title II higher education act

2019 TITLE II REPORTS
National Teacher Preparation Data

NE

University of Nebraska - Omaha
Traditional Report AY 2017-18
Nebraska

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

ADDRESS

Roskens Hall 211

6005 Dodge Street

CITY

Omaha

STATE

Nebraska

ZIP

68182

SALUTATION

Dr.

FIRST NAME

Nancy

LAST NAME

Edick

PHONE

(402) 554-2719

EMAIL

nedick@unomaha.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?
(https://www2.ed.gov/programs/tqpartnership/awards.html)

- ○ Yes
- ● No

If yes, provide the following:

AWARD YEAR

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

- Residency
- Pre-baccalaureate
- Both Residency and Pre-baccalaureate

SECTION I: PROGRAM INFORMATION

List of Programs

THIS PAGE INCLUDES:

›› Program Information

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

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 https://www2.ed.gov/programs/tqpartnership/awards.html.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Adaptive Physical Education - Supp (PK-12)	No	
Art (PK-12)	No	
Biology (7-12)	No	
Business, Marketing and Information Technology (6-12)	No	
Chemistry (7-12)	No	
Coaching - Supp (7-12)	No	
Early Childhood Education - Supp (PK-3)	No	
Early Childhood Inclusive (B-3)	No	
Elementary Education (K-6)	No	
Elementary Education and ESL (K-6)	No	
Elementary Education and Special Education (K-6)	No	
English as a Second Language - Supp (PK-6, 5-9, 7-12)	No	
Health Education (7-12)	No	
Information Technology - Supp (PK-12)	No	
Mathematics (6-12)	No	

Total number of teacher preparation programs: 33

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Middle Level Education (5-9)	No	
Middle Level Language Arts (5-9)	No	
Middle Level Mathematics (5-9)	No	
Middle Level Natural Science (5-9)	No	
Middle Level Social Science (5-9)	No	
Music (PK-12)	No	
Physical Education (PK-12, 7-12)	No	
Physics (7-12)	No	
School Librarian (PK-12)	No	
Science (7-12)	No	
Secondary English (7-12)	No	
Secondary English/Language Arts (7-12)	No	
Social Science (7-12)	No	
Special Education (K-6, 7-12)	No	
Special Education Deaf or Hard of Hearing (PK-6, 7-12)	No	
World Language - French (7-12)	No	
World Language - German (7-12)	No	
World Language - Spanish (7-12)	No	
Total number of teacher preparation programs: 33		

SECTION I: PROGRAM INFORMATION

Program Requirements

THIS PAGE INCLUDES:

- Admissions
- Undergraduate Requirements
- Postgraduate Requirements
- Supervised Clinical Experience

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Admissions

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

Sophomore year

If Other, please specify:

2. Does your initial teacher certification program conditionally admit students?

- ○ Yes
- ● No

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

https://www.unomaha.edu/college-of-education/student-services/academics/admissions-teacherprep.php

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

Undergraduate students at the University of Nebraska at Omaha who wish to become certified to teach must be formally admitted to the educator preparation program in the College of Education. The following academic requirements must be met to apply for formal admission to educator preparation: 1) meet the assured admission requirements for admission to the University of Nebraska at Omaha; 2) complete the Fundamental Academic Skills requirements of the University Core Curriculum (ENGL 1150, ENGL 1160, CMST 1100 or CMST 2120, and MATH 1310, or placement beyond MATH 1310 through the Math Placement Exam or Math ACT score); 3) completion of TED 2100-Foundations of Education and TED 2200-Human Relations. (NOTE: students may apply for admission in the semester in which they take TED 2100 and TED 2200. However admission will not be official until all courses are passed with a grade of C or better); 4) have a cumulative grade point average of 2.75 or higher for coursework in the University of Nebraska system; 5) meet or exceed the minimum score requirements on all sections of the PRAXIS I-CORE Academic Skills for Educators test (Reading – 156, Writing – 162, Mathematics – 150); 6) submit an initial application. Candidates who have submitted an application must attend a required orientation.

Undergraduate Requirements

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

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

- [x] Yes
- [ ] No

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

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

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

2.75

3. What was the median GPA of individuals accepted into the program in academic year 2017-18?

3.183

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

2.75

5. What was the median GPA of individuals completing the program in academic year 2017-18?

3.46

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

Postgraduate Requirements

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

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

- (●) Yes
- ( ) No

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

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

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

2.75

3. What was the median GPA of individuals accepted into the program in academic year 2017-18?

3.355

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

3

5. What was the median GPA of individuals completing the program in academic year 2017-18?

3.283

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

Students participate in the Teacher Academy Project (TAP). TAP is a collaborative program between the teacher preparation institution and local school districts to prepare individuals who have an undergraduate degree in high-need content/subject areas as secondary level (7-12) teachers and a minimum 3.0 undergraduate GPA. The program leads to initial teacher certification. In addition, UNO began an Accelerated Certification for Teachers (ACT) at the elementary level. These individuals must have a bachelors degree from an accredited institution and a minimum 2.75 undergraduate GPA. Information in this section pertains only to students in TAP and ACT programs. Median GPA for those accepted is based on their undergraduate degree GPA. Median GPA for completers is based on GPA for the TAP and ACT. In Nebraska, both programs are considered traditional.

