are adopted and in use for the Students in the educational preparation of candidates. Additionally, ISTE Standards for Students have been added to the lesson plan template used in both Level 3 and in clinical experiences to be assessed using the Danielson indicator 1f-2 Criteria and Standards. A large conference room was upgraded with new technology in 2018-19 through the generous gift of a donor. The Dean's

Conference Room and two classrooms were updated with new technology. Another generous donor completed a second conference room upgrade in (2022). The COE Technology Committee, which gives faculty a voice in technology decisions, has funded proposals for projects/initiatives that support students in their online learning and coursework since the year (2019-2020) The COE Technology Committee puts out an annual call for proposals to COE faculty and has funded 2 proposals annually.

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

**(§205(a)(1)(G))**

**Note:** This section is preloaded from the prior year's IPRC.

## Teacher Training

1. Provide a description of the activities that prepare general education teachers to:

a. Teach students with disabilities effectively

Diversity is one of the three strategic themes in the unit's Conceptual Framework. A commitment to more effective teaching of all students, regardless of their gender, race-ethnicity, socioeconomic status, learning background, first language, etc., is central to this commitment to diverse students. All initial candidates are required to take an introductory course (TE 204-Growth & Development/introduction to Exceptionalities) which provides a solid foundation for understanding student exceptionalities and also provides a foundation for candidates' further study. All Early Childhood, Elementary Education, Special Education K-6, SPED K-12, PE K-6, and Middle Grades candidates subsequently enroll in TE 411, Inclusive Practices in Pre-8 Classrooms while all Secondary (7-12) and K-12 candidates enroll in TE 306, Reading and Inclusion in Secondary Classrooms. Both of these upper division courses hone in on learning strategies for modifying the curriculum to maximize the learning potential for all students - particularly students with identified exceptionalities. Commitment to preparing initial candidates for effectively teaching all students is also evident in the field experience components of the teacher preparatory experience. All candidates spend time in diverse school settings. Generally, in the third year, all students will take a Classroom Management and Assessment course where they develop further skills in lesson planning which includes a successful demonstration of differentiating the lesson (instructional strategies, assignments) through Universal Design for Learning (UDL). Students will be able to apply UDL strategies to support the range of student abilities. These strategies are introduced in TE204 and reinforced in TE 441 and TE 306. The expectations for candidate performance in field experiences, especially including the clinical (student teaching) semester, include successful completion of assignments that require candidates to demonstrate an ability to engage in data-driven, differentiated lesson planning. Additionally, in response to the growing mental health needs in PK-12 schools, all Middle-Level Education areas of endorsement have added required coursework (CSP 404-Counseling & Mental Disorders and CSP 417- Counseling Skills) to better equip candidates with the knowledge and skills to better support students. Elementary Education majors are required to take CSP 417- Counseling Skills. Our other areas of endorsement are also being reviewed to potentially add one counseling class to their respective programs of study.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

All initial certification candidates are required to take an introductory course (TE 204-Growth & Development/introduction to Exceptionalities) which provides a solid foundation for understanding student exceptionalities and also provides a foundation for candidates' further study. All Early Childhood, Elementary Education, Special Education K-6, SPED K-12, PE K-6, and Middle Level candidates subsequently enroll in TE 411, Inclusive Practices in Pre-8 Classrooms while all Secondary (7-12) and K-12 candidates enroll in TE 306, Reading and Inclusion in Secondary Classrooms. Both of these upper-division courses hone in on learning strategies for modifying the curriculum to maximize the learning potential for all students - particularly students with identified exceptionalities, as well as in successful participation as a member of an individualized education program team. Additionally, Middle Level takes TESE 330. The focus of these classes is to help the students understand their roles and responsibilities in regard to the creation and implementation of students' IEP as well as what they should expect to contribute in the actual IEP meeting. IEP members' roles are, covering the range of future titles our teacher candidates have. Collaboration, Consultation, and Co-Teaching course which further develops a close relationship with a special education teacher and builds a stronger IEP team.

c. Effectively teach students who are limited English proficient.

