

Title II Higher Education Act

[Submit State Reports](#)

[View Reports / Resources](#)

[Technical Assistance](#)

[Contacts / Help](#)

SUBMIT REPORTS

- [Instructions](#)
- [Institution/Program Information](#)
- [Section I.a Admission Requirements](#)
- [Section I.b Enrollment](#)
- [Section I.c Supervised Clinical Experience](#)
- [Section I.d Certification](#)
- [Section I.e Program Completers](#)
- [Section II Annual Goals](#)
- [Section II Assurances](#)
- [Section III Pass Rates](#)
- [Section III Assessment Pass Rates](#)
- [Section III Summary Pass Rates](#)
- [Section IV Low-Performing](#)
- [Section V Use of Technology](#)
- [Section VI Teacher Training](#)
- [Section VII Contextual Information](#)
- [Section VIII Report Card Certification](#)
- [Print Report Card](#)
- [Change Program](#)
- [Account Information](#)
- [Glossary](#)
- [Contact Us](#)
- [Institutions](#)

[Contact Us](#) - [Glossary](#) - [Log out](#)

University of Nebraska at Omaha
Traditional Program
2008-09

Print Report Card

Program Information

Name of Institution: University of Nebraska at Omaha

Institution/Program Type: Traditional

Academic Year: 2008-09

State: Nebraska

Address: Kayser Hall 334

6001 Dodge Street

Omaha, NE, 68182

Contact Name: Dr. Nancy Edick

Phone: 402 554-2719

Email: nedick@unomaha.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	No

Transcript	Yes	Yes
Fingerprint check	No	No
Background check	Yes	Yes
Experience in a classroom or working with children	No	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	No	No
Minimum GPA in professional education coursework	No	No
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	No	Yes
Resume	No	Yes
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:)	No	No

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

<http://coe.unomaha.edu/oss/admissions.php> (undergraduate) <http://coe.unomaha.edu/tap/> (post grad)

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

Sophomore year See below

Does your initial teacher certification program conditionally admit students? No

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

Students seeking to become teachers must be formally admitted to the teacher preparation programs in the College of Education. The following requirements must be met prior to submitting an application for formal admission to teacher preparation: "assured" admission to UNO; completion of the General Education Fundamental Academic Skills requirements (ENGL 1150, ENGL 1160, SPCH 1110, and MATH 1310, or placement beyond Math 1310 through the Math Placement Examination or Math ACT score) and EDUC 2020 Foundations of Education and EDUC 2030 Human Relations; a minimum cumulative grade point average of 2.5 or better for course work at University of Nebraska at Omaha and all other transfer

institutions; and passing scores on all sections of the Pre-Professional Skills Test (PPST).

Post graduate students must have a B.S. or B.A. with a minimum cumulative GPA of 2.70 with major in a content area of secondary endorsement; passing scores on the Pre-Professional Skills Test; and graduate admission; interview and selection by a MOEC school district

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:	585
Unduplicated number of males enrolled in 2008-09:	205
Unduplicated number of females enrolled in 2008-09:	380

2008-09	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	8
<i>Race</i>	
American Indian or Alaska Native:	2
Asian:	3
Black or African American:	20
Native Hawaiian or Other Pacific Islander:	0
White:	552
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	560
Number of full-time equivalent faculty in supervised clinical experience during this academic year	4
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	12
Number of students in supervised clinical experience during this academic year	283

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

During the 2008-2009 reporting period, 283 teacher candidates participated in the capstone experience (student teaching). During the same reporting period, teacher preparation candidates (sophomore - senior

level) participated in 1,582 field experiences, service learning experiences or volunteer experiences with PK-12 students. All of these experiences were part of required course work.

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.

