



University of Nebraska - Omaha
Traditional Report AY 2020-21
Nebraska



100% COMPLETE

STATUS: IN PROGRESS

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Edick

PHONE

(402) 554-2719

EMAIL

nedick@unomaha.edu

List of Programs

THIS PAGE INCLUDES:

>> [List of Programs](#)

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both. ([§205\(a\)\(C\)](#))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Teacher Preparation Program](#)

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	Both	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	Both	
13.1	Special Education	UG	
13.1302	Teacher Education - Art	UG	
13.1322	Teacher Education - Biology	UG	
13.1303	Teacher Education - Business	UG	
13.1323	Teacher Education - Chemistry	UG	
13.14	Teacher Education - English as a Second Language	UG	
13.1305	Teacher Education - English/Language Arts	Both	
13.1306	Teacher Education - Foreign Language	Both	
13.1316	Teacher Education - General Science	Both	
13.1307	Teacher Education - Health	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1312	Teacher Education - Music	UG	
13.99	Teacher Education - Other	UG	
13.1314	Teacher Education - Physical Education and Coaching	Both	
13.1329	Teacher Education - Physics	Both	

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1317	Teacher Education - Social Sciences	Both	

Total number of teacher preparation programs:

19

Program Requirements

THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. ([§205\(a\)\(1\)\(C\)\(i\)](#))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

Undergraduate Requirements

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

- Yes
 No

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

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

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

2.75

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

2.75

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

Undergraduate students at the University of Nebraska at Omaha who wish to become certified to teach must be formally admitted through a two-step application process to the educator preparation program in the College of Education, Health, and Human Sciences: initial application and formal admission. The following academic requirements must be met for an initial application to educator preparation: 1) meet the assured admission requirements for admission to the University of Nebraska at Omaha 2) complete the Fundamental Academic Skills requirements of the University Core Curriculum (ENGL 1150, ENGL 1160, CMST 1100 OR CMST 2120, and MATH/ STEM 1120 OR MATH 1130 OR MATH 1220 OR MATH 1310 OR MATH 1530, OR STAT 1100, or math proficiency) 3) submit an initial application to the Educator Preparation Program (NOTE: applications are accepted three times per academic year: March 1, June 1, and October 1). Candidates who submit an initial application must attend a required orientation. 4) complete TED 2100: Foundations of Education and TED 2200: Human Relations with a grade of C or higher (NOTE: students may submit an application to educator preparation in the semester in which they take TED 2100 and TED 2200. However, their application will not be accepted until these courses are passed with a grade of C or better) 5) have a cumulative grade point average of 2.5 or higher for coursework in the University of Nebraska system The following academic requirements must be met for formal admission into educator preparation: 6) TED 2300: Human Growth and Learning or TED 2380: Development in Adolescence and TED 2400: Planning for Effective Teaching with a grade of C or better 7) have a cumulative grade point average of 2.75 or higher for coursework in the University of Nebraska system 8) meet or exceed the minimum score requirements on all sections of the Praxis I-Core Academic Skills for Educators test (Reading- 156, Writing- 162, Mathematics- 150). Students who submit an initial application to educator preparation but who do not meet formal admission requirements will not be permitted to continue in the educator preparation course sequence until all formal admission requirements have been met.

Postgraduate Requirements

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

- Yes
 No

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

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
Minimum GPA in content area coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text" value="Interview and selection by a participating district (TAP)."/>	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

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

2.75

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

3

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

Students participate in the Teacher Academy Project (TAP). TAP is a collaborative program between the teacher preparation institution and local school districts to prepare individuals who have an undergraduate degree in high-need content/subject areas as secondary level (7-12) teachers and a minimum 3.0 undergraduate GPA. The program leads to initial teacher certification. UNO also has an Accelerated Certification for Teachers (ACT) program at the elementary level. These individuals must have a bachelor's degree from an accredited institution and a minimum 2.75 undergraduate GPA.

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2020-21. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes
 No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)

Number of clock hours of supervised clinical experience required prior to student teaching

150

Programs with student teaching models (most traditional programs)

Number of clock hours required for student teaching

640

Are there programs in which candidates are the teacher of record?

