

# Title II Higher Education Act

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University of Nebraska at Omaha  
Traditional Program  
2009-10

### Print Report Card

### Program Information

**Name of Institution:** University of Nebraska at Omaha

**Institution/Program Type:** Traditional

**Academic Year:** 2009-10

**State:** Nebraska

**Address:** Kayser Hall 334

6001 Dodge Street

Omaha, NE, 68182

**Contact Name:** Dr. Nancy Edick

**Phone:** 402 554-2719

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**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 baccalaureate 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.

College of Education faculty approved an increase in the minimum cumulative grade point average from the current 2.50 to 2.75 and an increase in minimum PreProfessional Skills Test scores to 173 for all three sections. The new requirements are effective for all new student admitting to the College of Education beginning fall 2011. These changes are also in effect for post baccalaureate students entering the Teacher Academy Project.

### 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:	738
Unduplicated number of males enrolled in 2009-10:	187
Unduplicated number of females enrolled in 2009-10:	551

2009-10	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	26
<i>Race</i>	
American Indian or Alaska Native:	8
Asian:	0
Black or African American:	20
Native Hawaiian or Other Pacific Islander:	15
White:	651
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	560
Number of full-time equivalent faculty in supervised clinical experience during this academic year	20
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	43
Number of students in supervised clinical experience during this academic year	289

Please provide any additional information about or descriptions of the supervised clinical 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
Education	231
TOTAL	231

Subject area	Number prepared
Art Education, K-12	20
Basic Business, 7-12	1
Biology, 7-12	3
Coaching, 7-12	2
Early Childhood Education, Birth to 3	19
Elementary Education, K-6	112
English as a Second Language, K-12	3
English, 7-12	25
French, 7-12	1
Geography, 7-12	1
German, 7-12	1
Health, 7-12	2
History, 7-12	6
Journalism, 7-12	1
Language Arts, 7-12	12
Library Media, K-12	1
Math, 4-9	2
Math, 7-12	6
Mild/Moderate Disabilities, 7-12	4
Mild/Moderate Disabilities, K-9	16
Music, K-12	14
Natural Science, 7-12	7
Physical Education, K-12	9
Social Science, 4-9	2
Social Science, 7-12	19

Spanish, 7-12	3
Speech, 7-12	4
TOTAL	296

### 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: 231

2008-09: 252

2007-08: 240

### 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.**

<b>Teacher shortage area</b>	<b>Goal for increasing prospective teachers trained</b>
Mathematics	<p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> 5% enrollment increase</p> <p><b>Goal met?</b> No</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>(1) Initiated an intervention protocol for elementary candidates who score low on the MATH 2000 and MATH 2010.</p> <p>(2) Identified and recognized elementary candidates “mathematic leaders” who demonstrated a high level of competence and who were encouraged to provide leadership in their future schools in the area of mathematics teaching.</p> <p>(3) Recruited post baccalaureate candidates to participate in the Teacher Academy Project</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>(1) The UNO Departments of Teacher Education and Mathematics are working on a new degree option where a student could receive a Bachelors of Science in Mathematics and also receive teacher certification. This is a parallel certification track to the existing Secondary Education degree option and is designed to encourage some of the 125 mathematics majors</p>

	<p>at UNO to also consider a teaching career. The degree option, in the later planning stages, has been unanimously supported by the curriculum committees of both departments and is continuing through the approval processes.</p> <p>(2) The UNO Colleges of Arts and Sciences and Education in partnership with Metropolitan Community College and the Omaha Public Schools submitted a Noyce Capacity Building proposal to the National Science Foundation. If funded, this grant would support a closer relationship between UNO, Metro, and OPS in preparing middle school mathematics teachers, by encouraging outstanding students in UNO and Metro mathematics classes to consider the pursuit of a career in teaching, and to be involved in various leadership building activities, including a paid tutoring opportunity in the local middle schools. The proposal particularly focuses on the recruitment, preparation, and retention of middle school mathematics specialists, including the development of new courses focused on the teaching of middle school mathematics.</p> <p>(3) NU Teach Grant - Mathematics faculty advisors will provide collaborative support for math and science majors.</p> <p>(4) 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><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> 5 % enrollment increase</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b></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><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>(1) Office of STEM Education was established in the College of Education at the University of Nebraska at Omaha, to focus on many aspects of STEM education, including improving teacher training, increasing the number and diversity of STEM teachers, providing innovative STEM curriculum, and researching STEM education interventions.</p> <p>(2) 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>(3) 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><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> 5 % enrollment increase</p> <p><b>Goal met?</b> Yes</p>