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2017-18. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Additional guidance on reporting supervised clinical experience and nonclinical coursework.

Average number of clock hours of supervised clinical experience required prior to student teaching	150
Average number of clock hours required for student teaching	640
Average number of clock hours required for mentoring/induction support	4
Number of full-time equivalent faculty supervising clinical experience during this academic year	13
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	241
Number of students in supervised clinical experience during this academic year	175

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

1. The state requires a minimum of 100 hours of field experiences (practicum) prior to clinical practice (student teaching). All of our programs meet or exceed this minimum. On average, candidates complete a sequence of four practicums averaging 150 clock hours. 2. The state requirement is that all candidates must complete a minimum of 14 weeks (560 hours); however, candidates in the UNO program complete a minimum of 16 weeks (640 hours). 3. Each semester, Team Development is held for teacher candidates, cooperating teachers, and university supervisors participating in the clinical experience which, in Nebraska, is defined as the student teaching experience. The workshop is 4 hours long and includes training in the InTasc standards and the collaborative model. 4. The response provided above reflects full-time faculty directly involved with candidates in the supervised clinical practice experience which, in Nebraska, is defined as the student teaching experience. In addition to this number, 41 faculty are engaged with other supervised field experiences prior to clinical practice (student teaching). This includes three full-time instructional coaches who are considered faculty. 5. The number provided above reflects adjunct faculty (26) and PK-12 cooperating teachers (215) directly involved with candidates in the supervised clinical practice experience which, in Nebraska, is defined as the student teaching experience. In addition to this number, 921 PK-12 teachers were engaged in the other supervised field experiences prior to clinical practice (student teaching). 6. The number reported above reflects candidates in the supervised clinical practice experience which, in Nebraska, is defined as the student teaching experience. In addition to this number, 917 candidates participated in the other supervised field experiences prior to clinical practice (student teaching).

SECTION I: PROGRAM INFORMATION

Enrollment

THIS PAGE INCLUDES:

>> Enrollment

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

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

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

Enrollment

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 2017-18	619
Unduplicated number of males enrolled in 2017-18	160
Unduplicated number of females enrolled in 2017-18	459

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. (§205(a)(1)(C)(ii)(H))

2017-18	Number Enrolled
Ethnicity	
Hispanic/Latino of any race	51
Race	

2017-18	Number Enrolled
American Indian or Alaska Native	1
Asian	9
Black or African American	7
Native Hawaiian or Other Pacific Islander	1
White	508
Two or more races	30

SECTION I: PROGRAM INFORMATION

Teachers Prepared

THIS PAGE INCLUDES:

- Teachers Prepared by Subject Area
- Teachers Prepared by Academic Major

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

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

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

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2017-18. 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))

Additional guidance on reporting teachers prepared by subject area.

What are CIP Codes?

☐ **No teachers prepared in academic year 2017-18**

CIP Code	Subject Area	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	19
13.1210	Teacher Education - Early Childhood Education	21
13.1202	Teacher Education - Elementary Education	72
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	9
13.1205	Teacher Education - Secondary Education	66
13.1206	Teacher Education - Multiple Levels	

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	11
13.1303	Teacher Education - Business	3
13.1305	Teacher Education - English/Language Arts	16
13.1306	Teacher Education - Foreign Language	5
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	18
13.1312	Teacher Education - Music	6
13.1314	Teacher Education - Physical Education and Coaching	6
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	4
13.1317	Teacher Education - Social Science	10
13.1318	Teacher Education - Social Studies	
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	1
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	1
13.1326	Teacher Education - German	1
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	3

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	10
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2017-18. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

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

Additional guidance on reporting teachers prepared by academic major.

What are CIP Codes?

