

# Title II Higher Education Act

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Grace University  
Traditional Program  
2008-09

### Print Report Card

### Program Information

**Name of Institution:** Grace University

**Institution/Program Type:** Traditional

**Academic Year:** 2008-09

**State:** Nebraska

**Address:** 1311 S. 9th St.

Omaha, NE, 68108

**Contact Name:** Mrs. Nicole McGuire

**Phone:** 934-8487

**Email:** nmcguire9352@graceu.edu

**Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant:** No

**TQE partnership name or grant number, if applicable:** N/A

### Section I.a Program Admission

**For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.**

Element	Undergraduate	Postgraduate
Application	Yes	No
Fee/Payment	No	No

Transcript	Yes	No
Fingerprint check	No	No
Background check	No	No
Experience in a classroom or working with children	No	No
Minimum number of courses/credits/semester hours completed	Yes	No
Minimum high school GPA	Yes	No
Minimum undergraduate GPA	Yes	No
Minimum GPA in content area coursework	Yes	No
Minimum GPA in professional education coursework	No	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum GRE score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	No
Minimum Miller Analogies test score	No	No
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	Yes	No
Resume	No	No
Beachelor's degree or higher	No	No
Job offer from school/district	No	No
Personality test (e.g.,Myers-Briggs Assessment)	No	No
Other (specify: )	No	No

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

<http://www.graceu.edu>

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

Sophomore year

**Does your initial teacher certification program conditionally admit students? Yes**

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

N/A

### Section I.b Program Enrollment

**Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race**

categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Total number of students enrolled in 2008-09:	103
Unduplicated number of males enrolled in 2008-09:	28
Unduplicated number of females enrolled in 2008-09:	75

2008-09	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	1
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	3
Black or African American:	5
Native Hawaiian or Other Pacific Islander:	1
White:	90
Two or more races:	0

### Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2008-09.

Average number of clock hours required prior to student teaching	150
Average number of clock hours required for student teaching	640
Number of full-time equivalent faculty in supervised clinical experience during this academic year	3
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	0
Number of students in supervised clinical experience during this academic year	50

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

The number of students in supervised clinical experience listed above is an unduplicated number that includes student teaching.

### Section I.d Certified Licensed

Provide the number of students who have been certified or licensed as teachers, by subject and area of certification or licensure.

Teaching subject/area	Number certified/ licensed 2008-09	Number certified/ licensed 2007-08	Number certified/ licensed 2006-07

TOTAL (all areas/subjects)	8	8	
Elementary Education	5	1	
Music	0	2	
Middle School	2	2	
Secondary History	1	0	
Secondary English	0	2	
Math	0	1	

### Section I.e Program Completers

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

2008-09: 8

2007-08: 8

2006-07: 9

### Section II. Annual Goals

**Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.**

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	<p><b>Academic year:</b> 2008-09</p> <p><b>Goal:</b> See Description below</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>Goal: The Teacher Education Department will increase the number of mathematics endorsement completers for the year by renewing the partnership with Creighton University to share mathematics instruction of pre-service teachers and will increase the recruitment of minority candidates for the mathematics endorsement.</p> <p>Description: A partnership agreement was initiated with Creighton University in 2005 and has been renewed yearly. Grace University pre-service teachers can now take upper-level mathematics courses with Creighton University students in a cooperative setting. An Admissions recruiter with an education background was hired to recruit minority candidates</p>

	<p>for the teaching profession, specifically in high-need endorsements such as mathematics. A full-time mathematics instructor needs to be hired for the general mathematics education courses instead of relying on adjuncts.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>Description of the need for full-time mathematics instructor needs to be communicated to the Administration.</p> <p>A cohort of pre-service teachers in the mathematics endorsement needs to be fostered especially as new students are being recruited for the endorsement area.</p> <p>Coursework needs to be integrated with high-need population teaching strategies to aid pre-service teachers in their ability to respond to this group in the content classroom.</p>
<p>Science</p>	<p><b>Academic year:</b></p> <p><b>Goal:</b></p> <p><b>Goal met?</b></p> <p><b>Description of strategies used to achieve goal:</b></p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p>
<p>Special education</p>	<p><b>Academic year:</b></p> <p><b>Goal:</b></p> <p><b>Goal met?</b></p> <p><b>Description of strategies used to achieve goal:</b></p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p>
<p>Instruction of limited English proficient students</p>	<p><b>Academic year:</b> 2008-09</p> <p><b>Goal:</b> See description below</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>Goal: In addition to the classes we have on campus which help students earn their ESL/ELL endorsements, our goal was to complete the on-line delivery of the same courses so that they could be available to students anywhere in the world.</p> <p>Goal met? Yes. Our classes are now all available via the Internet. The courses were developed, and the teachers for them have been recruited.</p> <p>Description</p> <p>We worked with our On-line Learning Department to design the courses effectively. This development included finding the right system to seamlessly deliver the courses and make</p>