- Yes
 No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom

Number of years required for teaching as the teacher of record in a classroom

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

4

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

24

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

254

Number of students in supervised clinical experience during this academic year

208

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

1. The state requires a minimum of 100 hours of field experiences (practicum) prior to clinical practice. All UNO programs meet or exceed this minimum. On average, candidates complete a sequence of four practicums averaging 150 clock hours. 2. The state requirement is that all candidates must complete a minimum of 14 weeks (560 hours); however, candidates in the UNO educator preparation program complete a minimum of 16 weeks (640 hours) of clinical experience. 3. Each semester, Team Development is held for teacher candidates, cooperating teachers, and university supervisors participating in the clinical experience. The 4-hour workshop includes training in the InTASC standards, the collaborative clinical practice model, and clinical practice key assessments.

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

(§205(a)(1)(C)(ii))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Enrolled Student](#)
- [Program Completer](#)

Enrollment and Program Completers

2020-21 Total	
Total Number of Individuals Enrolled	618
Subset of Program Completers	208

Gender	Total Enrolled	Subset of Program Completers
Male	145	48
Female	473	160
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	2	1
Asian	6	1
Black or African American	11	4
Hispanic/Latino of any race	62	18
Native Hawaiian or Other Pacific Islander	0	0
White	497	173

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	30	6
No Race/Ethnicity Reported	10	5

Teachers Prepared

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

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

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

THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic Major](#)

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2020-21.

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. [\(\\$205\(b\)\(1\)\(H\)\)](#)

What are CIP Codes?

No teachers prepared in academic year 2020-21

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	41

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education - Elementary Education	103
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	9
13.1210	Teacher Education - Early Childhood Education	34
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	7
13.1303	Teacher Education - Business	1
13.1305	Teacher Education - English/Language Arts	17
13.1306	Teacher Education - Foreign Language	3
13.1307	Teacher Education - Health	1
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	9
13.1312	Teacher Education - Music	3
13.1314	Teacher Education - Physical Education and Coaching	12
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	4
13.1317	Teacher Education - Social Science	9
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	2

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	30
13.99	Education - Other Specify: <input type="text" value="Information Technology"/>	1

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2020-21. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

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

What are CIP Codes?

Do participants earn a degree upon completion of the program?

- Yes
 No

No teachers prepared in academic year 2020-21

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	41
13.1202	Teacher Education - Elementary Education	103
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	9
13.1210	Teacher Education - Early Childhood Education	34
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	2
13.1303	Teacher Education - Business	1
13.1305	Teacher Education - English/Language Arts	17
13.1306	Teacher Education - Foreign Language	3

CIP Code	Academic Major	Number Prepared
13.1307	Teacher Education - Health	1
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	8
13.1312	Teacher Education - Music	3
13.1314	Teacher Education - Physical Education and Coaching	12
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	4
13.1317	Teacher Education - Social Science	9
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	2
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	30
13.99	Education - Other Specify: <input data-bbox="293 1730 1256 1772" type="text" value="Information Technology"/>	1
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	

CIP Code	Academic Major	Number Prepared
09	Communication or Journalism	<input type="text"/>
11	Computer and Information Sciences	<input type="text"/>
12	Personal and Culinary Services	<input type="text"/>
14	Engineering	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
21	Technology Education/Industrial Arts	<input type="text"/>
22	Legal Professions and Studies	<input type="text"/>
23	English Language/Literature	<input type="text"/>
24	Liberal Arts/Humanities	<input type="text"/>
25	Library Science	<input type="text"/>
26	Biological and Biomedical Sciences	<input type="text"/>
27	Mathematics and Statistics	1
30	Multi/Interdisciplinary Studies	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
40	Physical Sciences	<input type="text"/>
41	Science Technologies/Technicians	<input type="text"/>
42	Psychology	<input type="text"/>
44	Public Administration and Social Service Professions	<input type="text"/>
45	Social Sciences	<input type="text"/>
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
50	Visual and Performing Arts	5
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	<input type="text"/>