Teaching subject/area	Number certified/ licensed 2008-09	Number certified/ licensed 2007-08	Number certified/ licensed 2006-07
TOTAL (all areas/subjects)	252	240	
Art	7	8	
Basic Business	4	2	
English	21	15	
Language Arts	15	10	
Journalism	1	3	
Speech	1	2	
Speech and Theatre	0	2	
Foreign Language - French	1	0	
Foreign Language - Spanish	7	3	
Foreign Language - German	1	0	
English as 2nd Lang	2	3	
Health	5	3	
Physical Education	11	13	
Mathematics	10	4	
Music	10	11	
Chemistry	1	0	
Natural Science	5	2	
Biology	4	6	
Earth Science	1	4	
Physics	1	0	
Social Science	16	19	
History	12	12	
Political Science	1	0	
Elementary	123	114	
Early Childhood Educ	23	23	
Middle Gr/Foreign Language	1	0	

Middle Gr/Language Arts	3	1	
Middle Gr/Mathematics	5	3	
Middle Gr/Natural Sciences	3	3	
Middle Gr/Social Science	4	1	
Deaf or Hard of Hearing	2	5	
Speech-Language Path	5	4	
Mild Moderate Disabilities	7	9	
Coaching	4	5	
Library Media Specialist	4	1	

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: 252

2007-08: 240

2006-07: 248

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: 5% enrollment increase</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>(1) Increased requirement for elementary teachers to take 6 additional credits in mathematics tailored to the elementary classroom. Some of these students are seeking a middle level endorsement so they are likely to teach math in grades 6-8.</p> <p>(2) Identified and recognized “mathematic leaders” in these classes who demonstrated a high level of competence and who were encouraged to provide leadership in their future</p>

	<p>schools in the area of mathematics teaching. Some of these students are seeking a middle level endorsement so they are likely to teach math in grades 6-8.</p> <p>(3) Recruited post bac candidates to participate in the Teacher Academy Project</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>NU Teach Grant - Mathematics faculty advisors will provide collaborative support for math and science majors.</p> <p>Mathematics club will bring math and science majors together to discuss opportunities in math and science teaching, provide opportunities for UNO students to engage in K-12 and university tutoring and other activities that might attract them to the teaching profession.</p>
<p>Science</p>	<p>Academic year: 2008-09</p> <p>Goal: 5 % enrollment increase</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>(1) Recruited Teacher Academy Project candidates</p> <p>(2) Community/school outreach activities such as robotics fair as a recruiting tool</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Work with our school partners to develop an education academy and dual enrollment courses for high school students interested in teaching as a career.</p> <p>Mathematics club will bring math and science majors together to discuss opportunities in math and science teaching, provide opportunities for UNO students to engage in K-12 and university tutoring and other activities that might attract them to the teaching profession.</p>
<p>Special education</p>	<p>Academic year: 2008-09</p> <p>Goal: 5 % enrollment increase</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Meet with students early in their educational career during the Educational Foundations course.</p> <p>Attend recruitment events on and off campus.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Work with our school partners to develop an education academy and dual enrollment courses for high school students interested in teaching as a career.</p>
<p>Instruction of limited</p>	<p>Academic year: 2008-09</p>

<p>English proficient students</p>	<p>Goal: 5% enrollment increase</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>Based on Key Program Assessment data, diversity/culturally responsive teaching was a focus for the January 2008 TED Advance. Faculty documented how they were currently integrating knowledge, skills, dispositions, and experiences into their courses. They also made recommendations regarding the professional development and administrative support needed to address this concern with intentionality and action. Faculty initiated several activities that would provide them with additional information from which to draft goals for the department.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Work with our school partners to develop an education academy and dual enrollment courses for high school students interested in teaching as a career.</p> <p>In TED 4350 - Teaching Reading and Language Arts, the students are placed in Indian Hill, Ashland Park Robbins, and Liberty elementary schools, In each school there is a high percentage of English Language Learners in every classroom. Lesson plans differentiating instruction to meet the needs of all students. addresses the ELL learner and how the candidate will differentiate instruction.</p> <p>English proficiency.</p> <p>Culture Walks integrated into teacher preparation courses, with benchmarks identified from early classes to student teaching.</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:

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:

The College of Education partnership with the Metropolitan Omaha Education Consortium is a model collaboration between the college, the twelve metropolitan area school districts, and two educational service units. The consortium is a catalyst for identifying high priority issues common to member organizations and addressing these issues through joint task forces and projects. MOEC provides a forum for professionals from 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 education, 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 teachers candidates is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

UNO special education candidates complete the general academic requirements of the university and complete a double major in special education and a major in elementary or secondary content area. All special education and general education teacher candidates complete EDUC2510 - Applied Special Education. This course also requires a 20 hour field experience for candidates with K-12 students with disabilities.