☐ **No teachers prepared in academic year 2017-18**

CIP Code	Academic Major	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	19
13.1210	Teacher Education - Early Childhood Education	21
13.1202	Teacher Education - Elementary Education	72
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	9
13.1205	Teacher Education - Secondary Education	66
13.1301	Teacher Education - Agriculture	

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	11
13.1303	Teacher Education - Business	5
13.1305	Teacher Education - English/Language Arts	18
13.1306	Teacher Education - Foreign Language	6
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	18
13.1312	Teacher Education - Music	6
13.1314	Teacher Education - Physical Education and Coaching	6
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science	7
13.1317	Teacher Education - Social Science	10
13.1318	Teacher Education - Social Studies	
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	1
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	1
13.1326	Teacher Education - German	1
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	4
13.1331	Teacher Education - Speech	

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	10
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.03	Education - Curriculum and Instruction	
13.09	Education - Social and Philosophical Foundations of Education	
24	Liberal Arts/Humanities	
42	Psychology	
45.01	Social Sciences	
45.02	Anthropology	
45.06	Economics	
45.07	Geography and Cartography	
45.10	Political Science and Government	
45.11	Sociology	
50	Visual and Performing Arts	
54	History	
16	Foreign Languages	5
19	Family and Consumer Sciences/Human Sciences	
23	English Language/Literature	
38	Philosophy and Religious Studies	
01	Agriculture	
09	Communication or Journalism	
14	Engineering	

CIP Code	Academic Major	Number Prepared
26	Biology	
27	Mathematics and Statistics	
40.01	Physical Sciences	
40.02	Astronomy and Astrophysics	
40.04	Atmospheric Sciences and Meteorology	
40.05	Chemistry	
40.06	Geological and Earth Sciences/Geosciences	
40.08	Physics	
52	Business/Business Administration/Accounting	
11	Computer and Information Sciences	
99	Other Specify:	

SECTION I: PROGRAM INFORMATION

Program Completers

THIS PAGE INCLUDES:

›› Program Completers

On this page, enter the total number of individuals who completed the program in AY 2017-18 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

Program Completers

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

2017-18	165
2016-17	162
2015-16	249

SECTION II: ANNUAL GOALS

Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

- Annual Goals - Mathematics
- Annual Goals - Science
- Annual Goals - Special Education
- Annual Goals - Instruction of Limited English Proficient Students
- Assurances

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 https://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 2017-18

1. Did your program prepare teachers in mathematics in 2017-18?

- (●) Yes
- ( ) No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2017-18?

16

3. Did your program meet the goal for prospective teachers set in mathematics in 2017-18?

- (●) Yes
- ( ) No
- ( ) Not applicable

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

We maintained a strong alternative track to mathematics certification via the Teacher Academy Project (TAP). We also awarded eight Noyce Scholars scholarships and ten Noyce Intern Internships authorized under the National Science Foundation. These scholarships are given to students pursuing careers in science, technology, engineering, and mathematics education (STEM) and provide financial and leadership assistance.

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

We supported a number of community-based events which recruit middle and high school students to teaching careers (STEM), such as P-16 mathematics teaching circles co-sponsored with the Omaha Citywide STEM Ecosystem within area businesses (i.e., Math with a Chef, Math with an Architect, etc.). We also further operationalized a dual degree program with the mathematics department to recruit mathematics majors into teaching careers, and we worked closely with Metropolitan Community College on recruiting students early into the mathematics teaching program.

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

The College of Education, in collaboration with the College of Arts and Sciences, now offers a degree which allows secondary education majors to pursue a double major and retain their content degree in mathematics. The degree pathway provides the College of Education the opportunity to more effectively recruit and encourage mathematics majors to consider teaching careers and added flexibility to certifying mathematics teacher. It also allowed us to receive a Noyce Scholarship grant for teachers from the National Science Foundation. The College of Education filled an instructor position in science, technology, engineering, and mathematics (STEM) in mathematics education. The College of Education also further supported a new discipline-based educational researcher whose faculty appointment is in the College of Education to partner with a newly hired STEM researcher in Computer Science. This will strengthen the teaching of STEM in both the College of Education and College of Arts and Sciences. It will also position these units to pursue further grant funding to support the preparation of secondary STEM teachers. The Teacher Education Department continues to offer an alternative pathway, the Teacher Academy Project (TAP), for those who have an existing degree in mathematics (and other high-need content areas) and are interested in pursuing a teaching career in mathematics. The TAP students complete the coursework and clinical preparation necessary for certification in an accelerated one-year program. The College of Education awarded eight Noyce Scholar Scholarships authorized under the National Science Foundation and also ten Intern positions to undergraduates beginning the education program. These scholarships are given to students pursuing careers in STEM education.

Academic year 2018-19

7. Is your program preparing teachers in mathematics in 2018-19?

- (●) Yes
- ( ) No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2018-19?

16

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

The count for trained mathematics teachers includes candidates with Middle Level (5-9) endorsements and content concentrations in mathematics, and secondary level (6-12) candidates endorsed in mathematics. Further, some students double major in education and mathematics as per the Noyce scholarship opportunities and requirements.

Academic year 2019-20

10. Will your program prepare teachers in mathematics in 2019-20?

- (●) Yes
- ( ) No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2019-20?

20

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

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 https://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 2017-18

1. Did your program prepare teachers in science in 2017-18?

- (●) Yes
- ( ) No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in science in 2017-18?

10

3. Did your program meet the goal for prospective teachers set in science in 2017-18?

- (●) Yes
- ( ) No
- ( ) Not applicable

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

We continued to expand an alternative track to science certification via the Teacher Academy Project. In addition, we awarded six Noyce Scholar Scholarships and eight Noyce Intern Scholarships authorized under the National Science Foundation. These scholarships are given to students pursuing careers in science, technology, engineering, and mathematics education (STEM).

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

We continued to mentor two recently filled faculty-development positions in science, technology, engineering, and mathematics (STEM) education. We supported a number of community-based events which recruit middle and high school students to teaching careers in STEM and worked closely with area partners to lead an Omaha Citywide STEM Ecosystem.

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

The College of Education in collaboration with the College of Arts and Sciences now offers a degree which allows secondary education majors to pursue a double major and retain their science content degree in physics, chemistry or biology. The degree pathway provides the College of Education the opportunity to more effectively recruit and encourage physics, chemistry and biology majors to consider teaching careers and added flexibility for certifying science teachers. The College of Education recently hired a discipline-based educational researcher whose faculty appointment is in the College of Education. This is a relatively new faculty line dedicated to the teaching of science, technology, engineering, and mathematics (STEM). This will strengthen the teaching of STEM in the College of Education, College of Arts and Sciences, and the College of Information Science and Technology as this new hire partner with another recent hire in Computer Science. It will also position these units to pursue grant funding to support the preparation of secondary STEM teachers. The Teacher Education Department continues to offer an alternative pathway, the Teacher Academy Project (TAP), for those who have an existing degree in a science content area (and other high-needs content areas) and are interested in pursuing a teaching career in science. The TAP students complete the coursework and clinical preparation necessary for certification in an accelerated one-year program. The College of Education and Arts and Sciences awarded six Noyce Scholar Scholarships and eight Noyce Intern Scholarships authorized under the National Science Foundation. These scholarships are given to students pursuing careers in STEM education.

Academic year 2018-19

7. Is your program preparing teachers in science in 2018-19?

- (●) Yes

- ( ) No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2018-19?

15

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

The count for trained science teachers includes candidates with Middle Level (5-9) endorsements and content concentrations in science, and secondary level (7-12) candidates endorsed in science.

Academic year 2019-20

10. Will your program prepare teachers in science in 2019-20?

- (•) Yes
- ( ) No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2019-20?

17

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

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 https://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 2017-18

1. Did your program prepare teachers in special education in 2017-18?

- (•) Yes
- ( ) No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in special education in 2017-18?

15

3. Did your program meet the goal for prospective teachers set in special education in 2017-18?

- (•) Yes
- ( ) No
- ( ) Not applicable

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

Faculty are continuing to review programs and make programmatic changes that will continue to provide quality programs while attracting students to the field of special education. The introduction to Special Education course was offered in Spring 2016 and again during the Fall (2017) and Spring (2018) semesters. While it may take two to three years to impact enrollments, recruitment to special education is expected based on the knowledge students gain from this course.

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

During 2017-2018, additional sections of SPED 1500: Introduction to Special Education were added to the schedule as the availability of this course for students to take early in their program is important in selecting a special education program. The Student Council for Exceptional Children student organization also continued to be active and provide opportunities for students to engage in the community.

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

Additional growth in the Early Childhood Inclusive major is expected in the second year of offering this major. In addition, the Introduction to Special Education course will continue to recruit students to the field of special education or a concentration in Inclusive Practices.

Academic year 2018-19

7. Is your program preparing teachers in special education in 2018-19?

- (●) Yes
- ( ) No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in special education in 2018-19?

20

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

During 2018-2019, we continued to work with advisors to recruit students to one of the special education majors. While we will continue recruitment efforts, it is expected that the growth that is seen in 2016-2017 and 2017-2018 through the new Early Childhood Inclusive major will begin to level off.

Academic year 2019-20

10. Will your program prepare teachers in special education in 2019-20?

- (●) Yes
- ( ) No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2019-20?

20

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

None

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 https://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 2017-18

1. Did your program prepare teachers in instruction of limited English proficient students in 2017-18?

- (●) Yes
- ( ) No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2017-18?

7

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2017-18?

- (●) Yes
- ( ) No
- ( ) Not applicable

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

In order to ensure that all elementary and secondary candidates have knowledge and skills in the area of ESL, the following required courses have been modified to increase ESL instruction: TED 3350 - Teaching Reading and TED 3690 - Literacy and Learning. Instructors teach strategies and model instruction in the field experience for ELL's and how lessons can be adapted. In addition, a new course TED 2400 has been created specifically to introduce ESL principles and practices early in the program so candidates will learn to write both language and content objectives.

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

Candidates complete a sequence of field experiences in K-12 classrooms under the guidance of a cooperating teacher and an instructional coach. Many of the classrooms have students for whom English is not their native language. This provides candidates with opportunities to work directly with ESL/ELL students, apply what they are learning in methods classes, and receive feedback from instructional coaches. We are currently creating an assessment for the TED 2400 course to measure the impact of our candidates during their work with ESL students in this intermediate practicum.

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

Our enrollment is stable and is expected to remain at current levels.

Academic year 2018-19

7. Is your program preparing teachers in instruction of limited English proficient students in 2018-19?

- (●) Yes
- ( ) No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2018-19?

7

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

Our enrollment is stable and is expected to remain at current levels.

Academic year 2019-20

10. Will your program prepare teachers in instruction of limited English proficient students in 2019-20?

- (●) Yes
- ( ) No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2019-20?

15

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

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.

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

- (●) Yes
- ( ) No

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

- (●) Yes
- ( ) No

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

- (●) Yes
- ( ) No
- ( ) Program does not prepare special education teachers

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

- (●) Yes
- ( ) No

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

- (●) Yes
- ( ) No

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

- (●) Yes
- ( ) No

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

- [x] Yes
- [ ] No

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

1) In response to the needs of the local educational agencies based on past hiring and recruitment needs: a. The College of Education partnership with the Metropolitan Omaha Education Consortium (MOEC) is a model in collaboration between the college, the twelve metropolitan area school districts, the metropolitan area community college, and two educational service units. The consortium is a catalyst for identifying priority issues common to member organizations and addressing these issues through joint task forces and projects. b. The College uses task forces, committees, and advisory groups to collect data about our graduates from school districts in the service area (MOEC, Office of STEM Education, Literacy, and Special Education Advisory). c. Two programs are offered to meet specific needs of surrounding districts (TAP and CADRE). In these two programs, districts choose the candidates and areas of certification to meet the needs of the hiring district. d. Field experiences in professional sequence courses and methods courses occur in local schools and respond to the needs of the PK-12 teachers and students. e. Feedback received through MOEC, various committees, and evaluations given to cooperating teachers are used to guide program improvement. f. Surveys are completed by school administrators to ascertain candidates' strengths and weakness. g. Based on feedback from superintendents and human resources administrators from area school districts, the College of Education revised its clinical practice experiences. The new structure for clinical practice is based on co-teaching strategies and provides candidates meaningful experiences to better prepare them for their first year of teaching while also minimizing interruptions or changes in PK-12 classroom instruction. 2) In responses to be closely linked with the needs of schools and the instructional decision new teachers face in the classroom: a) MOEC provides a forum for professionals across the educational spectrum and community to share information and work together in the areas of teaching, research, and service. The resulting synergy of ideas and resources makes MOEC a powerful tool for improving teacher education and identifying the needs of the local districts and agencies where our graduates are likely to teach based on past hiring and recruitment trends. The teacher preparation program provided to prospective to teacher candidates is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom. b) The Teacher Education Department has four instructional coaches who work directly with teacher candidates. The coaches were master teachers who had current classroom experience and were recruited from local area districts. They are aware of the needs of the local districts as well as the day-to-day demands of PK-12 classroom teaching. The four coaches were fully integrated into the elementary and secondary education courses and field experiences. In many instances, the coaches co-teach with faculty members. In this model, they provide current and relevant examples related to the teacher education course content, and in doing so help candidates connect theoretical and academic content with authentic PK-12 instructional decision-making scenarios. c) All clinical practice candidates participate in the Assessment Presentation in which they demonstrate their knowledge and skill in using both formative and summative assessment. The scoring protocol for the presentations actively and systematically engages master teachers (other than cooperating teachers) from local districts in the evaluation of candidates. 3) In response to prospective special education teachers being prepared in core academic subjects and to instruct in core subjects: a) All special education candidates complete the general academic requirements of the University. b) Dual endorsement special educational candidates (special education and elementary education or a secondary education content area) complete two semesters of student teaching, one in either an elementary general education setting or a secondary content area setting and one in a special education setting. c) Dual endorsement special education candidates are required to take standardized exams (Praxis II) which provide a measure of content knowledge in a core subject (elementary candidates) or a specific content area (secondary candidates). All special education candidates complete the Praxis II examination in special education 4) In response to prospective general education teachers are prepared to provide instruction to students with disabilities: All initial certification candidates in elementary and secondary education complete the following program requirements: a) TED 2300 – Human Growth and Learning which includes observations with an emphasis on the differentiation of instruction. b) SPED 1500 and 3800 – Intro to Special Education or Differentiation Students take one of these two courses which address the historical and legal context of special education, covers both high and low-incidence disabilities, and introduces the universal design for learning model. c) TED 2400 – Planning for Effective Teaching has a practicum (60-hour experience) integrated into the course with placements in high poverty schools. Students engage in the curriculum focused on students being served through special education, ELL strategies and/or in high poverty situations. d) Advanced (50-hour experience) and Final Practicum (60-hour experience) in which candidates' understanding of learner development and learner differences and how these impact teaching and learning are assessed. In addition: e) The Department of Special Education and Communication Disorders has a faculty line with a specific focus on early childhood special education. The position allows the College to support both early childhood and special education as well as facilitate communication and share expertise between the Department of Special Education and Communication Disorders and the Teacher Education Department. 5) In response to prospective general education teachers are prepared to provide instruction to limited English proficient students: Differentiation of instruction is emphasized in all elementary and secondary professional coursework to include instruction in working with children with limited English proficiency. Several program courses specifically address this assurance. a) In the elementary program, candidates are required to take TED 3550 – Teaching and Assessing Reading in Elementary Schools. This course includes consideration of emergent and content area literacy and incorporates the linguistic needs and cultures of students. Candidates are also required to take TED 4350 – Teaching of Reading and Language Arts. In this course, candidates implement appropriate strategies and assessments in practicum experiences that demonstrate knowledge and dispositions appropriate for teaching reading and language arts to students based on individual linguistic needs. b) In the secondary program, candidates are required to take TED 3690 – Applying Reading/Writing Across the Content Area which includes an emphasis on providing instruction of PK-12 students with limited English proficiency. Candidates are also required to take TED 4000 – Special Methods in the Content Area (Science, Language Arts, Mathematics, Social Studies, Business, Information Technology, Library Science, and World Languages) in which they learn content-specific strategies which can support students with limited English proficiency. Both courses require a field experience in which candidates in all secondary content areas are expected to apply reading, vocabulary, and writing strategies for diverse learners. 6) In response to prospective general education teachers are prepared to provide instruction to students from low-income families: A close working relationship with area urban schools, the culture walks, and field experience placements provide opportunities for candidates to apply instructional strategies in PK-12 settings with high-percentages of students from low-income families. During the culture walks and field experiences, instructional coaches provide on-site, individual guidance for candidates. This coaching intentionally guides candidates to recognize the importance of culturally relevant teaching as it relates to students from low-income families. 7) In response to prospective teachers being prepared to effectively teach in urban