CIP Code	Academic Major	Number Prepared
54	History	<input type="text"/>
99	Other Specify: <input type="text"/>	<input type="text"/>

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Respond to the following assurances. Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#); [§206\(b\)](#))

Program Assurances

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No
 Program does not prepare special education teachers

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

1) In response to the needs of the local educational agencies based on past hiring and recruitment needs: a. The College of Education, Health, and Human Sciences' partnership with the Metropolitan Omaha Education Consortium (MOEC) is a model in collaboration between UNO, the twelve metropolitan area school districts, two community colleges, and two educational service units. The consortium is a catalyst for identifying priority issues common to member organizations and addressing these issues through joint task forces and projects. b. The College uses task forces, committees, and advisory groups to review data about our graduates from school districts in the service area and make program improvements (MOEC, Office of STEM Education, Literacy, CADRE Associates, K-12 stakeholders, and Special Education Advisory). c. Special programs are offered to meet the specific needs of surrounding districts (Teacher Academy Project, CADRE, Career Ladders). In these programs, districts choose the candidates and areas of certification to meet the needs of the hiring district. d. Field experiences in educator preparation courses occur in local schools and respond to the needs of the P-12 teachers and students. e. Feedback received through MOEC, college and department data events, various committees, and

evaluations given to cooperating teachers guide program improvement. f. The Nebraska Department of Education conducts first- and third-year teacher surveys as well as principals of first- and third-year teachers to ascertain program graduates' strengths and areas of improvement. g. The College of Education, Health, and Human Sciences' structure for clinical practice is based on co-teaching strategies and provides candidates with meaningful experiences to better prepare them for their first year of teaching.

2) In responses to be closely linked with the needs of schools and the instructional decisions new teachers face in the classroom:

- MOEC provides a forum for professionals across the educational spectrum and community to share information and work together in the areas of teaching, research, and service. The resulting synergy of ideas and resources makes MOEC a powerful tool for improving teacher education and identifying the needs of the local districts and agencies where our graduates are likely to teach based on past hiring and recruitment trends. The teacher preparation program is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.
- UNO utilizes instructional coaches who are master teachers and understand the needs of local districts as well as the day-to-day demands of P-12 classroom teaching. In many instances, the coaches co-teach with faculty members. In this model, they provide current and relevant examples related to the educator preparation course content, and in doing so, help candidates connect theoretical and academic content with authentic P-12 instructional decision-making scenarios.
- All clinical practice candidates complete the Strategies Project in which they demonstrate their knowledge and skill in using both formative and summative assessments. The scoring protocol for the project actively and systematically engages master teachers from local districts in the evaluation of candidates.

3) In response to prospective special education teachers being prepared in core academic subjects and to instruct in core subjects:

- All special education candidates complete the general academic requirements of the university in English and Writing, Mathematics, Public Speaking, Humanities and Fine Arts, Social Sciences, Diversity (U.S. and global), and Natural and Physical Sciences.
- Dual endorsement special educational candidates (special education and elementary education or a secondary education content area) complete clinical practice experiences in both settings.
- All dual endorsement special education candidates are required to pass a standardized content exam (Praxis II) which provides a measure of content knowledge in each endorsement (elementary or a subject content area-secondary candidates) in addition to their completion of the special education Praxis II content examination.
- All special education candidates complete the course SPED 4710 Interactions which has a focus on co-teaching and collaboration to prepare candidates for collaborating in core subjects.

4) Prospective general education teachers are prepared to provide instruction to students with disabilities: All initial certification candidates in elementary and secondary education complete the following program requirements:

- TED 2300 – Human Growth and Learning which includes observations with an emphasis on the differentiation of instruction.
- SPED 3800: Differentiation and Inclusion addresses the historical and legal context of special education, covers both high and low-incidence disabilities, individual education programs, and introduces the universal design for learning model.
- Advanced (50-hour experience) and Final Practicum (60-hour experience) in which candidates' understanding of learner development and learner differences and how these impact teaching and learning are assessed. In addition:
- The Department of Special Education and Communication Disorders has a faculty member with a specific focus on early childhood special education. The position allows the college to support both early childhood and special education as well as facilitate communication and share expertise between the Department of Special Education and Communication Disorders and the Teacher Education Department.

