

Section 1: Institution and Educator Preparation Program Contextual Information

1a. 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 four undergraduate colleges at UNK. The colleges are the College of Business and Technology; College of Education; College of Fine Arts and Humanities; and the College of Natural and Social Sciences. The Office of Graduate Studies and Research administers in coordination with the distance education and graduate programs with the other 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 2015 was 6,747 with 5,108 undergraduate students and 1,639 graduate students. The 5,508 students represent all counties in Nebraska, 888 students are from 46 states, and 445 from 58 other countries. International students represent a strong presence on campus, with current enrollments of 124 Japanese, 76 South Korean, and 68 Chinese students. There has been a long-standing historical relationship with educators in Nepal resulting in a current enrollment of 8 Nepalese students.

University Mission:

The University of Nebraska at Kearney's mission as a public, residential university is to be known for its commitment to be "one of the nation's premier undergraduate institutions with excellent graduate education, scholarship and public service." According to the statement from the strategic plan adopted in 2007, UNK's 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:

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 School Librarian Endorsement Program is nationally recognized by AASL/CAEP. The Department of Kinesiology and Sport Sciences (KSS) offers non-education professional

programs and teaching programs at both the undergraduate and graduate levels. Its Athletic Training Program is accredited by CAATE. The Department of Communication Disorders (CDIS) offers both undergraduate and graduate programs and 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 and School Psychology (CSP) offers graduate programs for School Psychologists (NASP and ISPA accredited), School Counseling, and Community Counseling (CACREP and IRCEP accredited). The Department of Educational Administration offers graduate programs for licensure as School Principals, Curriculum Supervisors, and School Superintendents.

COE Structure Overview

Administratively, COE is staffed with a Dean and Associate Dean. Each Department has a department chair. Directors are appointed for the following operations: Educator Certification Office (ECO) that assists all education candidates from admission through certification; Computer Technology which provides technical and computer support as well as management of the Educational Testing Service; Field Experiences Office that places and supervises all student teaching activities; and, the Transition to Teaching alternative certification program and the post-baccalaureate program for initial teacher certification.

Hereafter, the College of Education (COE) will be referred to as the EPP (Educator Preparation Provider, EPP re: CAEP Accreditation Handbook, 2016) 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 Dean of the College of Education is the Head of the EPP. The Associate Dean serves as EPP Assessment Director and CAEP Coordinator. There are 56 endorsements offered by the EPP. Of the 56 endorsements, 17 are offered as advanced "other school professional" endorsements.

COE Mission Statement

The Role and Mission Statement adopted in 2007 by the College of Education is aligned with the UNK Mission Statement and expressed values. More specifically,

"The mission of the College of Education at the University of Nebraska at Kearney is to prepare, inspire, and support our students to become caring, reflective, and competent professionals in a democratic, multicultural society. This preparation shall be realized through our tradition of outstanding teaching, relevant research and meaningful community engagement.

Our Vision for the College of Education is to be nationally recognized for our outstanding graduates, highly qualified faculty and staff, and exemplary academic programs. We aspire to build on our reputation to achieve extraordinary results in the areas of learning, research, technology, outreach, diversity and quality of life enrichment for all we serve."

The EPP has further developed its philosophy for the preparation of educational professionals at the initial and advanced levels through the development of a Conceptual Framework. The Conceptual Framework (R2010) is organized around three themes: Democracy, Diversity, and Technology. The themes are aligned with the COE and UNK Mission Statements.

Conceptual Framework:

Democracy

Public education is the single unifying institution charged with the preparation of the young for life in our social and political democracy. Through their continuing commitment to providing quality education for all, regardless of background or heritage, schools have the responsibility to ensure that young people acquire the knowledge, skills, dispositions, and ethical guidance needed for lifelong learning and for productive living in a democratic society. Accordingly, educator preparation programs at the University of

Nebraska at Kearney demonstrate an enduring commitment to high quality education. The foundation for this commitment is insuring that graduates acquire the content knowledge and demonstrate the pedagogical skills associated with a high quality education.

Maintaining and advancing our democracy requires firm commitment to a system of education rooted in the core ideals of liberty, equality, and justice. Realization of these ideals, as set forth in the United States Constitution and in the constitutions of the fifty states, requires citizens who are both caring and compassionate, as well as skillful critical thinkers. The goal for teacher educators based in the Arts and Sciences, College of Education, and P-12 partner schools, then, is to prepare graduates who will uphold and promote these ideals in the public schools and in the broader community. Accordingly, our programs strive to prepare educators who value self-reflection as a powerful tool for purposeful change, model responsible and ethical behavior, and effectively collaborate with others.

Diversity

Demographic indicators tell us that student populations are becoming increasingly diverse in the 21st century. To prepare the young for full participation in a global society, educators need to acquire and demonstrate the ability to apply diversity-related proficiencies in the domains of knowledge, skill, and professional dispositions.

Central to our educator preparation programs is the belief that all students can become successful learners. Student success will be impacted by the educator's skill in recognizing and understanding diversity in learners and their families, and in understanding how diverse perspectives and life experiences affect learning.

Therefore, educators must work toward both quality and equity in public education. To accomplish this, educators must be skilled in the creation of learning environments that show understanding for students with exceptionalities as well as students from diverse populations, provide students with differentiated learning tasks, and encourage both individual and collective responsibility. Consistent with this, educator programs strive to effectively prepare graduates for meaningful community and global engagement. In turn, these graduates will facilitate the active participation of their students as citizens of the pluralistic global community. To this end, teacher educators based in the Arts and Sciences, College of Education, and P-12 schools, endeavor to prepare, inspire, and support the development of its graduates by promoting dispositions that respect and value differences so that all students learn.

Technology

As our society changes and embraces a global orientation, it becomes essential for people to be informed about knowledge acquisition, data analysis and management, and how to connect to others both within and outside their communities. Technology and its many applications have provided the means to accomplish these global connections. As a result, it has become imperative that educators embrace technological advances and use them effectively.

Educators must recognize the importance of technological and information literacy and the capabilities of technology to facilitate learning while connecting students to the larger world. They should understand that instructional technologies and applications impact the dissemination of information, inform professional practice, and enhance services for students. Educators should be skilled in a variety of instructional technologies and their applications and able to reflect and discriminate in embracing and mastering appropriate information technologies. Finally, educators must be able to integrate technology with teaching strategies and curriculum design, utilize technology as a tool to diagnose and plan instruction, and be knowledgeable about legal and ethical uses of information and instructional technologies.

To this end, teacher educators based in the Arts and Sciences, College of Education, and P-12 partner schools aim to prepare graduates who can reflect and make responsible decisions concerning the use of technology as a tool to enhance the learning process.

Desired Outcomes for Graduates

Desired Outcomes were developed as broadly based goals providing focus for course development and candidate assessment. They were originally developed in 1999, and revised in 2003, 2007, and 2010. Separate Desired Outcomes were developed for the initial certification and advanced/other educational professional levels. What follows is the Desired Outcomes for Graduates of Initial Certification Programs. Each outcome is listed with its corresponding InTASC Standard.

Knowledge Outcomes

Ka: Candidates will demonstrate knowledge of teaching content. (InTASC 4)

Kb: Candidates will demonstrate knowledge of learning theory; instructional strategies, and management practices that accommodate and enhance learning of all learners. (InTASC 1, 2, 8)

Kc: Candidates will demonstrate knowledge of purposes of schooling in a diverse and democratic society. (InTASC 10)

Kd: Candidates will demonstrate knowledge of data collection and interpretation procedures necessary to maximize learning for all learners. (InTASC 6)

Skills Outcomes

Sa: Candidates will demonstrate skills to develop and implement lesson plans that utilize appropriate P-12 content standards and subject matter. (InTASC 5)

Sb: Candidates will demonstrate skills to utilize student data to implement multiple instructional and management strategies to enhance learning for all learners. (InTASC 6)

Sc: Candidates will demonstrate skills to use technology effectively in a school setting. (InTASC 3, 8)

Dispositions Outcomes

Da: Candidates will demonstrate ability to work productively with colleagues and students in school and community settings. (InTASC 10)

Db: Candidate will demonstrate self-assessment abilities and adjust/adapt teaching and learning strategies to enhance learning for all learners. (InTASC 9)

Dc: Candidates will demonstrate assumption of accountability for professional, fair, and ethical behavior to promote a safe and supportive learning environment. (InTASC 9)

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

Field:

- Art PK-12
- BMIT 6-12
- Curriculum Supervisor PK-12
- Early Childhood Inclusive B-3
- Elementary Education K-6
- English Language Arts 7-12
- Health & PE PK-12
- Math 6-12
- Music K-12
- Principal PK-8
- Principal 7-12
- School Librarian PK-12
- School Psychologist PK-12
- Social Science 7-12

- Special Ed. Gen. K-12 (new 15-16)
- Special Ed. Super. B-12 (new 15-16)
- Speech/Lang. Path. B-21
- Superintendent PK-12

Subject:

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

Supplemental:

- Adapted PE Education PK-12
- Coaching 7-12
- Coop. Ed—Diversified Occ. 9-12
- Driver Education 7-12
- English as a Second Lang. PK-12
- High Ability Educ./Gifted K-12
- Information Technology PK-12
- Instruct. Tech Leadership PK-12
- Special Education – Behavior Inter. Spec. (new 15-16)
- Special Education – Early Inter. Spec. B-PK (new 16-17)
- Special Education – Functional Academic Skills & Independent Living Spec. (new 16-17)
- Special Education – Incl. & Col. Spec. (new 15-16)
- Speech Communication 7-12* (dropped 2016-17)
- Theatre 7-12*

*2013-14 was last year as a subject endorsement; now a supplemental endorsement

**Became subject endorsement in 2016

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

The following endorsement programs were added or revised:

- Basic Business (2010-11)
- Cooperative Education-Diversified Occupations (2010-11)
- Driver Education (2010-11)
- Special Education: Mild/Moderate Disabilities (2010-11)
- World Language – French, German, Spanish (2011-12)
- Instructional Technology Leadership (added 2012-13)
- Early Childhood Inclusive (2014-15)
- English Language Arts (2014-15)
- English as a Second Language (2014-15)
- Music (2014-15)
- Psychology (2014-15)
- Reading Specialist (2014-15)
- Secondary English (2014-15)
- Special Education (2014-15)
- Speech (2014-15)
- Theatre (2014-15)

Physical Science program was dropped (2012-13).

TCP program became graduate level (2013-14).

1d. Anticipated program and/or endorsement changes.

Addition of a PE PK-12 Field Endorsement

The initial certification teacher education program is changing from EPP-created assessments to Charlotte Danielson-based assessments. The revision of the assessments began in the fall, 2015 and will be implemented in fall, 2016. These changes reflect preparation for the CAEP accreditation visit to take place in fall, 2017.