	<p><b>Description of strategies used to achieve goal:</b></p> <p>(1) Meet with students early in their educational career during the Educational Foundations course.</p> <p>(2) Attend recruitment events on and off campus. Representatives from student organization attend high school recruiting events.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>(1) 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 English proficient students</p>	<p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> 5% enrollment increase</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>(1) 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><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>(1) Hired an additional faculty member for Fall, 2011 in the area of ESL and Literacy</p> <p>(2) 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>(3) 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>(4) Culture Walks integrated into teacher preparation courses, with benchmarks identified from early classes to student teaching.</p> <p>(5) Faculty began developing ESL strategies for learning in program with intentionality.</p> <p>(6) Received final approved from the Nebraska Department of Education to move the pilot Bilingual Education program to a fully approved program in Rule 24.</p>
<p>N/A</p>	<p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> N/a</p>

	<p><b>Goal met? Yes</b></p> <p><b>Description of strategies used to achieve goal:</b></p> <p>N/a</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>N/A</p>
<p>N/A</p>	<p><b>Academic year: 2009-10</b></p> <p><b>Goal: N/A</b></p> <p><b>Goal met? Yes</b></p> <p><b>Description of strategies used to achieve goal:</b></p> <p>N/A</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>N/A</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:**

In response to needs of the local educational agencies and instructional decisions:

- Program adheres to state approved criteria for teacher certification (Rule 20/24).
- Program uses task forces and committees to collect data from school districts in the service region (MOEC, Office of STEM Education, Literacy Committee) about our graduates.
- Program offers two programs of teacher certification to meet the needs of surrounding districts (TAP and CADRE). These two programs allow districts to choose the teachers and areas of certification they need to meet their needs.
- Field experiences in methods courses and professional sequence courses occur in local schools and respond to the needs of students
- Feedback received through MOEC and committees and formal evaluations given to cooperating teachers is taken into account when making program revisions.
- Surveys are given to school administrators to ascertain what our students' strengths and weaknesses; these survey results are distributed to faculty to help address the needs of local schools.
- The Assessment Conference was designed and implemented to assist our teachers in addressing assessment knowledge and skills directly. The assessment conference came about as a result of district survey addressing our teacher candidates' knowledge and skills.
- Field experience evaluation forms are collected on our students to determine how they are doing in the field experience.
- Formal evaluations are completed on each student teacher to determine if the training they received is adequate to prepare them for the first year of teaching. Further, student teachers evaluate their preparation in light of their student teaching experience.
- Candidates exhibit classroom management in field experiences in all methods courses.

In response to general education teachers receiving training in core academic subjects and providing instruction to children with disabilities:

- All 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 graduates have 2 semesters of student teaching, one in the regular content area classroom and one in a special education classroom
- All prospective teachers take EDUC 2510 Applied Special Education course that addresses how to work with students with disabilities. This course also includes a field experience.
- Secondary methods classes (TED 4000) in Science, English, and Library Media reinforce previous knowledge in working with children with disabilities.
- EDUC 2010 – Human Growth and Learning and observations have emphasis on differentiation of instruction.

In response to general education teachers receiving training in providing instruction to limited English proficient students:

- In TED 3690 the course includes an emphasis on providing instruction of youngsters with limited English proficiency. Teacher candidates taking TED 3690 are expected to apply the strategies learned when teaching K-12 students in the field. Other courses addressing this assurance are TED 4000- Science, English and Library Media, as well as TED 4760.

- New faculty member has been hired in this area for fall, 2011. This has been identified by faculty as an area of emphasis.

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

In response to general education teachers receive training in providing instruction to children from low-income families:

- In TED 3690 the course includes an emphasis on this issue. Teacher candidates taking TED 3690 are expected to apply the strategies learned when teaching K-12 students in the field. Other courses addressing this issue are TED 4000- Science, English and Library Media as well as TED 4760. In addition EDUC 2520 includes a culture walk, where low income issues are introduced and discussed in class.

- Close working relationships with area urban schools, cultural walks and field experience placements provide opportunities for candidates to provide instruction to children from low-income families.