	<p>them as user-friendly as possible. We also are in the process of getting the word out about our on-line classes.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>We learned that not all on-line delivery systems are equal in their performance capability. After trying one system for our pilot classes, we are switching to another more user-friendly system for this next school year. It is also important to have a planned strategy to get the word out about a new program. A marketing strategy is needed so that potential students can know of the availability of the program. Also, we have learned that our courses require review and revision on a regular basis to maintain currency in this ever-changing field.</p>
Other	<p><b>Academic year:</b></p> <p><b>Goal:</b></p> <p><b>Goal met?</b></p> <p><b>Description of strategies used to achieve goal:</b></p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p>

**Provide any additional comments, exceptions and explanations below:**

## Section II. Assurances

**Please indicate whether your institution is in compliance with the following assurances.**

**Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.**

Yes

**Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.**

Yes

**Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.**

NA

**General education teachers receive training in providing instruction to children with disabilities.**

Yes

**General education teachers receive training in providing instruction to limited English proficient students.**

Yes

**General education teachers receive training in providing instruction to children from low-income families.**

Yes

**Prospective teachers receive training on how to effectively teach in urban and rural schools,**

as applicable.

Yes

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

An English Language Learner (ELL) endorsement is a required component of both Elementary and Middle School certification. Additionally, we offer a Special Education course, a Pluralism & Diversity course, and a Classroom Management course that consider how to manage various classroom demographic mixes. Our program offers many different field practicum experiences, including in school districts that have low income and Limited English Proficiency students (for example, Omaha Public School District). Additionally, we participate in the Bancroft Elementary After-School Program, where many of the learners are ELL students.

**Section III. Assessment Rates**

<b>Assessment code - Assessment name Test Company Group</b>	<b>Number taking test</b>	<b>Avg. scaled score</b>	<b>Number passing test</b>	<b>Pass rate (%)</b>	<b>State Average pass rate (%)</b>	<b>State Average scaled score</b>
5730 - COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	5					
5710 - COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2008-09	5					
5720 - COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2008-09	5					
730 - PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	1					
710 - PPST READING Educational Testing Service (ETS) All program completers, 2008-09	1					
720 - PPST WRITING Educational Testing Service (ETS) All program completers, 2008-09	1					

**Section III. Summary Rates**

<b>Academic Year</b>	<b>Number taking one or more</b>	<b>Number passing all tests</b>	<b>Pass Rate (%)</b>	<b>Statewide average pass rate</b>

	required tests	taken		(%)
All program completers, 2008-09	6			

#### Section IV. Low-Performing

**Provide the following information about the approval or accreditation of your teacher preparation program.**

**Is your teacher preparation program currently approved or accredited?**

Yes

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

State

Other (specify: ACSI)

**Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?**

No

#### Section V. Technology

**Does your program prepare teachers to:**

- **integrate technology effectively into curricula and instruction**

Yes

- **use technology effectively to collect data to improve teaching and learning**

Yes

- **use technology effectively to manage data to improve teaching and learning**

Yes

- **use technology effectively to analyze data to improve teaching and learning**

Yes

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

We currently offer a required Instructional Technology course that examines how to integrate the latest technological advances effectively into the classroom. We offer this course onsite at a state-of-the-art public school classroom to offer practical, real-life experience. Each of our Teacher Education classrooms has a SMARTBoard that both the instructors and students use in delivering classroom materials. We have consolidated key educational resources and tools on a Teacher Education SharePoint page in order to help students collect, manage, and analyze data that will improve teaching, learning, and student achievement.

#### Section VI. Teacher Training

**Does your program prepare general education teachers to:**

- **teach students with disabilities effectively**

Yes

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

Yes

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

Yes

**Provide a description of how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

Every Teacher Education course integrates special needs methods and accommodations. For example, they include the requirement in both the lesson plan and unit plan templates that all assigned unit plans and lesson plans reflect the necessary special needs accommodations. Additionally, we currently offer a required Special Education course that includes a Special Education Practicum, so students have an opportunity to apply classroom learning to a real-life setting. In this course, we include in-depth coverage of how to work effectively as a member of an IEP team. Finally, we require that all Elementary Education and Middle School Education majors complete an ELL endorsement as part of their teacher training. This endorsement includes not only a required ELL Methods course, but also a required ELL Practicum to enable them to apply what they are learning in class to a real-life classroom environment.

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**Does your program prepare special education teachers to:**

- **teach students with disabilities effectively**

NA

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

NA

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

NA

**Provide a description of how your program prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

N/A - Our program does not prepare special education teachers.

## Section VII. Contextual Information

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

In addition to the two attached documents, which summarize the Grace University Knowledge Base and Conceptual Framework, our Teacher Education Program also adheres to the CREDE Five Standards of Effective Pedagogy, namely 1) Joint Productive Activity, 2) Language and Literacy Development, 3) Contextualization, 4) Challenging Activities, and 5) Instructional Conversation.

Supporting Files

<\\graceu\gudfs\studenthomedir\nmcguire9352\GUTE\Title II\Grace University Knowledge Base.pdf>

<\\graceu\gudfs\studenthomedir\nmcguire9352\GUTE\Title II\Conceptual Framework 2008.pdf>

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Traditional Program  
2008-09

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