

Title II Higher Education Act

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Creighton University
Traditional Program
2008-09

Print Report Card

Program Information

Name of Institution: Creighton University
Institution/Program Type: Traditional
Academic Year: 2008-09
State: Nebraska

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

Contact Name: Dr. Sharon Ishii-Jordan
Phone: 402-280-2553
Email: sij@creighton.edu

Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No
TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	Yes	Yes
Fee/Payment	No	Yes

Transcript	Yes	Yes
Fingerprint check	No	No
Background check	Yes	Yes
Experience in a classroom or working with children	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum high school GPA	No	No
Minimum undergraduate GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum GRE score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	No
Minimum Miller Analogies test score	No	No
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	Yes	Yes
Resume	No	No
Beachelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test (e.g.,Myers-Briggs Assessment)	No	No
Other (specify: writing samples; notarized felony convictions/mental capacity form)	Yes	Yes

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>

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

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

Students in the M.Ed.-Elementary graduate program can be conditionally accepted in that they must complete certain undergraduate level pre-requisite courses before beginning in their graduate coursework.

Section I.b Program 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.

Total number of students enrolled in 2008-09:	120
Unduplicated number of males enrolled in 2008-09:	32
Unduplicated number of females enrolled in 2008-09:	88

2008-09	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	2
<i>Race</i>	
American Indian or Alaska Native:	2
Asian:	4
Black or African American:	3
Native Hawaiian or Other Pacific Islander:	0
White:	109
Two or more races:	0

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2008-09.

Average number of clock hours required prior to student teaching	100
Average number of clock hours required for student teaching	640
Number of full-time equivalent faculty in supervised clinical experience during this academic year	1
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	1.75
Number of students in supervised clinical experience during this academic year	31

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

Only student teachers were counted because a separate university supervisor is not assigned to students doing field experience hours for methods classes prior to student teaching. In addition to the above number, 109 students were in field experiences prior to student teaching.

Section I.d Certified Licensed

Provide the number of students who have been certified or licensed as teachers, by subject and area of certification or licensure.

	Number	Number	Number
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Teaching subject/area	certified/ licensed 2008-09	certified/ licensed 2007-08	certified/ licensed 2006-07
TOTAL (all areas/subjects)	35	47	
Art	2	1	
English	5	4	
Language Arts	1	1	
Foreign Language - French	1	0	
Foreign Language - Latin	0	1	
Foreign Language - Spanish	3	2	
ESL	1	0	
Mathematics	1	3	
Natural Science	1	4	
Biology	2	1	
Chemistry	0	1	
Social Science	2	2	
History	2	3	
Religious Education	4	6	
Elementary	17	16	
Provisional Special Education	2	0	
Mild/Moderate Disabilities	0	1	
School Guidance Counselor	1	0	

Section I.e Program Completers

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

2008-09: 35

2007-08: 47

2006-07: 47

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure 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. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the

area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	<p>Academic year: 2008-09</p> <p>Goal: 8</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>There were 10 students in the initial certification program in math. Most of them were in the M.Ed. initial certification program, rather than the undergraduate. Both programs are on our website. We talk to the students in the introductory Education course for undergrads and explain the shortage areas.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
Science	<p>Academic year: 2008-09</p> <p>Goal: 6</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>There were 10 students in the initial certification program in sciences. Most of them were in the M.Ed. initial certification program, rather than the undergraduate. Both programs are on our website. We talk to the students in the introductory Education course for undergrads and explain the shortage areas.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
Special education	<p>Academic year: 2008-09</p> <p>Goal: 2</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>There was 1 student in the undergraduate initial certification program with a supplemental endorsement in special education. The program is listed on our website. We talk to the students in the introductory Education course for undergrads and explain the shortage areas. Two additional students expressed an interest in special education, but decided that it could not be accomplished in the traditional 4 years of undergraduate, so they chose not to pursue it.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>In the difficult economy now, it may be easier to get students to enter shortage areas.</p>

<p>Instruction of limited English proficient students</p>	<p>Academic year: 2008-09</p> <p>Goal: 1</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>There was 1 student in the undergraduate initial certification program with a supplemental ESL endorsement. The program is on our website. We talk to the students in the introductory Education course for undergrads and explain the shortage areas.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>In the difficult economy now, it may be easier to get students to enter shortage areas.</p>
<p>Other</p>	<p>Academic year:</p> <p>Goal:</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>

Provide any additional comments, exceptions and explanations below:

There are more students in the ESL endorsement program who currently hold a teaching certificate in another area and are adding the supplemental ESL endorsement as part of a graduate program. However, since those students are current teachers who are adding ESL, they cannot be reported here.

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.

Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.

Yes

General education teachers receive training in providing instruction to children with disabilities.

Yes

General education teachers receive training in providing instruction to limited English proficient students.

Yes

General education teachers receive training in providing instruction to children from low-income families.

Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.

Yes

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

In 2008-09, the Department decided to create a new foundational course in diversity issues in schools (race/ethnicity, gender, LGBT, poverty, rural/urban, learning challenges) that would provide all students with information that would later be expanded and applied in methods courses. The course was approved, and was taught in Fall 2009.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking test	Avg. scaled score	Number passing test	Pass rate (%)	State Average pass rate (%)	State Average scaled score
5730 -COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	28		28	100		
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2008-09	27		26	96		
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2008-09	27		27	100		
730 -PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	4					
710 -PPST READING Educational Testing Service (ETS) All program completers, 2008-09	5					
720 -PPST WRITING Educational Testing Service (ETS) All program completers, 2008-09	5					

Section III. Summary Rates

Academic Year	Number taking one or more required tests	Number passing all tests taken	Pass Rate (%)	Statewide average pass rate (%)
All program completers, 2008-09	32	32	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

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. Technology

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 how your program 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 how your program 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 (webpages, wikis, google docs) that can be used in a classroom setting. They also complete lesson plans/units using technologies to modify instruction to meet the needs of challenged learners. In the elementary reading methods and remedial reading courses, the teacher candidates use the Scholastic Reading Inventory software to collect students' scores on assessments and then determine the appropriate level of reading materials to use in their instruction.

Section VI. Teacher Training

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 how your program 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 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, 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.

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 how your program 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 special education teacher candidates participate in a 21-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.

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.

Supporting Files

Creighton University
Traditional Program
2008-09

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