

## 004.06-2 Requirements for Program Admission and Progression

Undergraduate Admission	Gateway #1-Level 1	Gateway #2-Level 2	Gateway #3-Level 3
Admission to Teacher Education	Case Study of Schools	Case Study of an Individual, Dispositions Assessment	Case Study of a Lesson, Field Experience Checklist
Institutional Criteria	Description	Description	Description
<ul style="list-style-type: none"> <li>✓ Complete the following courses with a grade of C or above: English 102GS, SPCH 100GS, TE 100GS, TE 204 OR TE 206 (<i>Music Education majors take MUS 201 instead of TE 206</i>).</li> <li>✓ Meet required common assessments as presented in class.</li> <li>✓ Establish and maintain a GPA of 2.75 or higher.</li> <li>✓ Pass the PRAXIS CORE basic skills test (reading, writing, and math).</li> <li>✓ Complete the Service Learning Project (no longer required 16-17).</li> <li>✓ Obtain approval by department(s) offering the proposed endorsement(s).</li> <li>✓ Declare a teaching program(s) at the Academic and Career Services Office.</li> <li>✓ Provide evidence of the absence of any criminal conviction that would prevent qualifying for teacher certification.</li> <li>✓ Provide evidence of emotional or mental fitness.</li> </ul>	<p><b>Students spend 12 clock hours visiting/observing in schools.</b></p> <p>The Case Study of Schools is an assessment used during TE 100, the student's first education course, generally taken during the freshman or sophomore year. The time spent observing classrooms and listening to profiles presented by each school provide an opportunity for students to study the schools. They then summarize each of the profiles and discuss how variations in the student population affect one or more of the following: classroom management and organization; the four NNER moral dimensions; accommodation of diversity; and the integration of technology into the school. The Case Study of Schools is a gateway assessment to Level 2. TE 100 instructors use the assessment to determine if students can apply and synthesize their classroom knowledge to the study of specific schools.</p>	<p><b>Students observe two specific students, a typical and an atypical, for 15 clock hours.</b></p> <p>Students write a study, The Case Study of an Individual based on these experiences. The Disposition Assessment is used twice during TE 204, during the student's sophomore year. The first use is a self-reflection by students at midterm, and the second by instructors at the end of the semester, based on behavior/performance in class and in schools. At midterm, the instructors meet and go over the self-reflections. If they as a group think the student is off-base on their self-reflection, the student's primary instructor will do a consultation with the student and try to reach consensus. At the end of the semester, the instructors do a final assessment and monitor the progress from midterm. The instructors share the students during the semester so do the assessments collaboratively.</p> <p>Assessment #2 is a gateway assessment to Level 3 and is used to determine if the student possesses the dispositions to become a teacher.</p>	<p><b>Students spend 100 clock hours in an appropriate school setting</b> (e.g., 50 in a math field experience, and 50 in a literacy field experience for elementary majors).</p> <p>The Case Study of a Lesson is used by the university instructor and the cooperating teacher to evaluate how well students can develop and deliver a lesson plan. Students typically develop their lesson plans on a topic given by cooperative teachers and deliver their lessons to an actual class of P-12 students.</p> <p>The Field Experience Checklist is performance-based and is used by the instructors during the students' Level 3 field experiences, one semester before their student teaching experiences. Instructors observe students teaching lessons first to their peers, then in small groups of students in the field, and finally one-on-one with a single student for twelve consecutive days. The instructors give formative feedback, as well as keep a running record of students' performance in each of the checklist points. At the end of the semester, the instructors collaborate on the final checklist. The purpose of the assessment is to determine if the teacher candidate is displaying dispositions and aptitude in effective instruction and is one of the gateway assessments to Level 4.</p>

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Admission to Student Teaching	Gateway #4-Level 4	Graduation
Admission to Student Teaching	Case Study of a Classroom, Case Study of a Unit, Student Teacher Final Evaluation	Surveys Institutional Requirements
Institutional Criteria	Description	Institutional Criteria
<ul style="list-style-type: none"> <li>✓ Admittance to teacher education.</li> <li>✓ Have an overall UNK grade point average of 2.75.</li> <li>✓ A grade of "C" (2.0 GPA) or higher in TE 204 and TE 206.</li> <li>✓ Satisfactory performance on the Lesson Plan Case Study Common Assessment and a "C" or better in the course or field experience delivering the Common Assessment.</li> <li>✓ Satisfactory performance in all Level Three Field Experiences.</li> <li>✓ Attendance at Student Teaching Workshops.</li> <li>✓ Pass the Background Check.</li> </ul>	<p><b>Student Teaching requires 720 clock hours observing/teaching</b> in a gradual release of control of the classroom by the cooperating teacher to the teaching candidate. These hours may be split into two experiences depending on the endorsements sought by the candidate.</p> <p>During the first month they develop a paper, the Case Study of a Classroom. The purpose is to encourage teaching candidates to gather relevant data that are specific to their student teaching placement in order to explore how the context in the classroom links with the larger "surrounds" of the school and the community. The Case Study of a Unit is used by the teaching candidates' cooperating teachers to determine if our teacher candidates can do short and long term planning, know the necessary components in an effective lesson, know how to write objectives, can differentiate instruction, can create assessments, and can use the data from pre and post assessments to direct instruction. This assessment is a gateway to the rest of the student teaching experience and graduation. The Student Teaching Final Evaluation is the summative assessment for the student teaching experience. A final evaluation is completed for each endorsement by the cooperating teacher or teachers, and the university student teaching supervisor.</p>	<ul style="list-style-type: none"> <li>✓ Candidates must complete an Exit Survey, an Evaluation of their Clinical Supervisor, and a Survey of their Endorsement Area.</li> <li>✓ Application for a degree must be made either through the Student's MyBLUE account or at the Office of Student Records and Registration.</li> <li>✓ Students must have all degree requirements completed prior to participating in a commencement ceremony.</li> <li>✓ A student planning to graduate in December must make application no later than September 15; one planning to graduate in May must make application no later than February 1; and one planning to graduate at the end of the summer session must make application no later than June 15.</li> <li>✓ Students applying on or before the above deadlines will be assessed a \$25 Graduation Fee. Applications received after the above dates and until October 7 for Fall commencement, February 15 for Spring commencement and June 30 for summer will be assessed a \$40 Graduation Fee. Students wishing to apply for graduation after the second deadline must appeal to a review board consisting of the Senior Vice Chancellor for Academic and Student Affairs and the College Dean.</li> <li>✓ All incomplete grades and all academic obligations outside of the term's work must be resolved prior to the date of graduation or other arrangements must be approved by the Office of Student Records and Registration to allow the student to continue with the graduation process. A student must be enrolled in all remaining course work required for the degree in order to be considered for graduation. If all degree requirements are not completed by the anticipated graduation date, then the student must re-apply and again pay the \$25 fee in order to graduate.</li> <li>✓ All financial and procedural obligations to the institution must be met in order for the degree to be awarded. Students with outstanding requirements will be notified of such holds and the degree will not be granted until the obligations are cleared. Students who fail to resolve all obligations will be removed from graduation and must reapply for a future graduation date.</li> <li>✓ Participation in Commencement and/or receipt of the diploma DO NOT indicate that a degree has been granted. Only after final grades for the semester have been processed and reviewed and compliance with all academic regulations has been determined, will the actual degree be posted to a student's transcript. The transcript is the official record of the awarding of a degree.</li> </ul>

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Graduate Admission	Graduate Admission	Graduate Admission	Graduate Admission
Teacher Education	Counseling and School Psychology	Educational Administration	Communication Disorders
Institutional Criteria	Institutional Criteria	Institutional Criteria	Institutional Criteria
<p>A graduate student is defined as any student who holds an undergraduate degree from a four-year institution accredited by a regional accreditation body. All students taking graduate courses must apply for admission to the Office of Graduate Studies and Research. At that time, each student is placed in one of the following student classifications:</p> <p><b>Degree-Seeking Graduate Student:</b> A student pursuing a program of study leading to a Master's Degree or to a Specialist Degree. To be classified as a degree graduate candidate, a student must meet the requirements for admission to degree status as stated by the Office of Graduate Studies and Research and by the appropriate department or program. All degree-seeking applicants must:</p> <ul style="list-style-type: none"> <li>✓ Submit a formal application for admission electronically and pay the application fee, if applicable;</li> <li>✓ Request directly from any University or College attended previously, an official transcript of all undergraduate and graduate course work to be sent to the Graduate Admissions office;</li> <li>✓ Comply with departmental admission requirements. For Teacher Education, Admission requirements include undergrad GPA of 2.75 and either the Graduate Record Examination or a</li> </ul>	<p>Those planning to be full-time students in the School Psychology, Clinical Mental Health Counseling, School Counseling, or Student Affairs programs should obtain full admission to their chosen program of study the semester prior to their enrollment by completing the following steps:</p> <ul style="list-style-type: none"> <li>✓ Complete the UNK Department of Graduate Studies online application. All materials listed below are uploaded with the online application:                             <ul style="list-style-type: none"> <li>○ \$45 non-refundable application fee</li> <li>○ Academic history-official transcripts of all previous academic work</li> <li>○ Vita with requested information</li> <li>○ "Motivation for becoming a counselor, school psychologist or student affairs professional" essay</li> <li>○ Responses to three diversity vignettes</li> <li>○ Three Electronic References (Forms are automatically sent to recommenders when application is submitted.)</li> </ul> </li> <li>✓ When all materials have been received, the Office of Graduate Studies and Research will conduct an initial evaluation. Applicants meeting admission requirements for graduate study will be forwarded to the</li> </ul>	<p>In addition to the general requirements of the Office of Graduate Studies, the criteria for admission to this degree program consist of the following:</p> <ul style="list-style-type: none"> <li>✓ An undergraduate grade point average of 2.75;</li> <li>✓ Submit written recommendations from two school administrators and one other individual who can comment on your potential to do graduate study and for educational leadership. (Appropriate forms online.);</li> <li>✓ Submit a resume and an essay on why you wish to pursue a career in school administration. (Appropriate format information online.);</li> <li>✓ Faculty review of all applications to the programs.</li> <li>✓ Members of the Educational Administration Department will evaluate each applicant following the completion of 12 semester hours of coursework. At this point the department will make a decision relating to acceptance into a program by approving the applicant for candidacy.</li> </ul>	<p>A student desiring to pursue the Master's Degree in the area of Speech/Language Pathology must have completed an undergraduate degree or equivalent from an accredited institution. If the degree was not comparable to that offered at the University of Nebraska at Kearney or if deficiencies exist, the student must take those undergraduate courses deemed necessary by the Communication Disorders faculty to make up the deficiencies. An applicant who has obtained a Bachelor's Degree in some other area will be required to take those undergraduate courses in Speech/Language Pathology and possibly in related areas necessary to complete the equivalent requirements for the undergraduate major. Applications are accepted for the fall term only and are due by January 15th. Admission for Unconditional (Full) status is based on the following preferred qualifications:</p> <ul style="list-style-type: none"> <li>✓ Competitive Graduate Record Examination (GRE) scores,</li> <li>✓ Undergraduate overall grade point average of B or better,</li> <li>✓ Undergraduate Communication Disorders major grade point average of B+ or better,</li> <li>✓ Graduate grade point average of B+,</li> <li>✓ Three letters of recommendation, and</li> <li>✓ Written communication skills assessed with submission of a personal statement for the on-line application.</li> </ul>

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<p>Professional Biography. Some degrees also require references and teacher certification.</p> <p><b>Non-Degree Graduate Student:</b> The non-degree graduate student status is an all-encompassing description for those students who do not wish to pursue an advanced degree or who have not yet completed all admission requirements for degree admission. Non-degree students include students seeking initial teaching certification, an additional teaching endorsement, a certificate program, self-improvement, or employment requirements. Students in this status are not limited in the number of hours completed or the type of course completed (graduate or undergraduate courses), although students intending on seeking a Masters or Specialist degree can only apply 12 graduate hours taken in this status towards their graduate program. Non-degree students are not eligible for financial aid, with the exception of those seeking initial certification or an additional endorsement. Students seeking a second bachelor's degree or those seeking Pre-SLP hours should be admitted thru the undergraduate college.</p> <ul style="list-style-type: none"> <li>✓ Students seeking initial certification are eligible for federal financial aid.</li> <li>✓ Students will work with the Educator Certification Office on the UNK campus to determine what course work is required to complete to fulfill the State Department of Education requirements for initial certification in their field.</li> <li>✓ Initial certification students submit official transcripts from ALL previously</li> </ul>	<p>Department for consideration and recommendation.</p> <ul style="list-style-type: none"> <li>✓ Applicants must participate in the CSP Department admission interview/intake process which occurs each semester. When the application is complete, the CSP Department secretary will send the applicant a confirmation of this meeting via electronic mail to the preferred email address indicated on the application. Applicants to the Student Affairs program do not participate in the interview/intake process.</li> <li>✓ Department recommendations for admissions are submitted to the Dean of Graduate Studies.</li> <li>✓ Admission decisions are mailed from the Office of the Dean of Graduate Studies (i.e. an unconditional/full status, conditional/provisional status, or denial).</li> </ul>		<ul style="list-style-type: none"> <li>✓ International students must meet the Graduate School minimum TOEFL score and all of the above minimum admission criteria.</li> <li>✓ When all application materials have been received by the Office of Graduate Studies and Research, completed files will be forwarded to the CDIS Department for consideration and recommendation.</li> <li>✓ Top candidates for admission will be contacted regarding the next phase of the admission process, a CDIS Department interview/intake to be completed via video conferencing. Selected applicants will receive a confirmation notice via e-mail detailing the date and time of the interview/intake and the questions required for the interview.</li> <li>✓ Students may be admitted on a conditional basis if the applicant's materials do not meet minimal grade point or GRE standards. Unconditional (full) admission will not be granted until the student completes 12 hours of graduate course work in CDIS with a cumulative GPA of B or better.</li> </ul>
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<p>attended institutions.</p> <p>Students who have a bachelor's degree in Education and would now like to add an additional endorsement to their current certification would apply to UNK thru the graduate college and choose 'additional endorsement' as their plan/major.</p> <ul style="list-style-type: none"> <li>✓ Students will work with the Educator Certification Office on the UNK campus to determine what course work is required to complete to fulfill the State Department of Education requirements for the additional endorsement.</li> <li>✓ Endorsement students must submit official transcripts from ALL previously attended institutions.</li> </ul> <p><b>Senior (undergraduate) Student:</b> A student requiring fifteen hours or fewer (excluding student teaching, practicum, or internship) for the Bachelor's Degree may be allowed to enroll in graduate classes. Qualified students must have a G.P.A. of 3.00 or higher, will not be permitted to register for more than six semester hours of graduate courses, and the maximum load of undergraduate-graduate hours may be no more than eighteen hours. Students who have a bachelor's degree in an area outside of the education field and would now like to teach, would apply to UNK thru the graduate college and choose 'initial certification' as their plan/major.</p>			
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## 004.06-2 Requirements for Program Admission and Progression

Admission to Candidacy	Graduation
All Programs	All Programs
Institutional Criteria	Institutional Criteria
<p>A student who wishes to become a candidate for the Master's or Specialist's Degree will file an application for Admission to Candidacy with the department. The department will then forward the application to the Dean of Graduate Studies and Research for final approval. To be eligible for candidacy for the degree program, a student must fulfill the following requirements:</p> <ul style="list-style-type: none"> <li>✓ Course completion: the appropriate time to file for candidacy is after completing the first 1/3 of the program and prior to completing the last 2/3 of the program; these hours must be successfully completed through UNK. (For example, on a 36 hour program candidacy should be filed after completing 12 hours and prior to completing 24 hours.)</li> <li>✓ Cumulative GPA must be at least 3.0.</li> <li>✓ If conditionally admitted, this condition must be successfully completed. (Conditional admission is stated on the admission letter.)</li> <li>✓ A student may be refused Admission to Candidacy if the previous college record, performance on departmental qualifying criteria, or quality of graduate work, indicates inability to satisfactorily pursue graduate study.</li> </ul>	<ul style="list-style-type: none"> <li>✓ The candidate must have completed all degree requirements prior to participating in a commencement ceremony.</li> <li>✓ At least four weeks prior to the date of graduation, the candidate will be required to show proficiency in the candidate's field of study. The mechanism to indicate this proficiency will be developed and administered by the student's department. The chief objective is to evaluate competencies and the ability to implement knowledge in the candidate's field of study. This may take the form of a comprehensive examination, comprehensive writing project, portfolio, capstone course, or other mechanism determined by the department. Students who complete a thesis do not have to complete a comprehensive exam. The oral thesis defense fulfills this requirement.</li> <li>✓ A Field Study or Scholarly Study provides an opportunity for the student to obtain first-hand experience in research methods under competent direction of a faculty member. The scholarly study and field study writing project may be 3-6 hours of graduate credit on the approved program of study.</li> <li>✓ A writing project (Thesis) provides another opportunity for the student to</li> </ul>

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	<p>obtain first-hand experience in research methods under competent direction of a faculty member. The thesis writing project must be assigned to a total of at least six hours of graduate credit on the approved program of study.</p>
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