Differentiation of instruction is emphasized in all elementary and secondary professional course work to include instruction in working with children with limited English proficiency.

UNO teacher candidates participated in a 40-hour field experience placement in an urban school setting.

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)	178		178	100		

All program completers, 2008-09					
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2008-09	177		177	100	
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2008-09	175		175	100	
730 -PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	14		14	100	
710 -PPST READING Educational Testing Service (ETS) All program completers, 2008-09	14		14	100	
720 -PPST WRITING Educational Testing Service (ETS) All program completers, 2008-09	16		16	100	

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	194	194	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.

Candidates must incorporate technology to maximize student learning. The ability to use technology effectively is assessed in lesson plans, curriculum units, advanced level field experiences, and student teaching. The College of Education Technology Plan includes the expectation that faculty plan and design effective learning environments and experiences by modeling the use of technology in classroom instruction. All classrooms in the College of Education are high-tech and the building is wireless. Technology is available for check-out to assist in lesson plan development and use in K-12 lessons.

Acquisition of technology skills has been an on-going focus in teacher preparation. When student feedback indicated that many of the basic skills were already in place, the completions of a set of modules was eliminated but demonstration of the skills continued through applications in course work. Recent follow-up data indicated that we need to revisit the technology skills our candidates possess. Faculty were surveyed on the technology requirements in their courses and discussion has continued to determine the next level of skill acquisition and integration into instruction required to keep our candidates current in this area.

Brown bag sessions provide awareness of newer technologies and applications were followed by more in depth training during the spring 2009. InTEL training/21 Century skills training was offered in summer 2009.

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 students in the College of Education complete a three credit hour course that provides information on students with disabilities and a 20 hour field experience with students with disabilities. Students in the course learn about different disabilities, the referral process for a student who may have a disability, and strategies for teaching students with disabilities. In addition, students learn about individualized education programs and the roles for the different members of the individualized education programs.

In TED 3350 - Teaching and Assessing Reading in Elementary Schools, candidates work in an elementary school where most students first language is Spanish. The main focus is on building vocabulary and meaningful conceptual knowledge.

In TED 4350 - Teaching Reading and Language Arts, the students are placed in schools with a high percentage of English Language Learners in every classroom. Lesson plans differentiate instruction to meet the needs of all students.

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.

The UNO special education program is a 36 hour program that prepares special education teachers at the elementary (K-9) or secondary (7-12) level. Coursework is aligned with the ten Council for Exceptional Children standards and meets the requirements of the Nebraska Department of Education's Mild/Moderate endorsement. Each student completes a semester long student teaching experience in a special education setting. Each special education candidate is also enrolled in an elementary or secondary content area major.

In TED 3350 - Teaching and Assessing Reading in Elementary Schools, candidates work in an elementary school where most students first language is Spanish. The main focus is on building vocabulary and meaningful conceptual knowledge.

In TED 4350 - Teaching Reading and Language Arts, the students are placed in schools with a high percentage of English Language Learners in every classroom. Lesson plans differentiate instruction to meet the needs of all students.

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.

Admitted College of Education teacher preparation candidates progress through a carefully sequenced set of courses and field experiences culminating in student teaching. In order to continue in the teacher preparation program, candidates must maintain a cumulative grade point average of 2.5 or higher with no grade lower than a C in required courses. Candidates must meet state, national, and professional knowledge, skills and disposition competencies for the grade level(s) and content area(s) in which the candidate will receive certification and endorsement. Candidates must apply for and be accepted into student teaching. The student teaching experience is under the supervision of a master teacher who has met school district and UNO criteria for serving as a cooperating teacher.

[Supporting Files](#)

University of Nebraska at Omaha
Traditional Program
2008-09

[Contact Us](#) - [Glossary](#) - [Log out](#)

Title II, Higher Education Act
OMB Control No.: 1840-0744 (exp. 9/30/2012)