schools: a) Our metropolitan university mission provides the basis for the alignment of field experiences and service learning in our urban schools and within our community. b) A strong relationships with school partners and multiple field experiences in urban settings are strengths of our program. c) TED 2400 – Planning for Effective Teaching requires a culture walk, where urban issues related to individual communities are introduced. Candidates complete the co-requisite field experience in a large urban school district. The Teacher Education Department provides on-site instructional coaching to directly support candidates in their preparation to effectively teach in urban school settings. d) All special education and general education candidates are required to have a 60-hour field experience placement in an urban school setting.

SECTION III: PROGRAM PASS RATES

Assessment Pass Rates

THIS PAGE INCLUDES:

>> Assessment Pass Rates

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

After reviewing, save the page using the floating save box at the bottom of the page.

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	7			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	6			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	2			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	8			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	3			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All enrolled students who have completed all noncl	50	170	50	100
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	421	167	386	92
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2017-18	111	171	110	99
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2016-17	12	174	12	100
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2015-16	13	177	13	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	50	181	50	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students	419	179	409	98
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2017-18	109	184	109	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2016-17	12	192	12	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2015-16	13	191	13	100
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	50	171	50	100
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	421	169	392	93
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2017-18	110	172	110	100
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2016-17	12	176	12	100
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2015-16	13	179	12	92

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5272 -ED OF DEAF AND HARD OF HEARING Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5272 -ED OF DEAF AND HARD OF HEARING Educational Testing Service (ETS) All program completers, 2016-17	2			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All enrolled students who have completed all noncl	6			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2017-18	5			
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All enrolled students who have completed all noncl	26	174	26	100
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	5			
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2017-18	71	174	69	97
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2016-17	84	173	84	100
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2015-16	47	171	47	100
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) Other enrolled students	10	174	9	90
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2017-18	18	173	16	89
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2016-17	18	177	17	94
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2015-16	12	174	12	100
ETS5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2017-18	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	7			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	5			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	3			
ETS5183 -GERMAN WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2016-17	2			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2015-16	3			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	10	167	10	100
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	6			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	5			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All enrolled students who have completed all noncl	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) Other enrolled students	1			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2017-18	5			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2016-17	5			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2015-16	3			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	5			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	4			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All enrolled students who have completed all noncl	7			
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	13	180	13	100
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2017-18	48	181	48	100
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2016-17	137	181	137	100
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	174	180	174	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All enrolled students who have completed all noncl	7			
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	13	178	13	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2017-18	48	179	48	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2016-17	136	180	136	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	173	179	173	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All enrolled students who have completed all noncl	8			
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	13	176	13	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2017-18	48	176	48	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2016-17	136	177	136	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	175	176	175	100
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2017-18	13	180	13	100
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2016-17	8			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2015-16	4			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	10	174	10	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	5			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	8			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2017-18	4			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2016-17	5			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2015-16	5			

SECTION III: PROGRAM PASS RATES

Summary Pass Rates

THIS PAGE INCLUDES:

›› Summary Pass Rates

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

After reviewing, save the page using the floating save box at the bottom of the page.

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2017-18	172	166	97
All program completers, 2016-17	161	156	97
All program completers, 2015-16	199	197	99

SECTION IV: LOW-PERFORMING

Low-Performing

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> Low-Performing

Low-Performing

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

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

- (●) Yes
- ( ) No

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

- [x] State
- [x] NCATE
- [ ] TEAC
- [ ] CAEP
- [ ] Other specify:

2. 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)?

- ( ) Yes
- (●) No

SECTION V: USE OF TECHNOLOGY

Use of Technology

THIS PAGE INCLUDES:

>> Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Use of Technology

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

   Does your program prepare teachers to:

   a. **integrate technology effectively into curricula and instruction**

   - [x] Yes
   - [ ] No

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

   - [x] Yes
   - [ ] No

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

   - [x] Yes
   - [ ] No

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

   - [x] Yes
   - [ ] No

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

   The acquisition of technology skills and the use of technology as an instructional tool is an ongoing focus in educator preparation. Technology integration has been mapped throughout the program and includes a variety of tools, such as iPads, to support learning in the classrooms. For example, SMART board lessons are included in both 2000 and 3000 level classes to prepare candidates to use this technology tool in their field experience placements. 1) All candidates see technology modeled in their professional sequence coursework of TED 2100, 2200, 2300 and 2400 through both communication and collaboration tools. While these tools vary, (e.g., blogs, Google docs, PollEverywhere, Inspiration, GoodReads, etc.) the purposes of meeting the needs of communication and collaboration remain the purpose of their use in training teacher candidates. 2) Each teacher candidate demonstrates how to integrate technology in planning and instruction in multiple courses and field experience requirements. This technology integration is measured and monitored during the Strategies Project assessment during the final semester of the program. 3) All candidates are required to take TED 2400 – Planning for Effective Teaching which introduces concepts related to universal design for learning. This provides the foundation candidates needed to use technology, as well as other resources, to design instruction which addresses multiple means of representation, expression, and engagement. 4) Candidates are required to use video analysis technology to self-assess their performance and enhance their reflective practice. Video analysis also affords both instructional coaches and faculty members the opportunity to give specific feedback to candidates during field experiences. Candidates are expected to incorporate this feedback in future instruction during field experience and clinical practice. Video analysis is embedded throughout

program coursework and in clinical practice. 5) Content specific courses in the areas of mathematics, reading, and language arts evaluate and use apps specific to their pedagogies. 6) Each candidate participates in an Assessment Presentation during the clinical practice semester. In the assessment presentations, candidates use technology to demonstrate how data from formative and summative assessment is used to improve teaching and learning. 7) The following indicator is assessed on the clinical practice assessment: “Candidate demonstrates the ability to effectively use technology to support instruction and assessment; understands ethical use of technology.”

SECTION VI: TEACHER TRAINING

Teacher Training

THIS PAGE INCLUDES:

>> Teacher Training

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

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. (§205(a)(1)(G))

1. **Does your program prepare general education teachers to:**

   a. **teach students with disabilities effectively**

   - [x] Yes
   - [ ] No

   b. **participate as a member of individualized education program teams**

   - [x] Yes
   - [ ] No

   c. **teach students who are limited English proficient effectively**

   - [x] Yes
   - [ ] No

2. **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.**

   To teach students who have limited English proficiency: Differentiation of instruction is emphasized in all elementary and secondary professional coursework to include instruction in working with children with limited English proficiency. Several program courses specifically address this assurance. 1) In the elementary program, candidates are required to take TED 3550 – Teaching and Assessing Reading in Elementary Schools. This course includes consideration of emergent and content area literacy and incorporates the linguistic needs and cultures of students. Candidates are also required to take TED 4350 – Teaching of Reading and Language Arts. During the co-requisite practicum to this course, candidates implement appropriate strategies and assessments that demonstrate knowledge and dispositions appropriate for teaching reading and language arts to students based on diverse language/linguistic needs 2) In the secondary program, candidates are required to take TED 3690 – Applying Reading/Writing Across the Content Area which includes an emphasis on providing instruction of middle and high school students with limited English proficiency. Candidates are also required to take TED 4000 – Special Methods in the Content Area (Science, Language Arts, Mathematics, Social Studies, Business, Library Science, and World Languages) in which they learn content-specific strategies which can support students with limited English proficiency. Both courses require a field experience in which candidates in all secondary content areas are expected to apply reading, vocabulary, and writing strategies that make specific content accessible to all students. Special Education, Music, Art, and Physical Education have an additional clinical experience that includes specialized content specific to English Language Learners.

3. **Does your program prepare special education teachers to:**

a. **teach students with disabilities effectively**

- [x] Yes
- [ ] No
- [ ] Program does not prepare special education teachers

b. **participate as a member of individualized education program teams**

- [x] Yes
- [ ] No
- [ ] Program does not prepare special education teachers

c. **teach students who are limited English proficient effectively**

- [x] Yes
- [ ] No
- [ ] Program does not prepare special education teachers

4. **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.**

1) The College of Education certifies special educators who complete a dual endorsement in general education (K-6 or 7-12) and special education. 2) All coursework for the special education endorsement is aligned with the Council for Exception Children standards and meet the requirement for the Nebraska Department of Education's Mild/Moderate endorsement. 3) Processes, procedures, and research-based practices related to SATs, IEPs, and MDTs are spiraled throughout the special education program. Candidates' depth of understanding related to individualized education program teams is strengthened as they progress through the program's coursework. 4) All special education candidates are required to take SPED 4710 – Interactions between Parents & Professionals. In this course, interpersonal communication skills are presented as the foundation necessary to build trusting and respectful relationships among school personnel, families, and community members who are members of individualized education program teams. 5) Each special education candidate is also enrolled in an elementary or secondary content area major, which include methods courses that address students with limited English proficiency.

SECTION VII: CONTEXTUAL INFORMATION

Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> Contextual Information

Contextual Information

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

The College of Education (COE) is one of seven colleges at the University of Nebraska at Omaha (UNO), a public institution which embraces its unique metropolitan location and mission of inspiring exemplary professionals to become Dedicated Practitioners, Reflective Scholars, and Responsible Citizens who provide leadership for positive change in 21st-century communities. UNO holds the Carnegie Class designation of Doctoral/Research University (DRU). Educator preparation programs are accredited by the pertinent external professional organizations and by the Nebraska Department of Education. Candidates who are formally admitted to the College of Education educator preparation program progress through a carefully sequenced set of courses and field experiences culminating in a semester-long, full-time clinical practice experience. Candidates must apply for and be accepted into clinical practice. The clinical practice experiences are supervised by master teachers who meet the districts', as well as UNO and state criteria for serving as cooperating teachers. Further, university supervisors are assigned to each candidate. These supervisors make a minimum of five observational visits during the clinical practice semester(s). Candidates are formally evaluated by the university supervisors and the cooperating master teachers at mid-term and end of the semester. Candidates must meet state and national standards related to professional knowledge, skills, and disposition competencies for the grade level(s) and content area(s) in which the candidate is preparing to receive certification and endorsement. Graduates of the programs must pass state selected basic skills and content exam(s) (Praxis I and Praxis II) in order to be certified and/or endorsed by the state.

Supporting Files

No files have been provided.

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

Report Card Certification

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

Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **619**.

Number of program completers from Section I: Program Information, Program Completers is **165**.

For a total enrollment of **784**.

Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Steveda Chepko

TITLE:

Assistant Dean

Certification of review of submission

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

NAME OF REVIEWER:

Steveda Chepko

TITLE:

Assistant Dean

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	530	619	16.79%
Male Enrollment	143	160	11.89%
Female Enrollment	387	459	18.60%
Hispanic/Latino Enrollment	33	51	54.55%
American Indian or Alaska Native Enrollment	3	1	-66.67%
Asian Enrollment	8	9	12.50%
Black or African American Enrollment	5	7	40.00%
Native Hawaiian or Other Pacific Islander Enrollment	2	1	-50.00%

Item	Last Year	This Year	Change
White Enrollment	465	508	9.25%
Two or more races Enrollment	20	30	50.00%
Average number of clock hours required prior to student teaching	148	150	1.35%
Average number of clock hours required for student teaching	640	640	0.00%
Average number of clock hours required for mentoring	2	4	100.00%
Number of full-time equivalent faculty in supervised clinical experience during this academic year	15	13	-13.33%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	257	241	-6.23%
Number of students in supervised clinical experience during this academic year	173	175	1.16%
Total completers for current academic year	162	165	1.85%
Total completers for prior academic year	249	162	-34.94%
Total completers for second prior academic year	194	249	28.35%