In response to prospective teachers receiving training on how to effectively teach in urban and rural schools:

- TED 3690 – Reading and Writing in the Content Area includes an emphasis on this issue. Teacher candidates taking TED 3690 are expected to apply the strategies learned when teaching K-12 students in the field. Other courses addressing this issue are TED 4000- Science, English and Library Media as well as TED 4760.

- In addition EDUC 2520 offers a culture walk, where urban issues are introduced and discussed in class.

- All special education and general education teacher candidates complete a 40-hour field experience placement in an urban school setting.

- Our metropolitan university mission provides the basis for the alignment of field experiences and service learning in our urban schools and within the community.

- Through strong curricular connection, sequence, and alignment across the curriculum, students are introduced to each of the issues above in EDUC sequence courses and subsequent courses follow up with additional experiences that assist teacher candidates to process the issues.

- Our strong relationship with school partners and multiple field experience opportunities are strengths of the program.

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

## Section III. Assessment Rates

<b>Assessment code - Assessment name Test Company Group</b>	<b>Number taking tests</b>	<b>Avg. scaled score</b>	<b>Number passing tests</b>	<b>Pass rate (%)</b>	<b>State Average pass rate (%)</b>	<b>State Average scaled score</b>
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	11	180	11	100	99	180
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	681	180	681	100	99	180
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	198	180	198	100	99	181
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	192	181	192	100	100	181
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	11	179	11	100	99	178
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	681	179	681	100	99	179
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2009-10	199	179	199	100	99	179
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2008-09	191	179	191	100	100	179
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	11	177	11	100	98	176
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	684	177	683	100	98	177
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2009-10	203	176	203	100	99	177
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2008-09	191	176	191	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	204	204	100	97
All program completers, 2008-09	194	194	100	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.**

o Teacher candidates are required to integrate technology in planning instructional lessons.

o Each candidate participates in Assessment Conference during the student teaching semester. In the Assessment Conference teacher candidates are required to collect and analyze data using technology.

- o TED 4000 science and math methods use technology in labs and demonstration lessons are required for each teacher candidate.
- o The technology matrix of our college is carefully aligned to develop the skills for instructional integration.
- o The college continues to seek grants for continued improvement in technology.
- o The Assessment Conference requires students to show how they use technology to effectively collect data to improve teaching and learning. It also requires students to show how they have analyzed data to effectively improve teaching and learning.
- o In TED 3550 the completion of the Informal Reading Inventory and Miscue Analysis utilizes technology. Analyzes data to share with parents.
- o Spreadsheets and grade book software are used.
- Acquisition of technology skills is an on-going focus in teacher preparation. The demonstration of the skills by candidates continues through applications in course work. The ability to use technology effectively is assessed in lesson plans, curriculum units, advanced level field experiences, and student teaching. All secondary mathematics and science methods require use of additional technologies in labs and demonstrations. The ability to use technology to effectively manage data and improve teaching and learning is demonstrated by each candidate in the Assessment Conference presentation. Candidates must incorporate technology to maximize P-12 student learning.
- 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.
- Technology is available for check-out to assist in lesson plan development and use in K-12 lessons.
- 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.
- PK-12 partners modeled classroom use of technology with college faculty and students.
- In the summer of 2011, the college will move into the newly renovated Roskens Hall. The facility will provide a state of the art, technology-enabled teaching and learning environment.

## 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.**

To teach students with disabilities effectively UNO requires:

All prospective teachers take EDUC 2510 Applied Special Education course that addresses how to work with students with disabilities. Also some methods classes address this issue in TED 4000 (Science, English, and Library Media).

Completion of EDUC 2030 and the differentiation within field experiences in methods classes prepare candidates to work effectively with students with disabilities.

To participate as a member of individualized education program teams, UNO has:

Learning communities that are introduced in the EDUC sequence courses and revisited in later methods classes (TED 4000). SAT teams and IEP's are discussed in EDUC 2510 – Applied Special Education.

To teach students who are limited English proficient effectively, UNO offers:

TED 3690, the course emphasizes this issue. Teacher candidates taking TED 3690 are expected to apply the strategies learned when teaching K-12 students in the field. Other courses addressing this issue are TED 4000- Science, English and Library Media, ESL as well as TED 4760.

- 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.

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**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.
- 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.**

Candidates formally admitted College of Education teacher preparation program 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  
2009-10

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