5) In response to prospective general education teachers are prepared to provide instruction to limited English proficient students: Differentiation of instruction is emphasized in all elementary and secondary professional coursework to include instruction in working with children with limited English proficiency. Several program courses specifically address this assurance:

- In the elementary program, all candidates complete TED 3550: Teaching and Assessing Reading in Elementary Schools. This course includes consideration of emergent and content area literacy and incorporates the linguistic needs and cultures of students. Candidates are also required to take TED 4350: Teaching of Reading and Language Arts. In this course, candidates implement appropriate strategies and assessments in a practicum experience that demonstrate knowledge and dispositions appropriate for teaching reading and language arts to students based on individual linguistic needs.
- In the secondary program, all candidates complete TED 3690: Applying Reading/Writing across the Content Area which includes an emphasis on providing instruction to PK-12 students with limited English proficiency. Candidates are also required to take TED 4000: Special Methods in the Content Area (Science, Language Arts, Mathematics, Social Studies, Business, Library Science, and World Languages) in which they learn content-specific strategies which can support students with limited English proficiency. Both courses require a field experience in which candidates in all secondary content areas apply reading, vocabulary, and writing strategies for diverse learners.
- In response to prospective general education teachers are prepared to provide instruction to students from low-income families: A close working relationship with area urban schools, the culture walks, and field experience placements provide opportunities for candidates to apply instructional strategies in PK-12 settings with high percentages of students from low-income families. During the culture walks and field experiences, instructional coaches provide on-site, individual guidance for candidates. This coaching intentionally guides candidates to recognize the importance of culturally relevant teaching as it relates to students from low-income families.

7) In response to prospective teachers being prepared to effectively teach in urban schools:

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

Annual Goals: Mathematics

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2020-21\)](#)
- >> [Review Current Year's Goal \(2021-22\)](#)
- >> [Set Next Year's Goal \(2022-23\)](#)

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[§205\(a\)\(1\)\(A\)\(i\)](#), [§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in mathematics in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

In addition to continuing the prior efforts for expanding the mathematics teacher preparation pathways at UNO and its related collaborations with the community, we also seek next year to 1) expand pivoting to hybrid and online learning coursework options, 2) build more collaboration with practicing STEM teachers of all disciplines, including computer science and engineering teachers, 3) provide more student leadership opportunities on outreach events and online activities, and 4) integrate additional opportunities to work with a larger number of university faculty members and current mathematics teachers from the area schools. During 2020-2021, we planned to prepare 14 teachers in mathematics.

3. Did your program meet the goal?

- Yes
 No

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

In 2020-2021, 11 mathematics teachers were prepared. We continue to market our programs and unique scholarship opportunities including NoyceMath Internships and Scholarships. This includes active and personal recruitment strategies starting in Human Relations courses at UNO and also pipeline courses in Metropolitan Community College Math courses. We have created materials, broadened our scope by joining with STEM TRAIL Center marketing and communications, and participated in MOEC Math initiatives to get the word out about our programs. As a team, advisors from the Math and Teacher Education departments, along with faculty from both units, have met quarterly to discuss curriculum alignment, non-traditional student paths and program implementation, and ways to integrate students into programs with attention to time and credit hours.

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

One major lesson learned from our collaborative meetings with advisors and faculty from both Math and Teacher Education has been increased attention to similar, but distinctive majors (Math with endorsement in Secondary Education, Secondary Ed with endorsement in Math, and dual major). We have engaged new faculty in these conversations in the last year to clarify what we hope our majors will bring and how they might be different or require different course opportunities. We have learned that many of our stakeholders are dedicated to maintaining high expectations while also considering the student experience and need for their future workplace. In terms of recruitment, we are still not seeing a large number of majors transitioning from math to dual majors in mathematics and education. The majority of the movement is supporting education majors to consider the dual major due to the thoughtful alignment of the additional courses. We will continue to work on recruitment strategies from more STEM majors (e.g., engineering).

