

STATE OF NEBRASKA
COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION

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**APPLICATION FOR A RECURRENT AUTHORIZATION TO OPERATE A
POSTSECONDARY INSTITUTION IN NEBRASKA**

For Institutions Applying to Offer One or More Courses or Programs

Procedures for Submitting the Application

1. Send the application form and all supporting materials to:

Executive Director
Coordinating Commission for Postsecondary Education
P.O. Box 95005
Lincoln, NE 68509-5005

OR

Submit the application via email to Kathleen Fimple at:
Kathleen.fimple@nebraska.gov with the fee sent by U.S. mail.

2. A non-refundable application fee for the Commission's administrative costs shall be submitted with each application. Make checks payable to "Coordinating Commission for Postsecondary Education."
3. All sections shall be clearly marked for easy location by the reviewer.
4. The Commission may request additional information deemed necessary for an appropriate determination of compliance with the evaluation criteria.

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**APPLICATION FOR A RECURRENT AUTHORIZATION TO OPERATE A
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For Institutions Applying to Offer One or More Courses or Programs

Date: March 17, 2025

Name of Institution: Osiri University

Street Address: 2737 N. 49th Street

City/State/Zip Code: Lincoln, NE 68504

Name of Owner of Institution: John Kalu Osiri

**Owner's Mailing Address (if
different from above):** _____

Name of Contact person: Kathie Sweet

Title: Vice President for Academics

Telephone Number: 402-990-7961

Fax Number: _____

E-mail Address: ksweet@osiriuniversity.org

Web Site for Institution: www.osiriuniversity.org

Proposed location in Nebraska: _____

**Will this be a new campus
(owned by the institution or
under long-term lease)** X yes no

Proposed offerings: Course/s only (list courses below) Program/s
(please provide a copy of the institutional catalog)

Course/s:
(if not offering a program) HUMA 406/506 Montessori Early Childhood Classroom Application

Programs to be offered and Awards to be conferred:

This is an existing online degree program. We are simply requesting the ability to offer 80 hours (i.e. 2 weeks) of in-person training for one of our education courses. The entire program (MA in Inclusive Education or BS in Business Education) is online; however, the American Montessori Society (AMS)/ Montessori Accreditation Council for Teacher Education (MACTE) program accreditors require a minimum of 80 hours to be taught in-person. Each year, we will choose two weeks for this in-person teaching. This year, we propose July 12-Aug 1, 2025.

The goal of this class is to demonstrate how to use Montessori materials to the students. Therefore, we will bring the materials to our location at 2737 N. 49th Street, Lincoln, NE 68504. However, for convenience, we can meet at an existing Montessori classroom for these class demonstrations. Here are two locations we have identified.

Follow the Child, 3447 S. 161st Cir, Omaha, NE 68130 (owned and operated by one of our instructors)

Lifechangers Academy, 4829 Northhampton Blvd, Omaha, NE 68104 (owned and operated by one of students)

Legal Status of the Institution:

- a. Nonprofit (please provide documents of incorporation, and if available §501(c)(3) status documentation, that provide business name and address; names, titles, and business addresses of all principals in the business)
- b. For-profit (please provide documents of incorporation or other legal documents that provide business name and address; names, titles, and business addresses of all principals in the business)

Is ownership: proprietorship, partnership, corporation?

LLC certificate attached for Follow the Child Montessori

Has the business, a principal officer in the business, or a shareholder with 25% or more ownership interest in the business filed for bankruptcy during the preceding five years? yes no

Please provide the following information in a narrative format. Include copies of pertinent documents where appropriate.

Each numbered, italicized item is a standard identified in state statute. Statutes charge the institution to “demonstrate that it can be maintained and operated in accordance with such standards.” (Neb. Rev. Stat. §85-2406) Each bulleted item should be addressed. Additional information under each numbered item may be included as appropriate to the application.

Institutions applying to offer courses only (not a complete degree program) need only respond to starred (*) items.

