

Creighton University
Traditional Program

2015 | Title II
Reports

Complete Report Card

AY 2013-14

Institution Information

Name of Institution: Creighton University
Institution/Program Type: Traditional
Academic Year: 2013-14
State: Nebraska

Address: Education Department
2500 California Plaza
Omaha, NE, 68178-0106

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?
(<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Initial Teacher Certification	No
Total number of teacher preparation programs: 1	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:

Sophomore year Graduate program admission

Does your initial teacher certification program conditionally admit students?

No

Provide a link to your website where additional information about admissions requirements can be found:

<http://www.creighton.edu/ccas/education/geninfo/admissionsrequirements/index.php>

Please provide any additional comments about or exceptions to the admissions information provided above:

Students in the Masters of Education-Elementary graduate program can be conditionally accepted in that they must complete certain undergraduate level pre-requisite courses before completing their graduate coursework.

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

Yes

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.

Element	Required for Entry	Required for Exit
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Transcript	Yes	No
Fingerprint check	No	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	Yes
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	No	No
Other EECIA Praxis Test required for Elementary Education Majors at exit	No	Yes

What is the minimum GPA required for admission into the program?

2.5

What was the median GPA of individuals accepted into the program in academic year 2013-14

3.54

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2013-14

3.69

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

Yes

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.

Element	Required for Entry	Required for Exit
Transcript	Yes	No
Fingerprint check	No	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	No	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	No	No
Other	No	No

What is the minimum GPA required for admission into the program?

3

What was the median GPA of individuals accepted into the program in academic year 2013-14

3.42

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2013-14

3.75

Please provide any additional comments about the information provided above:

The information reported above refers to graduate level students earning initial certification. Advanced level programs report the following admission and completion averages:

School Counseling - admission 3.61

Educational leadership - admission 3.62

School Counseling - Completion GPA 3.96

Educational Leadership - Completion GPA 3.79

Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2013-14:	76
Unduplicated number of males enrolled in 2013-14:	26
Unduplicated number of females enrolled in 2013-14:	50

2013-14	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	8
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	2
Black or African American:	2
Native Hawaiian or Other Pacific Islander:	0
White:	63
Two or more races:	0

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2013-14.

Average number of clock hours of supervised clinical experience required prior to student teaching	100
Average number of clock hours required for student teaching	640
Average number of clock hours required for mentoring/induction support	15

Number of full-time equivalent faculty supervising clinical experience during this academic year	2
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	80
Number of students in supervised clinical experience during this academic year	69

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

The 100 hours of supervised clinical experience required prior to student teaching includes observation, aiding, assisting, and practicum experiences. These experiences occur during courses in child and adolescent development, diversity in society, and methods courses including special needs and high ability learners. A total of 88 students completed these experiences during 2013-2014.

State requirement is that all candidates must complete a minimum of 14 weeks of student teaching experiences. Candidates in initial certification programs at Creighton University complete a minimum of 16 weeks in student teaching experiences with candidates adding special education complete a total of 20 weeks. Those supervising these experiences included 2 full-time university faculty, 11 adjunct university faculty, and 69 supervising PreK-12 teachers.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2013-14. 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))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	2
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	35
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	1
Teacher Education - Business	
Teacher Education - English/Language Arts	6
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	3

Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	1
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	7
Teacher Education - Physics	
Teacher Education - Spanish	1
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	2
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify: Religious Education	8

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2013-14. 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))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	

Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	35
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	

Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	1
History	5
Foreign Languages	1
Family and Consumer Sciences/Human Sciences	
English Language/Literature	6
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	1
Mathematics and Statistics	3
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	1
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	

Computer and Information Sciences	
Other Specify: Theology	7

Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2013-14: 61

2012-13: 52

2011-12: 52

Section II 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 to state credential 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)(ii), §206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in mathematics in 2013-14?

Yes

How many prospective teachers did your program plan to add in mathematics in 2013-14?

3

Did your program meet the goal for prospective teachers set in mathematics in 2013-14?

Yes

Description of strategies used to achieve goal, if applicable:

One-to-one faculty discussions with Chair of Mathematics Department. Advertising in department of secondary education co-major.

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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in mathematics in 2014-15?

Yes

How many prospective teachers did your program plan to add in mathematics in 2014-15?

2

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in mathematics in 2015-16?

Yes

How many prospective teachers does your program plan to add in mathematics in 2015-16?

2

Provide any additional comments, exceptions and explanations below:

Section II 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 to state credential 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\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in science in 2013-14?

Yes

How many prospective teachers did your program plan to add in science in 2013-14?

2

Did your program meet the goal for prospective teachers set in science in 2013-14?

Yes

Description of strategies used to achieve goal, if applicable:

One-to-one meetings with the Chairs of Biology, Chemistry, and Physics. Advertising in departments for co-major in education.

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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in science in 2014-15?

Yes

How many prospective teachers did your program plan to add in science in 2014-15?

2

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in science in 2015-16?