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

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in mathematics in 2021-22? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

In addition to continuing our prior efforts for expanding the mathematics teacher preparation pathways at UNO and its related collaborations with the community, we also seek next year to 1) expanding learning assistantship opportunities with the new Quantitative Reasoning Team comprised of 10 mathematics teacher educators, 2) building more collaboration with practicing STEM teachers of all disciplines, including computer science and engineering teachers, 3) providing more student leadership opportunities on outreach events and online activities, and 4) integrating additional opportunities to work with a larger number of university faculty members and current mathematics teachers from the area schools. During 2021-2022, UNO plans to prepare 8 teachers in mathematics.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in mathematics in 2022-23? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Our major goal for 2022-2023 is to work with MOEC schools to recruit strategically from high schools and also MCC. We have already shared conversations with MOEC Math leaders and disseminated flyers about the Noyce programs to recruit future math and science teachers from our area districts. We hope these efforts increase the total number of teachers. Further, we aim to continue meeting bi-annually to ensure program pathways attract traditional and non-traditional students to our teacher preparation programs. Open communication among advising, department faculty, and interested students continues to be an area of focus as we hope to make all interested students Mavericks. During 2022-2023, UNO plans to prepare 8 teachers in mathematics.

Annual Goals: Science

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2020-21\)](#)
- >> [Review Current Year's Goal \(2021-22\)](#)
- >> [Set Next Year's Goal \(2022-23\)](#)

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in science in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

In addition to continuing our prior efforts for expanding the science teacher preparation pathways at UNO and the related collaborations across campus and with the community, we also seek next year to 1) expand pivoting to more hybrid and online learning coursework options, 2) integrate more technology-based and computer science experiences such as with computer programming, sensors, scientific equipment, etc., 3) provide more student leadership opportunities, and especially in leading informal science activities in the area schools, and 4) expand opportunities for candidates to work with experienced science faculty (university and high school) to deepen their understanding of scientific research practices, so as to be able to bring those experiences into their own classrooms. During 2020-2021, we planned to prepare 8 teachers in science.

3. Did your program meet the goal?

- Yes
 No

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

During 2020-2023, UNO prepared 10 teachers in science. We increased collaboration and advising between Teacher Education, Physics, Biology, Chemistry, and Geography/Geology Departments. We also expanded the recruitment of future science teachers by offering TED 2800 Experiments/Engineering Design as a general education class to undecided majors. This hands-on learning class includes a hot air balloon launch that allows students to develop their own experiments.

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

We would like to offer more sections of TED 2800 Experiments/Engineering Design in the upcoming year, adding a section in spring 2023 to continue to

recruit students to science related fields.

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

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in science in 2021-22? If no, leave the next question blank.

Yes

No

8. Describe your goal.

In addition to continuing our prior efforts for expanding the science teacher preparation pathways at UNO and the related collaborations across campus and with the community, we also seek next year to 1) expand pivoting to more hybrid and online learning coursework options, 2) integrate more technology-based and STEM experiences such as with computer programming, sensors, scientific equipment, etc., 3) provide more student leadership opportunities, and especially in leading informal science activities in the area schools, and 4) expand opportunities for candidates to work with experienced science faculty (university and high school) to deepen their understanding of scientific research practices, so as to be able to bring those experiences into their own classrooms. We plan to prepare 12 teachers in science.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in science in 2022-23? If no, leave the next question blank.

Yes

No

10. Describe your goal.

We will continue to offer TED 2800 Experiments/Engineering Design sections in the fall to encourage more students to major in science related fields. We anticipate offering an additional section of TED 2800 in the spring of 2023 to encourage more science-related teachers to enter the field. We will continue to provide student leadership opportunities in the schools and work with our advising partners in other science fields. We plan to prepare 12 teachers in science.

Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2020-21\)](#)
- >> [Review Current Year's Goal \(2021-22\)](#)
- >> [Set Next Year's Goal \(2022-23\)](#)

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\)\(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in special education in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

The program goal was to add 20 prospective special education majors. The goal is to prepare 20 special education teachers for 2020-2021. Programs that result in special education preparation include Early Childhood Inclusive, Special Education, and Deaf/Hard of Hearing. The Early Childhood Inclusive program has seen growth and will result in more teachers being prepared to teach in special education settings.