1. *The financial soundness of the institution and its capability to fulfill its proposed commitments and sustain its operations*
 - The most recent audited financial statements and a copy of the management letter*
Audit is in progress. A letter from audit firm is enclosed.
 - Tuition and fees for the most recent academic year or term*
No tuition is charged. We assess an administrative fee of \$4800 per year for the entire 18-month MA in Inclusive Education program
 - Proposed annual budget identifying all sources of income and all categories of educational and general expenditures for the programs in Nebraska
A budget is enclosed.
 - Explanation of how the interests of students will be protected if the institution were to discontinue its offerings in Nebraska
If program is closed, we will inform students before hand and explore their interests in one of our other programs. If they prefer to stay in their current education field, we will work to find them another institution to complete their studies. If that fails, we will refund the students their prorated fees.
 - Student loan default rate and financial responsibility composite score from the U.S. Department of Education (if applicable)
2. *The quality and adequacy of teaching faculty, library services, and support services*
 - Number of faculty teaching in the program/s (course/s*) **Two faculty members will be involved in teaching this particular course, HUMA 406/506**
 - Qualifications of each faculty member (vitae, resume, or other biographical information)* **Attached are the vitae.**
 - Library and learning resources*
Here are the library and learning resources:

- Written agreements with local libraries regarding shared resources
- Agreements with online libraries or data sources
- Support services for students such as academic or career advising*
- Open Education Resources provided

3. *The quality of the programs offered, including courses, programs of instruction, degrees, any necessary clinical placements, and the institution's ability to generate and sustain enrollment*

- Curriculum description/s including a list of required and optional courses
 - **Early Childhood Montessori Program**
 - The Early Childhood program qualifies the student to work with children ages two and one-half through six years. The courses, offered at the undergraduate and graduate levels, include blended courses focusing on Montessori philosophy and pedagogy, child development and theory, exploration of curriculum, and observations in Montessori classrooms, followed by the two-week on-site component in Omaha or Nigeria. Coursework concludes with a year-long practicum in an approved Montessori environment with an online seminar component and supervision and mentoring with a field consultant.
 - Osiri's Montessori programs are an affiliate applicant of the American Montessori Society ([AMS](#)) and an applicant in good standing with the Montessori Accreditation Council for Teacher Education ([MACTE](#))
 - **Prerequisite courses:**
 - **HUMA 301/801: Introduction to Montessori Early Childhood Philosophy**
 - This course examines the life of Maria Montessori and the history of her method including influences of other developmental theorists and constructivist theory. Montessori's theory on planes of development are explored, with an emphasis on the first plane. Students are introduced to philosophical ideas of Dr. Maria Montessori, including sensitive periods, the absorbent mind, the secret of childhood, fantasy and imagination, play vs work, observation, order, and the prepared environment.
 - **HUMA 302/402: Montessori Early Childhood Practical Life**
 - This course explores the philosophy and purpose of the Practical Life area in Montessori Early Childhood education. It is designed to prepare the student to present

and facilitate the role of concentration, coordination, independence as they relate to problem-solving, choice, decision-making, and responsibility for learning on the part of the child in a Montessori early childhood classroom. It will equip adult learners with the skills to explain the rationale of the exercises, sequence, design, and present practical life activities, covering ground rules, grace and courtesy, movement control, personal care, environmental care, food preparation, nutrition, and culturally responsive practices. Students will gain an understanding of young children's development and the critical role Practical Life plays in fostering their growth and will develop, refine and implement the skills necessary to become an effective Montessori teacher in the area of practical life development at the Early Childhood level.

- **HUMA 303/503: Montessori Early Childhood Sensorial**
 - This course prepares students to identify, present, and facilitate the Montessori Sensorial philosophy for children ages 2.5 to 6. It focuses on the use of Montessori didactic Sensorial materials and their sequential order within the curriculum as part of the environmental design of an early childhood classroom. Emphasizing both theory and practice, the course provides an understanding of the rationale behind Sensorial education and its role in refining a child's senses. Students will begin to develop the skills necessary to effectively implement the Montessori Sensorial curriculum, ensuring they can create engaging and developmentally appropriate learning experiences that support sensory exploration and cognitive growth in young children.
- **HUMA 304/504: Montessori Early Childhood Math**
 - This course equips students with the knowledge and skills to present and facilitate the Montessori Math philosophy for children ages 2.5 to 6. Emphasizing the use of Montessori didactic Math materials, it explores their sequential order within the curriculum as an essential component of the early childhood classroom environment. Students will begin to gain an understanding of the rationale behind the Montessori Math curriculum and its role in fostering mathematical thinking and problem-solving skills. Through practice with instructional techniques, they will begin to develop the

ability to effectively implement math lessons, refine their teaching strategies, and create engaging learning experiences that support the child's mathematical development in a Montessori setting.