Yes

How many prospective teachers does your program plan to add in science in 2015-16?

2

Provide any additional comments, exceptions and explanations below:

Section II 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 to state credential 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)(ii), §206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in special education in 2013-14?

Yes

How many prospective teachers did your program plan to add in special education in 2013-14?

3

Did your program meet the goal for prospective teachers set in special education in 2013-14?

Yes

Description of strategies used to achieve goal, if applicable:

Department discussions within first professional education course. Students begin taking courses in second semester of freshmen year.

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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in special education in 2014-15?

Yes

How many prospective teachers did your program plan to add in special education in 2014-15?

2

Provide any additional comments, exceptions and explanations below:

Program will be discontinued once the last candidate has graduated. No new applications will be accepted for the program. Low enrollment and economics have determined the elimination of this endorsement.

Academic year 2015-16

Will your program prepare teachers in special education in 2015-16?

No

How many prospective teachers does your program plan to add in special education in 2015-16?

Provide any additional comments, exceptions and explanations below:

Section II 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 to state credential 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)(ii), §206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in instruction of limited English proficient students in 2013-14?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?

1

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2013-14?

Yes

Description of strategies used to achieve goal, if applicable:

Graduated last student in this endorsement area in December of 2014.

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

Provide any additional comments, exceptions and explanations below:

Offering courses so that candidates in program may finish. No new applicants are being accepted into the program.

Academic year 2014-15

Is your program preparing teachers in instruction of limited English proficient students in 2014-15?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

1

Provide any additional comments, exceptions and explanations below:

Last candidate to finish program. Program will be discontinued.

Academic year 2015-16

Will your program prepare teachers in instruction of limited English proficient students in 2015-16?

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2015-16?

Provide any additional comments, exceptions and explanations below:

Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

Creighton University will discontinued its offering of the supplemental endorsement serving limited English proficient students when the last student graduated from the endorsement program in December of 2014. The Special Education endorsement program will be discontinued when current students have graduated and/or obtained the certification, most likely in the spring of 2016. General economics and relatively low student numbers precipitated this decision.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	10	181	10	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	59	183	59	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14	59	183	59	100

ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	52	183	52	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	51	182	51	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	10	182	10	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	59	180	59	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2013-14	59	181	58	98
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2012-13	52	181	52	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2011-12	51	181	51	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	10	178	10	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	59	179	59	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2013-14	59	179	58	98
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2012-13	52	179	52	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2011-12	51	179	51	100

Section III Summary Pass Rates

	Number	Number	Pass
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Group	taking tests	passing tests	rate (%)
All program completers, 2013-14	59	58	98
All program completers, 2012-13	52	52	100
All program completers, 2011-12	51	51	100

Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

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

State

NCATE

University Self-Study and Review

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V Use of Technology

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.

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**
Yes
- **use technology effectively to collect data to improve teaching and learning**
Yes
- **use technology effectively to manage data to improve teaching and learning**
Yes
- **use technology effectively to analyze data to improve teaching and learning**
Yes

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.

The teacher candidates take an instructional technologies course where they learn the basic uses of various technologies that can be used in a classroom setting for instruction and for assessment. They complete lesson plans/units, design assessments, and use a variety of hardware and software programs to create instructional activities and materials in meeting the needs of diverse learners.

Our new electronic course management system, BlueLine (based in Instructure), enhances the use of technology within courses taught and activities presented by students. It provides a portfolio within the course system that allows for a variety of ways to showcase student work. A new state-of-the-art technology classroom, designated for education students, opened in the fall of 2013. Students also have access to Student Collaboration Labs where technology is available for individual and group work.

Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**
Yes

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

All initial certification candidates must take a foundational course in diversity issues prior to admission to the Department. There after, all general education teacher candidates must take a 3-credit hour Inclusion course which covers different types of disabilities under IDEA, the special education process (including participation in IEP and SAT meetings), strategies for modification of lessons, and how to work with families and agencies, in addition to other topics. Moreover, the teacher candidates complete a 15-hour pre-student-teaching field experience in a special education or resource room to gain experience in working directly with students with disabilities in the completion of a case study (gathering data, modifying and delivering lessons, and analyzing future needs). An IEP team activity is conducted as part of the coursework. The teacher candidates also receive information in the Diversity course and the Inclusion course in working with both gifted students and students who are English language learners.

All elementary education candidates:

- a) participate in a remedial reading course EDU 500 held in a school with a majority student population of English Language Learners, and
 - b) work one-on-one with these students who have reading difficulties
-

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**

Yes

Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

All initial certification elementary or secondary education candidates who seek the supplemental endorsement in special education participate in a 21-24 credit hour program that provides the content recommended in the Council for Exceptional Children book of standards. In addition, these teacher candidates are required to participate in two field experiences in special education settings for two different courses prior to special education student teaching. As part of their field experiences, they participate in IEP meetings with their assigned cooperating teachers. In both the Diversity course and the special education methods course, these teacher candidates receive information on working with students who have concomitant disabilities and English learning issues, understanding different models for assessment and instructional modification. The Special Education endorsement program is no longer accepting candidates. It will be discontinued after students currently enrolled have completed their degree or endorsement program. This decision was made due to low enrollment and resources issues.