3. Did your program meet the goal?

- Yes
 No

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

Since we added the Early Childhood Inclusive program, this has increased our numbers related to special education. Many of our students are adding a dual endorsement in special education and elementary education (10).

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

Continuing to teach multiple sections of SPED 1500: Intro to Special Education has allowed us to reach individuals and help them understand the career paths available for someone adding special education certification.

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

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in special education in 2021-22? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

The program's annual goal is to prepare 25 special education teachers for the 2021-2022 academic year. Programs that result in special education preparation include Early Childhood Inclusive, Special Education, and Deaf/Hard of Hearing.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in special education in 2022-23? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

The program's annual goal is to prepare 25 special education teachers for the 2022-2023 academic year. Programs that result in special education preparation include Early Childhood Inclusive, Special Education, and Deaf/Hard of Hearing.

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2020-21\)](#)
- >> [Review Current Year's Goal \(2021-22\)](#)
- >> [Set Next Year's Goal \(2022-23\)](#)

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[§205\(a\)\(1\)\(A\)\(i\)](#), [§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in instruction of limited English proficient students in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

The program plans to prepare 25 teachers in instruction of limited English proficient students.

3. Did your program meet the goal?

- Yes
 No

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

The program has implemented the following strategies: - Practicum partnerships with Omaha Public Schools in schools with over 50% ELs. - Developed a new course: TED 2060- Equity, Language, and Cultural Literacy - Due to the increase of enrollment in all ESL courses, at least two sections are offered every semester. Some courses are now designed for their grade level certification: TED 2050: Introduction to Teaching ESL (Fall and Spring) TED 2060: Equity, Language, and Cultural Literacy (Fall, Spring, and Summer) TED 3050: Foundations of ESL (Elementary and Secondary sections- Fall and Spring) TED 4000- Special Methods: ESL (Elementary and Secondary sections-Fall) - TED 2050: Introduction to ESL includes a service-learning component with families from the Learning Community of South Omaha. The majority of the parents are also learning English and/or have children that are ELs.

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

TED 2050 and TED 2060 can be taken by students who are not pursuing an ESL endorsement or concentration. As needed, new sections could be

added to encourage more students to pursue an ESL endorsement or concentration.

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

The program is continuously revising the coursework and practicum experiences to ensure that prospective teachers are knowledgeable on the latest educational theories, policies, and practices that address ELs' needs.

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

The program plans to prepare 18 teachers in instruction of limited English proficient students.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

The program plans to prepare 18 teachers in instruction of limited English proficient students.

Assessment Pass Rates

THIS PAGE INCLUDES:

[>> Assessment Pass Rates](#)

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(S205\(a\)\(1\)\(B\)\)](#)

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

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	7			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	5			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	3			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	3			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	2			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All enrolled students who have completed all noncl	62	172	62	100
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	117	175	114	97
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2020-21	183	168	183	100
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2019-20	193	170	192	99
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2018-19	151	169	151	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	67	181	67	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students	143	181	142	99
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2020-21	186	180	185	99

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2019-20	192	180	192	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2018-19	153	181	153	100
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	62	171	62	100
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	128	172	124	97
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2020-21	193	170	193	100
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2019-20	194	171	193	99
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2018-19	151	170	151	100
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All enrolled students who have completed all noncl	18	175	18	100
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) Other enrolled students	149	175	146	98
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2020-21	14	182	14	100
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	12	182	12	100
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) Other enrolled students	119	181	116	97
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2020-21	7			
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	18	170	18	100
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) Other enrolled students	136	169	129	95