- **HUMA 305/505: Montessori Early Childhood Language**
 - This course prepares students to identify, sequence, present, and design materials that support the development of Language Arts skills in the Montessori early childhood classroom. Emphasizing an understanding of language development in young children, the course explores the rationale behind Montessori language instruction and its alignment with children's natural learning needs. Through practice and instructional techniques, students will refine their ability to implement effective language arts lessons, fostering literacy, communication, and a love of language in a Montessori environment.
- Course descriptions*
 - **HUMA 406/506: Montessori Early Childhood Classroom Application**
 - This course is designed to equip students with the skills needed to become effective Montessori teachers in the areas of Practical Life, Sensorial, Math, Language, Cultural Studies, Art, Music, and Movement at the Early Childhood level. Emphasizing both theory and practice, students will develop, refine, and implement instructional strategies that foster independent learning and holistic development. Additionally, the course explores the principles of observation as a tool for analyzing a child's physical, motor, social-emotional, and cognitive growth, as well as understanding the process of normalization within the classroom. This in-person course provides hands-on experience to support the development of a well-prepared Montessori educator.
- Any licensure or certification requirements for the field/s and the way in which the institution will meet them
 - **Certification through a MACTE-accredited program is required for teaching positions in many Montessori schools. Osiri University is currently in the process of this accreditation. Students are advised that some schools may also require a state teaching license, which our program does not provide.**
- Instructional equipment, especially that required for specific programs*
 - **A full array of Montessori materials for the age level being taught, shelves, tables and chairs, projector or SMART TV**

- Assurance that the institution will be able to secure clinical placements for students in programs that require them
 - **Kathie Sweet is the President of the Nebraska Montessori Network and is connected with all Montessori schools in the state. She will assist students in securing practicum placements and will approve each practicum site based on AMS requirements.**
- Estimated enrollments and the basis for the estimate*
 - **Currently we have 12 students enrolled in the program. Four of these students will attend the in-residence course in Nigeria and six will attend in Nebraska.**
- Comparison of the program (or course/s*) with that offered on the main campus or other campuses of the institution (if applicable) **Not applicable**
- Relationship between the hours of instruction and the credits awarded*
 - **6 credit hours = 80 hours of instruction**
 - In-Residence Hours:
 - Practical Life....12
 - Sensorial....12
 - Math....12
 - Observation...6
 - Science...12
 - Social Studies...12
 - Language...12
 - Art, Music, Movement...12

4. *The specific locations where programs will be offered or planned locations and a demonstration that facilities are adequate at the locations for the programs to be offered*

- Description of the facility (include a floor plan if this is a new campus)*
Attached is the floor plan.
- Copies of leases or facility use agreements*
Facilities Use agreement attached

5. *Assurances regarding transfer of credits earned in the program to the main campus of such institution [if applicable] and clear and accurate representations about the transferability of credits to other institutions located in Nebraska and elsewhere*

- Any articulation agreements with Nebraska postsecondary institutions*
N/A
- Any other affiliations with Nebraska postsecondary institutions regarding the transfer of credits, joint use of faculty or facilities, or other supportive relationships*
N/A

6. *Whether such institution and, when appropriate, the programs, are fully accredited, or seeking accreditation, by an accrediting body recognized by the U.S. Department of Education*

- Name of the body that accredits the institution*
Osiri University is still seeking accreditation with HLC.
- Status of institutional accreditation, including the date of the most recent accreditation and any required reports or actions*
Accreditation process is in progress
- List of all programmatic accreditations related to the proposed program or courses*
Osiri University has initiated accreditation with the American Montessori Society (AMS) and Montessori Accreditation Council for Teacher Education (MACTE) for our Montessori Teacher Certification which comes with our MA in Inclusive Education or BS in Business Education
- Status of all programmatic accreditations, including the date of the most recent accreditation and any required reports or actions*
Accreditation process is in progress.

7. *The institution's policies and procedures related to students, including, but not limited to, recruiting and admissions practices*

- Admission requirements for the institution and programs (if different)*
Students must have a bachelor's degree to enroll in the master's program or a high school certificate/diploma to enroll in the bachelors.
- Anticipated methods of recruiting students in Nebraska*
We will use connections with Montessori schools and networks as well as social media ads
- Loan procedures **N/A**

8. *The tuition refund policy for an institution that does not participate in federal financial aid programs described in Title IV of the federal Higher Education Act of 1965 as such act existed on January 1, 2011*

- Copy of the Title IV Program Participation Agreement with the US Department of Education (for institutions participating in federal financial aid programs) or a copy of the tuition refund policy if not participating in Title IV*

N/A