Section VII 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. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Creighton University is located in the downtown section of Omaha near one of the inner city areas. All students in initial certification programs are placed in at least one field experience setting that includes schools with low socioeconomic and racially/ethnically diverse populations. Jesuit charisms (values) that emphasize social justice and service are highlighted in content and field experiences as an important aspect of developing dispositions for teachers, in addition to the rigorous expectations of knowledge, pedagogy, and skills. Candidates must complete successfully a series of criteria and assessments for various benchmarks at different points in their preparation for an initial certification. First, candidates must complete a background check, complete three foundational courses and assessment artifacts associated with the courses, participate in an interview, demonstrate teaching a lesson to peers, have a good field experience evaluation, have a minimum 2.5 GPA, pass the Praxis Core Tests, complete a statement on why s/he wants to be a teacher, and submit references from professors in other departments. The next benchmark requires maintaining a 2.5 GPA, having no Ds or Fs in any education courses, receiving very good evaluations from the methods class field experiences, and maintaining assessment artifacts. The third benchmark occurs prior to the clinical/student teaching semester when candidates must continue with all the assessments and requirements from the second benchmark, plus pass another background check, complete all prerequisite professional education courses, complete a student teaching application packet, register to take the Praxis II EECIA (elementary candidates) or subject content test (secondary co-majors), and attend an orientation to clinical/student teaching. Any concerns regarding unprofessional dispositions that are received by the candidate from instructors or field site cooperating teachers at any point from pre-admission through clinical/student teaching may result in consequences that could delayed continuance or dismissal from the initial certification programs. The final benchmark involves a follow-up study with electronic surveys sent to both the alumnus and his/her principal or supervisor about the preparation of the alumnus in the Creighton program. Alumni are also encouraged to maintain contact with the program faculty and/or certification officer to assist with concerns in the first year of teaching. The field experiences in which candidates have the opportunity to observe and put their knowledge, skills, and dispositions into practice begin in the first course when candidates are taken on field trips to observe different levels of classrooms in diverse settings. In the blocked set of subsequent courses, the candidates begin their first field experience as aides in the classroom. After admission to the initial certification programs, candidates continue with additional field experiences associated with methods classes and the inclusion course (specifically focused on special education knowledge and differentiation practices) for a minimum of 100 hours of field experience time prior to clinical/student teaching. In different field experiences, instructors supervise lessons taught by the students in the field sites. All field experiences (pre-student teaching and student teaching) are arranged by the Director of Field Placements and Certification. Candidates are placed in at least one diverse (socioeconomic and racial/ethnic) setting to understand how to work directly with students and families of diverse backgrounds. Candidates complete forms listing their available days/times for the pre-student teaching experiences attached to their methods classes, and the Director of Field Placements contacts the district offices of the major metropolitan Omaha area school districts, or the principals of Catholic schools, to provide the requests for specific types of settings (grade levels, endorsement areas) for the candidates. Information is given to the schools regarding the requirements for cooperating teachers who are certified in the matched endorsement areas and who have at least three years of teaching experience with approval

from their administrators. When the school district offices or the Catholic school administrators match the candidates with teachers in their buildings, the candidates are given information on their placements, and they must meet with the cooperating teachers immediately. The principals and cooperating teachers receive information about types of experiences that our students must have within the field settings. Candidates preparing for clinical/student teaching complete a more comprehensive application packet with review and signatures by their advisors, and must complete a 16-week clinical/student teaching experience. In compliance with a Nebraska policy, if a student teacher is completing a dual elementary/special education endorsement program, the student teaching experience can be reduced to 10 weeks of elementary and 10 weeks of special education. Evaluation forms and attendance logs are completed by cooperating teachers in the pre-clinical/student teaching placements. Student teaching supervisors observe and discuss lessons taught by the student teacher, with 8-9 visits to the school, and follow up with a written assessment of the student's lesson and teaching practice. The cooperating teacher observes the student teacher on a much more frequent basis with daily or weekly conversations about all aspects of the experience. A much more comprehensive evaluation form aligning expectations in the field with InTASC standards is completed by the cooperating teacher about the student teacher at both the mid-term and final days of student teaching. Assessment data from course assessments, field experiences, follow-up studies, and other means are gathered to determine the strengths and weaknesses of the candidates' preparation, the curriculum or structure of the preparation programs, the strategic directions of the entire unit (department) itself, and the contributions of the instructors in the programs. Based on such data and on stakeholder input (both external and internal), changes have been made in both coursework and programs within the unit. Methods courses have been revised with more collaborative partnerships and redesigned assessments. Pre-student teaching field experiences are requiring more activities that mirror those of the full-time classroom teacher, focusing on student learning and assessment, and development of leadership strategies.

Supporting Files

Complete Report Card

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