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2020-21	6			
ETS5272 -ED OF DEAF AND HARD OF HEARING Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5272 -ED OF DEAF AND HARD OF HEARING Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5272 -ED OF DEAF AND HARD OF HEARING Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All enrolled students who have completed all noncl	6			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2020-21	20	174	19	95
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2019-20	14	173	14	100
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2018-19	12	176	12	100
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All enrolled students who have completed all noncl	40	168	38	95
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	9			
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2020-21	99	171	98	99
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2019-20	102	171	101	99
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2018-19	73	172	73	100
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) Other enrolled students	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2020-21	15	177	12	80
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2019-20	10	178	10	100
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2018-19	18	173	17	94
ETS5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2018-19	2			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	4			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	3			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	7			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) Other enrolled students	1			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	9			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	5			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	1			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2019-20	6			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2018-19	5			
ETS5442 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5442 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2019-20	4			
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2020-21	4			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2019-20	5			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2018-19	6			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) Other enrolled students	7			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2019-20	5			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2018-19	9			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	10	157	10	100
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	10	161	10	100
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	8			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2020-21	21	177	21	100
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2019-20	26	178	26	100
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2018-19	4			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	5			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	8			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	9			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	5			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2019-20	5			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2018-19	7			

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(S205\(a\)\(1\)\(B\)\)](#)

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

THIS PAGE INCLUDES:

[>> Summary Pass Rates](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2020-21	207	201	97
All program completers, 2019-20	208	202	97
All program completers, 2018-19	165	163	99

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

Low-Performing

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

- Yes
- No

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

- State
- CAEP
- AAQEP
- Other specify:

NCATE Legacy

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- Yes
- No

Use of Technology

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

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

THIS PAGE INCLUDES:

>> [Use of Technology](#)

Use of Technology

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

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes
 No

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

Yes
 No

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

Yes
 No

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

Yes
 No

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

The acquisition of technology skills and the use of technology as an instructional tool is an ongoing focus in educator preparation. Technology integration has been mapped throughout the program and includes a variety of tools, such as iPads, to support learning in the classrooms. 1) All candidates see technology modeled in their professional sequence coursework of TED 2100, 2200, 2300, and 2400 through both communication and collaboration tools. While these tools vary, (e.g. blogs, Google docs, PollEverywhere, Inspiration, GoodReads, etc.) the purposes of meeting the needs of communication and collaboration remain the purpose of their use in training teacher candidates. 2) Each teacher candidate demonstrates how to integrate technology in planning and instruction in multiple courses and field experience requirements. This technology integration is measured and monitored during the Strategies Project assessment during the final semester in the program. 3) All candidates are required to take TED 2400 – Planning for Effective Teaching which introduces concepts related to universal design for learning. This provides the foundation candidates needed to use technology, as well as other resources, to design instruction that addresses multiple means of representation, expression, and engagement. 4) Candidates are required to use video analysis technology to self-assess their performance and enhance their reflective practice. Video analysis also affords both instructional coaches and faculty members the opportunity to give specific feedback to candidates during field experiences. Candidates are expected to incorporate this feedback in future instruction during field experience and clinical practice. Video analysis is embedded throughout program coursework and in clinical practice. 5) Content-specific courses in the areas of mathematics, reading, and language arts evaluate and use

apps specific to their pedagogies. This is also true of courses in Elementary Education and Early Childhood.. 6) Each candidate participates in an Assessment Presentation during the clinical practice semester. In the assessment presentations, candidates use technology to demonstrate how data from formative and summative assessment is used to improve teaching and learning. 7) The following indicator is assessed on the clinical practice assessment: "Candidate demonstrates the ability to effectively use technology to support instruction and assessment; understands ethical use of technology." 8) Candidates are adept at using Zoom and other remote learning adaptations given the pandemic.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Teacher Training

