

Title II Higher Education Act

[Submit 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 Teachers Prepared](#)
- [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](#)
- [Program Status Report](#)
- [User Activity](#)

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

Creighton University
Traditional Program
2009-10

Print Report Card

Program Information

Name of Institution: Creighton University
Institution/Program Type: Traditional
Academic Year: 2009-10
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 2009-10:	144
Unduplicated number of males enrolled in 2009-10:	29
Unduplicated number of females enrolled in 2009-10:	115

2009-10	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	8
<i>Race</i>	
American Indian or Alaska Native:	3
Asian:	4
Black or African American:	1
Native Hawaiian or Other Pacific Islander:	0
White:	128
Two or more races:	0

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2009-10.

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	2.67
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	3.33
Number of students in supervised clinical experience during this academic year	126

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

The number of clock hours represents the minimum for all candidates. The number of students in supervised clinical experiences represents 45 student teachers and 81 students in field experiences for certain methods classes where the instructors observe/supervise lessons taught in the field experiences.

Section I.d Teachers Prepared

Provide the number of teachers prepared, by academic major and subject area prepared to teach in 2009-10. (§205(b)(1)(H))

Academic major	Number prepared

Art	1
Biology	3
Elementary	18
English	6
French	2
History	3
Latin	1
Math	5
Spanish	3
Theology	5
TOTAL	42

Subject area	Number prepared
Art	1
Biology	3
Elementary	18
English	6
ESL	1
French	2
History	3
Latin	1
Math	5
Religious Education	5
Spanish	3
TOTAL	42

Section I.e Program Completers

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

2009-10: 42

2008-09: 35

2007-08: 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: 2009-10</p> <p>Goal: 8</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>There were 11 students working on their math endorsement. Department faculty give a formal presentation to the students in the introductory Education course for undergraduates and encourage students to consider the shortage areas. One branch of the M.Ed. - Secondary initial certification program tries to find persons with math or science undergraduate degrees to assist underresourced Catholic school with placements in 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: 2009-10</p> <p>Goal: 6</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>There were 7 students working on different science endorsements. Department faculty give a formal presentation to the students in the introductory Education course for undergraduates and encourage students to consider the shortage areas. One branch of the M.Ed. - Secondary initial certification program tries to find persons with math or science undergraduate degrees to assist underresourced Catholic school with placements in 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: 2009-10</p> <p>Goal: 3</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>There were 5 students working on an elementary education initial certificate with a supplemental endorsement in special education (mild/moderate disabilities). Department</p>

	<p>faculty give a formal presentation to the students in the introductory Education course for undergraduates and encourage students to consider the shortage areas. The director of the M.Ed. - Elementary initial certification program has encouraged graduate students to combine their work toward an elementary education certificate with a supplemental endorsement in special education. (mild/moderate disabilities).</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
<p>Instruction of limited English proficient students</p>	<p>Academic year: 2009-10</p> <p>Goal: 1</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Department faculty members present information to the students in the introductory Education course for undergraduates and encourage them to simultaneously take coursework toward both their initial certification in elementary education and a supplemental endorsement in ESL.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>This year we have been encouraging more students in the M.Ed. initial certification programs to enter shortage areas.</p>
<p>N/A</p>	<p>Academic year: 2009-10</p> <p>Goal: N/A</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 additional graduate students in the M.S. Special Populations in Education degree program who currently hold a teaching certificate in another area and are adding the supplemental ESL or special education endorsements as part of a graduate degree. However, since those students are current teachers who are adding new supplemental ESL or special education endorsements, 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 the fall of 2009, the Department began offering a new foundational course in diversity issues in schools (race/ethnicity, gender, LGBT, poverty, rural/urban, learning challenges) that provides all students with information that is later expanded and applied in methods courses. All undergraduate students must take this course. All graduate students in the initial certification M.Ed. program must take EDU 692 Diversity Issues in Education to increase their understanding of diversity topics and issues that exist in schools.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
ETS0730 - PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	49	182	49	100	99	180
ETS0730 - PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	39	183	39	100	99	181
ETS0730 - PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	32	182	32	100	100	181
ETS0710 - PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	49	183	49	100	99	179
ETS0710 - PRAXIS I READING Educational Testing Service (ETS)	39	182	39	100	99	179

All program completers, 2009-10						
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2008-09	32	181	31	97	100	179
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	49	180	49	100	98	177
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2009-10	39	179	39	100	99	177
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2008-09	32	179	32	100	99	177

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2009-10	39	39	100	97
All program completers, 2008-09	32	31	97	99

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

All elementary education candidates:

- a) participate in a remedial reading course EDU 500 held in a school with a majority student population of English Language Learners, and

b) work one-on-one with these students who have reading difficulties

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**

Yes

- **participate as a member of individualized education program teams**

Yes

- **teach students who are limited English proficient effectively**

Yes

Provide a description of 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 elementary or secondary education candidates who seek the supplemental endorsement in special education participate in a 21-24 credit hour program that provides the content recommended in the Council for Exceptional Children book of standards. In addition, these teacher candidates are required to participate in two field experiences in special education settings for two different courses prior to special education student teaching. As part of their field experiences, they participate in IEP meetings with their assigned cooperating teachers. In both the Diversity course and the special education methods course, these teacher candidates receive information on working with students who have concomitant disabilities and English learning issues, understanding different models for assessment and instructional modification.

Section VII. Contextual Information

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

Creighton University is located in the downtown section of Omaha near one of the inner city areas. All students in initial certification programs are placed in at least one field experience setting that includes schools with low socioeconomic and racially/ethnically diverse populations. Jesuit charisms (values) that emphasize social justice and service are highlighted in content and field experiences as an important aspect of developing dispositions for teachers, in addition to the rigorous expectations of knowledge, pedagogy, and skills. Candidates must complete successfully a series of criteria and assessments for various benchmarks at different points in their preparation for an initial certification. First, candidates must complete a background check, complete three foundational courses and assessment artifacts associated with the courses, participate in an interview, demonstrate teaching a lesson to peers, have a good field experience evaluation, have a minimum 2.5 GPA, pass the PPST sub-tests, complete a statement on why s/he wants to be a teacher, and submit references from professors in other departments. The next benchmark requires maintaining a 2.5 GPA, having no Ds or Fs in any education courses, receiving very good evaluations from the methods class field experiences, and uploading assessment artifacts to their e-portfolio. The third benchmark occurs prior to the clinical/student teaching semester when candidates must continue with all the assessments and requirements from the second benchmark, plus pass another background check, complete all pre-requisite

professional education courses, complete a student teaching application packet, register to take the Praxis 2 EECIA (elementary candidates), and attend an orientation to clinical/student teaching. Any concerns regarding unprofessional dispositions that are received by the candidate from instructors or field site cooperating teachers at any point from pre-admission through clinical/student teaching may result in consequences that could delayed continuance or dismissal from the initial certification programs. The final benchmark involves a follow-up study with electronic surveys sent to both the alumnus and his/her principal or supervisor about the preparation of the alumnus in the Creighton program. Alumni are also encouraged to maintain contact with the program faculty to assist with concerns in the first year of teaching, certification officer, and through a website newsletter. The field experiences in which candidates have the opportunity to observe and put their knowledge, skills, and dispositions into practice begin in the first course when candidates are taken on field trips to observe different levels of classrooms in diverse settings. In the blocked set of subsequent courses, the candidates begin their first field experience as aides in the classroom. After admission to the initial certification programs, candidates continue with additional field experiences associated with methods classes and the inclusion course (specifically focused on special education knowledge and differentiation practices) for a minimum of 100 hours of field experience time prior to clinical/student teaching. In different field experiences, instructors supervise lessons taught by the students in the field sites. All field experiences (pre-student teaching and student teaching) are arranged by the Director of Field Placements and Certification. Candidates are placed in at least one diverse (socioeconomic and racial/ethnic) setting to understand how to work directly with students and families of diverse backgrounds. Candidates complete forms listing their available days/times for the pre-student teaching experiences attached to their methods classes, and the Director of Field Placements contacts the district offices of the major metropolitan Omaha area school districts, or the principals of Catholic schools, to provide the requests for specific types of settings (grade levels, endorsement areas) for the candidates. Information is given to the schools regarding the requirements for cooperating teachers who are certified in the matched endorsement areas and who have at least three years of teaching experience with approval from their administrators. When the school district offices or the Catholic school administrators match the candidates with teachers in their buildings, the candidates are given information on their placements, and they must meet with the cooperating teachers immediately. The principals and cooperating teachers receive information about types of experiences that our students must have within the field settings. Candidates preparing for clinical/student teaching complete a more comprehensive application packet with review and signatures by their advisors, and must complete a 16-week clinical/student teaching experience. In compliance with a Nebraska policy, if a student teacher is completing a dual elementary/special education endorsement program, the student teaching experience can be reduced to 10 weeks of elementary and 10 weeks of special education. Evaluation forms and attendance logs are completed by cooperating teachers in the pre-clinical/student teaching placements. Student teaching supervisors observe and discuss lessons taught by the student teacher, with 8-9 visits to the school, and follow up with a written assessment of the student's lesson and teaching practice. The cooperating teacher observes the student teacher on a much more frequent basis with daily or weekly conversations about all aspects of the experience. A much more comprehensive evaluation form aligning expectations in the field with INTASC standards is completed by the cooperating teacher about the student teacher at both the mid-term and final days of student teaching. Assessment data from course assessments, field experiences, follow-up studies, and other means are gathered to determine the strengths and weaknesses of the candidates' preparation, the curriculum or structure of the preparation programs, the strategic directions of the entire unit (department) itself, and the contributions of the instructors in the programs. Based on such data and on stakeholder input (both external and internal), changes have been made in the unit. For example, in the fall of 2009 a new course on foundational diversity content was implemented in order to provide knowledge and shape dispositions prior to candidates entering methods courses, where differentiation is taught in instructional design, delivery, and assessment. This course replaced another course with topics that were already being duplicated in other courses. The program advisory committees, the full-time faculty, course evaluations from the replaced course, and results from follow-up studies indicated both a need for this additional focus on diversity as a foundation and a place for the course in the program of study. Another example of a significant change was

the implementation of a background check for all candidates prior to the first field experience, and again prior to the clinical/student teaching semester. The stakeholders in the community (school districts and Catholic schools) were requesting this change as a protective measure for K-12 students, and the department members supported the change.

Supporting Files

Creighton University
Traditional Program
2009-10

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

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