The teacher preparatory experience for general education-endorsed initial certification candidates includes preparation for teaching English Language Learners. For all initial candidates, this process begins in the freshman-level introductory course, TE 100-Teaching in a Democratic Society, which includes field experiences where candidates begin to develop the knowledge, skills, and dispositions for working with English Language Learners. All initial certification candidates are then required to take TE 204-Growth & Development/introduction to Exceptionalities which

provides a solid foundation for understanding student exceptionalities and also provides a foundation for candidates' further study. One main area of study is that of Language Development which provides students a basis for understanding typical language development as well as a basic understanding of strategies and concepts related to working with English Language Learners. These understandings are further developed via the infusion of concepts associated with working with limited English proficient students throughout methods courses. Moreover, candidates seeking endorsements in Early Childhood, Elementary Education, SPED K-6 and SPED K-12 participate in weekly field experiences in a school with a high number of students who are limited English proficient. Middle Level endorsed students spend 50 hours in schools with a large population of multilingual students where they learn about their unique needs and instructional strategies to meet those needs. Additionally, All Teacher Education candidates are required to outline differentiation strategies in the Lesson Sequence and Delivery section of the lesson plan template used in both Level 3 and clinical experiences. Finally, the unit encourages all initial certification candidates, both those pursuing a general education endorsement and those seeking a special education endorsement, to consider also pursuing an ESL teaching endorsement. Each year, 10-20 initial candidate program completers graduate with the ESL endorsement. The ESL endorsement involves completing an additional twenty credit hours of coursework.

## 2. Does your program prepare special education teachers?

- ☒ Yes  
☐ No

If yes, provide a description of the activities that prepare *special education teachers* to:

### a. Teach students with disabilities effectively

All Special Education K-6, SPED 7-12 and SPED K-12 candidates are required to take the introductory course, TE 204-Growth & Development/Introduction to Exceptionalities. TE 204 provides the foundation for continued study of human exceptionalities. Candidates pursuing certification in Special Education Generalist K-6 and K-12 complete TE 411-Inclusive Practices in Pre-8 Classrooms, while candidates pursuing the Special Education Generalist 7-12 endorsement complete TE 306-Reading and Inclusion in Secondary/K-12 Classrooms. All candidates pursuing one of the special education endorsements then also complete an additional 19+ credit hours of coursework specifically designed to develop their teaching knowledge and skills in regard to working with students with disabilities including TESE 462-Assessment and IEP Development, TESE 463-Instructional Strategies for Individuals with Disabilities, TESE 467-Behavioral Interventions, TESE 330-Collaboration, Consultation, Co-Teaching, TESE 437-Medical Aspects of Individuals with Disabilities, TESE 461-Legal Issues in Special Education, TESE 464-Field Experience with K-8 Students, TESE 468-Assistive Technology, and TESE 479-Teaching Social Skills to Students with Autism Spectrum Disorder. Students pursuing K-12 or 7-12 SpEd also take classes on transitional services and working with students with severe disabilities along with practicum experiences. Candidates from each of the three SPED endorsement areas then conclude their programs of study with coursework specific to their respective endorsements.

### b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

All Special Education K-6, SPED 7-12 and SPED K-12 candidates are required to take the introductory course, TE 204-Growth & Development/Introduction to Exceptionalities. TE 204 provides a solid foundation for understanding student exceptionalities and also provides a foundation for candidates' further study. All Special Education endorsement candidates subsequently enroll in TESE 462-Assessment and IEP Development (where candidates must successfully complete ten IEPs as well as learn about IEP Meetings), TESE 461-Legal Issues in Special Education, TESE 463-instructional Strategies for Individuals with Disabilities (where candidates complete an additional learning module which goes into greater depth on the IEP process/meetings), and TESE 467-Behavioral Interventions to prepare for writing IEPs and their leadership role in the IEP process. Candidates also take TESE 330 Collaboration, Consultation, and Teamwork, which specifically focuses on developing their ability to work within and lead individualized education teams. These classes prepare preservice professional teachers about the IEP team and each member's roles and responsibilities. The focus for SPED 7-12 are learning how to transition more of the IEP planning and meeting responsibilities to the student.

### c. Effectively teach students who are limited English proficient.

The teacher preparatory experience for Special Education-endorsed initial candidates includes preparation for teaching English Language Learners. Like all other initial certification candidates, this process begins in the freshman-level introductory course, TE 100-Teaching in a Democratic Society, which includes field experiences where candidates begin to develop the knowledge, skills, and dispositions for working with English Language Learners. All SPED initial certification candidates are then required to take TE 204-Growth & Development/Introduction to Exceptionalities which provides a solid foundation for understanding student exceptionalities and also provides a foundation for candidates' further study. One main area of study is that of Language Development which provides students a basis for understanding typical language development as well as a basic understanding of strategies and concepts related to working with English Language Learners. These understandings are further developed via the infusion of concepts associated with working with limited English proficient students throughout methods courses. Moreover, candidates seeking

endorsements in SPED K-6 and SPED K-12 participate in weekly field experiences in a school with a high number of students who are limited English proficient. Additionally, candidates are required to outline differentiation strategies in the Lesson Sequence and Delivery section of the lesson plan template used in both Level 3 and clinical experiences.

# Contextual Information

On this page, review the questions regarding your program's use of technology, and update as needed.

**Note:** This section is preloaded from the prior year's IPRC.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

## Contextual Information

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

1) Summary and Assessment Pass Rates - Over the past four years, our students who were first-time pass Praxis Subject Assessment takers, ranged from 97% in 2018-2019 to 93% in 2021-2022. Our mean pass rate of first-time passers over the past four years is 95.5% 2) Benchmarks/Gateways. Candidates must pass through four gateways in order to complete the Teacher Education Program: 1) admission to the program; 2) admission to student teaching; 3) successful completion of student teaching, and 4) completion of unit and program requirements for the baccalaureate degree. The final step, applying for certification, occurs after all requirements are met. Formal admission to the teacher education program requires successfully meeting several criteria: (a) minimum GPA requirement (2.75); (b) completing specific English and Speech coursework with a minimum grade of C; (c) completing introductory professional education courses (TE 100, 204, or 206 [MUS 201 replaces TE 206 for Music Ed Majors only] with a minimum grade of C; (d) providing evidence of sufficient emotional and mental capacity; and (e) completing all required forms/paperwork. Formal admission to student teaching also requires successfully meeting several criteria: (a) completion of all remaining professional sequence courses and field experiences; (b) a minimum GPA requirement (2.75); (c) completing the methods courses for specific endorsements and respective field experience courses; (d) gain approval from the department(s) offering the endorsement(s); (e) complete an application to student teach. Completion of student teaching requires demonstrating proficiency on the 76 indicators of the Charlotte Danielson Framework and the 9 dispositions included in the Educator Disposition Assessment at a level that satisfies the assigned P-12 cooperating teacher and the UNK supervisor. Field/Clinical Experiences. All endorsement programs complete at least 100 hours of supervised field experiences prior to clinical experience (student teaching). All PK-12 endorsement programs (Art, Music, Physical Education) and all secondary (7-12) endorsements programs (such as History, English, etc.) complete the minimum 100 hours of supervised experiences- typically during the Junior/Senior years. Candidates in the Elementary Education, Special Education Generalist K-6 and K-12, and Early Childhood programs complete a minimum of 150 clock hours prior to student teaching. All traditional candidates are required to complete a minimum of 640 clock hours within a 16-week clinical experience assignment. Candidates pursuing more than one field endorsement complete an 800 clock hour/20-week clinical experience assignment.

## Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

# Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

## Certification of submission

☒ I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Miechelle McKelvey

TITLE:

Associate Dean College of Education

## Certification of review of submission

☒ I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF REVIEWER:

Miechelle McKelvey

TITLE:

Associate Dean College of Education