1. Provide a description of the activities that prepare general education teachers to:

a. Teach students with disabilities effectively

To prepare candidates to teach students with disabilities effectively the College of Education, Health and Human Sciences requires: 1) All prospective general education teacher candidates to take either SPED 1500: Introduction to Special Education and additional special education coursework (12 credit hours) for the Inclusive Practices concentration or SPED 3800: Differentiation and Inclusive Practices. These courses provide candidates with knowledge of various disabilities and strategies for working with students with disabilities and collaborating on SAT, MDT, and IEP teams. 2) Methods courses require candidates to plan for differentiated instruction in all lesson plan preparation that addresses students with varying abilities (i.e., students with disabilities, students with limited English proficiency). 3) Specific content related to dyslexia is included in SPED 1500: Introduction to Special Education, SPED 3800: Differentiation and Inclusive Practices, and SPED 4150: Reading and Writing Instruction for Students with Disabilities, so all prospective teachers will be educated on the following aspects of reading difficulties and dyslexia that includes: 1) Knowledge and best practices standards for teaching reading; 2) Characteristics of dyslexia and the science of dyslexia; and 3) Evidence-based structured literacy interventions, classroom accommodations, and assistive technology for individuals with dyslexia. College of Education, Health and Human Sciences faculty meet to plan for the inclusion of this content into general education literacy methods courses and discussed how the dyslexia content was incorporated into three of the special education courses.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

To participate as a member of an individualized education program team, all EPP candidates in the College of Education, Health, and Human Sciences complete SPED 1500: Introduction to Special Education and additional special education coursework for the Inclusive Practices concentration or SPED 3800: Differentiation and Inclusive Practices. In addition to the content referenced above, these courses: 1) introduce the special education referral process including SATs, MDTs, IEPs, and inclusive practices; 2) introduce concepts related to communication and collaboration with families and other professionals.

c. Effectively teach students who are limited English proficient.

In order to ensure that all elementary and secondary candidates have knowledge and skills in the area of English Learners, the following required courses have been modified to increase English Learner instruction: TED 3350: Teaching Reading and TED 3690: Literacy and Learning. The instructors teach strategies and model instruction in the field experience for English Learners and how lessons can be adapted. In addition, TED 2400: Planning for Effective Teaching introduces instruction in English Learners' principles and practices early in the program so students will learn to write both language and content objectives.

2. Does your program prepare special education teachers?

- Yes
 No

If yes, provide a description of the activities that prepare *special education teachers* to:

a. Teach students with disabilities effectively

1) The College of Education, Health and Human Sciences certifies special educators who complete a dual endorsement in a general education area (elementary or secondary content) and special education (K-6 or 7-12) or special education program (K-6 or 7-12). 2) All coursework for the special education endorsement is aligned with the Council for Exceptional Children standards and meets the requirement for the Nebraska Department of Education's Special Education Generalist endorsement (K-6 or 7-12). 3) Processes, procedures, and evidence-based practices related to SATs, IEPs, and MDTs are included throughout the special education program. Candidates' depth of understanding related to individualized education program teams is strengthened as they progress through the program's coursework. Specifically, SPED 4640 focuses on the writing of IEPs and attending an IEP meeting with their mentor teachers during the practicum experience. The special education faculty developed a new course (SPED 2300) to focus additional time on special education law, procedural safeguards, and Individualized Education Programs, so they will have a more focused time addressing IEP development and implementation. 4) All special education candidates are required to take SPED 4710 – Interactions. In this course interpersonal communication skills are presented as the foundation necessary to build trusting and respectful relationships among school personnel, families, and community members who are members in individualized education program teams. This course also examines collaborative aspects of teaming and coteaching. 5) Each special education candidate has methods and practicum courses from the elementary or secondary program, which include methods courses that address students with limited English proficiency.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

SPED 4640: Methods in Special Education focuses on the writing of IEPs and attending an IEP meeting with their mentor teachers during SPED 4000 in a special education practicum experience. SPED 4710: Interactions focuses on collaboration with other IEP team members such as family members and other K-12 professionals. The special education faculty developed a course (SPED 2300) specific to special education law, procedural safeguards and Individualized Education Programs, so they will have a more focused time addressing IEP development and implementation.

c. Effectively teach students who are limited English proficient.

Each special education candidate completes TED 2400: Planning for Effective Teaching, methods courses, and practicum courses from the elementary or secondary program, which include methods courses that address students with limited English proficiency.

Contextual Information

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

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

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

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

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

Supporting Files

No files have been provided.

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

Report Card Certification

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

Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

TITLE:

Certification of review of submission

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

NAME OF REVIEWER:

TITLE: