Section 1a: Contextual and Endorsement Program Information Institutional Background

The University of Nebraska at Kearney

History

The University of Nebraska at Kearney (UNK) was founded in 1903 and chartered in 1905 as a state normal school established for the education of teachers for the state of Nebraska. The institution has carried several names throughout its history (Nebraska State Normal School, Nebraska State Teachers College, and Kearney State College) and became the University of Nebraska at Kearney (UNK) in July 1991 when it became a member of the University of Nebraska system. While evolving into a multi-purpose university, educating teachers and other professional educators has been its historical primary role and mission with a tradition of scholarly teaching.

Structure Overview

The University of Nebraska at Kearney is one of four campuses of the University of Nebraska with the others being the University of Nebraska-Lincoln, University of Nebraska at Omaha, and the University of Nebraska Medical Center. The Board of Regents governs the university system and appoints the President and other administrators. Each campus has its own governance (by-laws) in addition to the University of Nebraska Constitution and Board of Regents By-laws.

There are three undergraduate colleges at UNK. The colleges are the College of Business and Technology; College of Education; College of Arts and Sciences. The Dean Graduate Studies and Academic Outreach coordinates online education and graduate programs with the college deans. All graduate degrees are granted by the Graduate College of the University of Nebraska.

Geographic Location and Enrollment

The 515-acre University of Nebraska at Kearney is located in the heart of Nebraska's Platte River Valley in the city of Kearney. With a population of approximately 32,000 (U.S. Census Bureau, 2013), the city serves as an agricultural, commercial, medical, and cultural center for central Nebraska, and a geographic population corridor extending from northern central Kansas to southern South Dakota.

The official enrollment for Fall 2022 was 6,041 with 4,269 undergraduate students and 1,772 graduate students. The 4,269 students represent all counties in Nebraska, 888 students are from 44 states, and 445 from 52 other countries. International students represent a strong presence on campus, with current enrollments of 112 Japanese, 26 South Korean, 48 Mexican, 10 Cuban, 9 Guatemalan, 9 Indian, and 17 Chinese students. There has been a long-standing historical relationship with educators in Nepal resulting in a current enrollment of 37 Nepalese students. Enrollment for undergraduate and graduates by ethnicity, race and citizenship status is represented by 4,633 White, 737 Hispanic/Latino, 266 Nonresident Alien, 172 Two or More Races, 120 Black or African American, 54 Asian, 40 unknown, 10 American Indian or Alaska Native, 9 Native Hawaiian or Other Pacific Islander,

University Mission:

The University of Nebraska at Kearney is a public, residential university committed to be one of

the nation's premier undergraduate institutions with excellent graduate education, scholarship, and public service. The university Core Values are: Learning Matters, Learning Environment Matters, People Matter, and Responsible Stewardship Matters.

According to the statement from the strategic plan adopted in 2007, UNKs vision is to "achieve national distinction for a high quality, multidimensional learning environment, engagement with community and public interests, and preparation of students to lead responsible and productive lives in a democratic,

multicultural society." The undergraduate and graduate programs are complementary and synergistic, and both are essential in the identity and mission of the university.

College of Education:

The Mission of the Faculty of the College of Education at the University of Nebraska at Kearney is to prepare students for professional careers by providing quality educational and clinical experiences. In conjunction with this primary mission, the faculty is committed to advancing knowledge through scholarship and providing professional services.

Five departments are housed within the College of Education (COE). The Department of Teacher Education offers undergraduate and graduate programs as well as offering most of the initial certification professional sequence courses. The Department of Kinesiology and Sport Sciences (KSS) offers non-education professional programs and teaching programs at both the undergraduate and graduate levels. The Department of Communication Disorders (CDIS) offers an undergraduate and both residential and online graduate programs. The CDIS program is nationally accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association. The Department of Counseling, School Psychology and Family Science (CSPFS) offers graduate programs for School Psychologists. The Department of Counseling, School Psychology and Family Science (CSPFS) offers graduate programs in School Psychology (NASP and ISPA accredited), School Counseling, and Clinical Mental Health (CACREP and IRCEP accredited). In the CSPFS department, the Early Childhood and Family Advocacy (ECFA) is a comprehensive, dual degree program with courses from both Family Science (FAMS) and Teacher Education - Early Childhood Inclusive (TE - ECI). Similarly, the Early Childhood Family Advocate certificate is a dual partnership between FAMS and TE- ECI. The Early Childhood Family Advocacy Director also teaches courses in the Early Childhood program. The Department of Educational Administration (Ed AD) offers graduate programs for licensure as School Principals, Curriculum Supervisors, and School Superintendents.

COE Structure Overview

Administratively, COE is staffed with a Dean, Associate Dean & Assistant Dean. Each Department has a department chairperson. Some departments have assistant chairpersons. Directors are appointed for the following operations: Educator Certification Office (ECO) that assists all education candidates from admission through certification; Field Experiences Office

that places and supervises all student teaching activities; and the Transitional Certificate Program which offers an alternative pathway for post-baccalaureate teacher certification.

The Teacher Education (TE) program within the College of Education will be referred to as the EPP (Educator Preparation Provider, EPP re: CAEP Accreditation Handbook, 2022) since it is the administrative body that has the responsibility for managing or coordinating all programs offered for initial and continuing preparation of teachers and other school personnel. The Teacher Education Department/ Associate Dean of the College of Education is the Head of the EPP. The Assistant Dean serves as EPP Assessment Director and CAEP Coordinator. There are 56 endorsements offered by the EPP. Of the 56 endorsements, 12 are offered as advanced endorsements.

Teacher Education Mission Statement

The mission of the Department of Teacher Education relates directly to the mission of the college of Education and indirectly to the institutional mission of the University of Nebraska at Kearney. The department stresses a commitment to excellence in teaching, research, and service; assists in the design and implementation of educational opportunities for all students in the field of education; and supports educational programs that enhance student growth and development in preparing effective and committed teachers.

The University of Nebraska at Kearney Department of Teacher Education recognizes the importance of education in and for a democratic society and has identified the following desired outcomes. Completers of the teacher education program, will be able to:

EPP Objectives/Outcomes

<u>**The Learner and Learning**</u>
Standard 1: Learner Development
Demonstrate an understanding of how learners grow and develop, recognize that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implement developmentally appropriate and challenging learning experiences.
Standard 2: Learning Differences
Identify individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Standard 3: Learning Environments
Work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

<u>**Content Knowledge**</u>
Standard 4: Content Knowledge
Identify the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
Standard 5: Application of Content
Demonstrate an ability to connect concepts and uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic content specific issues.

<u>**Instructional Practice**</u>
Standard 6: Assessment
Use appropriate methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide The student's and learner's decision making.
Standard 7: Planning for Instruction
Conduct instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Standard 8: Instructional Strategies
Demonstrate a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

<u>**Professional Responsibility**</u>
Standard 9: Professional Learning and Ethical Practice
Engage in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
Standard 10: Leadership and Collaboration
Seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Section 1b. Bulleted list of endorsement programs and levels offered, organized by type/level of endorsement Field:

<u>**Field**</u>

Art PK-12	Principal PK-8
BMIT 6-12	Principal 7-12
Early Childhood Inclusive B-3	School Librarian PK-12
Elementary Education K-6	School Psychologist PK-12
English Language Arts 7-12	Social Science 7-12
Health & PE PK-12	Special Ed. Gen. K-12 (new 15-16)
Math 6-12	Special Ed. Super. B-12 (new 15-16)
Music PK-12	Superintendent PK-12
Speech Language Pathology B-21	

<u>**Subject:**</u>

Biology 7-12	Psychology 7-12
Chemistry 7-12	Reading Specialist PK-12
Geography 7-12	School Counselor PK-8 & 7-12
Health Education 7-12	Secondary English 7-12
History 7-12	Sociology 7-12
Middle Level Education (English Lang. Arts 5-9, Math 5-9, Social Science 5-9, Science 5-9)	Special Education Gen. K-6
Physical Education PK-6	Special Education Gen. 7-12
Physical Education 7-12	World Language – Spanish 7-12
Physical Education PK-12 (new 2016-17)	World Language – French 7-12
Physics 7-12	World Language – German 7-12
Political Science 7-12	

<u>**Supplemental:**</u>

Adapted PE Education PK-12	Special Education – Behavior Inter. Spec.
Coaching 7-12	Special Education – Early Inter. Spec. B-PK (new 16-17)
Early Childhood Education PK-3	Special Education – Functional Academic Skills & Independent Living Spec. (new 16-17)
English as a Second Lang. PK-12	Special Education – Incl. & Col. Spec. (new 16-17)
High Ability Educ./Gifted K-12 –	Theatre 7-12*
Information Technology PK-12	Workplace Learning 9-12
Info. Tech Leadership PK-12	

Section 1c. Significant teacher education program changes since the last state approval review.

· Adoption of new program objectives/outcomes (InTasc)

· All program created a new curriculum map in line with the newly adopted objectives/outcomes

· All programs evaluated assessment instruments as they relate directly to the objectives/outcomes

· Updated and revised the entire Quality Assurance Plan

· Reviewed and improved program Common Assessments and linked them to the objectives/outcomes

· Created common assessment vernacular and measures

The following College and Teacher Education program as well as endorsement programs were added or revised:

Program/Endorsement Changes:

Dual Language Endorsement - Archived	Psychology 7-12 - Ended
Coop. Ed—Diversified Occ. 9-12 – Ended	Speech Communication 7-12* - Ended
Curriculum Supervisor PK-12 - Ended	
Eliminated Drivers 7-12 - Ended	
Math 7-12 Endorsement changed to 6-12	

Program/Endorsement Additions:

Early Childhood Education PK-3

1d. Anticipated Program and/or Endorsement Changes

Potential for elimination of 7-12 endorsements in content areas where institutional cuts are anticipated.