

# Title II Higher Education Act

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Grace University  
Traditional Program  
2009-10

### Print Report Card

### Program Information

**Name of Institution:** Grace University

**Institution/Program Type:** Traditional

**Academic Year:** 2009-10

**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           | NA           |
| Fee/Payment | No            | NA           |

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

**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 2009-10:       | 116 |
| Unduplicated number of males enrolled in 2009-10:   | 32  |
| Unduplicated number of females enrolled in 2009-10: | 84  |

| 2009-10                                    | Number enrolled |
|--|-----------------|
| <i>Ethnicity</i>                           |                 |
| Hispanic/Latino of any race:               | 2               |
| <i>Race</i>                                |                 |
| American Indian or Alaska Native:          | 1               |
| Asian:                                     | 3               |
| Black or African American:                 | 7               |
| Native Hawaiian or Other Pacific Islander: | 1               |
| White:                                     | 102             |
| Two or more races:                         | 0               |

### Section I.c Supervised Experience

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

|  |     |
|--|-----|
| Average number of clock hours required prior to student teaching   | 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                                 | 4   |
| 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   | 60  |

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

### Section I.d Teachers Prepared

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

| Academic major          | Number prepared |
|-------------------------|-----------------|
| Elementary Education    | 5               |
| Middle School Education | 4               |
| Secondary Education     | 1               |
| TOTAL                   | 10              |

| Subject area      | Number prepared |
|-------------------|-----------------|
| Elementary        | 5               |
| Middle School     | 4               |
| Secondary-History | 1               |
| TOTAL             | 10              |

### Section I.e Program Completers

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

2009-10: 10

2008-09: 8

2007-08: 8

### 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> 2009-10</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. We will continue to explore alternatives with other institutions of higher learning.</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 for the teaching profession, specifically in high-need endorsements such as mathematics.</p> |

|  |  |
|--|--|
|  | <p>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>We are still working with the administration to confirm the need for a full-time mathematics instructor.</p> <p>While doing so, we are working to foster a cohort of pre-service teachers in the mathematics endorsement, 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> |
| Science  | <p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> See description below</p> <p><b>Goal met?</b></p> <p><b>Description of strategies used to achieve goal:</b></p> <p>N/A - We do not offer a science endorsement.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>N/A - We do not offer a science endorsement.</p>   |
| Special education                                  | <p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> See description below</p> <p><b>Goal met?</b></p> <p><b>Description of strategies used to achieve goal:</b></p> <p>N/A - We do not offer a special education endorsement.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>N/A - We do not offer a special education endorsement.</p>   |
| Instruction of limited English proficient students | <p><b>Academic year:</b> 2009-10</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 our on-campus ESL/ELL endorsement classes, our goal is to offer on-line counterparts that are available to students anywhere in the world.</p> <p>Goal met? Yes. Our ESL/ELL endorsement classes are all available via the Internet, and many students, both locally and globally, have taken them.</p>   |

|            |   |
|------------|---|
|            | <p>Description</p> <p>We worked with our On-line Learning Department to design the courses effectively, and we recently transitioned them into our new Learning Management System, itsLearning. We have also been promoting these on-line classes more to both graduate and undergraduate students.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>We continue to improve the online delivery format; in fact, this year we changed our courses to the itsLearning system, and the transition has simplified the students' access to the online courses. We also continue to identify user-friendly strategies for adding real-life application to the online environment. Finally, we continue to investigate technology options for enriching these courses.</p> <p>This past year we spent time with our marketing department to ensure that students interested in ELL coursework would view our program as a viable option--whether they were located within the Omaha metro, elsewhere in the U.S., or abroad.</p> <p>Each year our instructors and professors review and evaluate their courses to identify revisions that will not only enrich the students' course experience, but also include the latest developments in this field.</p> |
| <p>N/A</p> | <p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> See description below.</p> <p><b>Goal met?</b></p> <p><b>Description of strategies used to achieve goal:</b></p> <p>N/A</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>N/A</p>   |

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

We do not offer a science endorsement or a special education endorsement.

**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; there are both undergraduate and graduate versions of these key courses. 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. Likewise, we have offered our students the opportunity to be involved with the Omaha Street School, where students come from various demographic backgrounds, as well as the chance to participate in an evening English Conversation practicum that offers extensive and often more one-on-one interaction with English Language Learners of various proficiency levels.

### Section III. Assessment Rates

| Assessment code - Assessment name<br>Test Company<br>Group  | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) | State Average pass rate (%) | State Average scaled score |
|---|---------------------|-------------------|----------------------|---------------|-----------------------------|----------------------------|
| ETS0730 - PRAXIS I MATHEMATICS<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all nonclinical courses | 10                  | 182               | 10                   | 100           | 99                          | 180                        |
| ETS0730 - PRAXIS I MATHEMATICS<br>Educational Testing Service (ETS)<br>Other enrolled students  | 42                  | 178               | 35                   | 83            | 99                          | 180                        |
| ETS0730 - PRAXIS I MATHEMATICS<br>Educational Testing Service (ETS)<br>All program completers, 2009-10                                  | 10                  | 183               | 10                   | 100           | 99                          | 181                        |
|   |                     |                   |                      |               |                             |                            |

|  |    |     |    |     |     |     |
|--|----|-----|----|-----|-----|-----|
| ETS0730 -PRAXIS I MATHEMATICS<br>Educational Testing Service (ETS)<br>All program completers, 2008-09                              | 8  |     |    |     | 100 | 181 |
| ETS0710 -PRAXIS I READING<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all nonclinical courses | 10 | 182 | 10 | 100 | 99  | 178 |
| ETS0710 -PRAXIS I READING<br>Educational Testing Service (ETS)<br>Other enrolled students  | 41 | 180 | 39 | 95  | 99  | 179 |
| ETS0710 -PRAXIS I READING<br>Educational Testing Service (ETS)<br>All program completers, 2009-10                                  | 10 | 181 | 10 | 100 | 99  | 179 |
| ETS0710 -PRAXIS I READING<br>Educational Testing Service (ETS)<br>All program completers, 2008-09                                  | 8  |     |    |     | 100 | 179 |
| ETS0720 -PRAXIS I WRITING<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all nonclinical courses | 10 | 179 | 10 | 100 | 98  | 176 |
| ETS0720 -PRAXIS I WRITING<br>Educational Testing Service (ETS)<br>Other enrolled students  | 42 | 177 | 38 | 90  | 98  | 177 |
| ETS0720 -PRAXIS I WRITING<br>Educational Testing Service (ETS)<br>All program completers, 2009-10                                  | 10 | 178 | 10 | 100 | 99  | 177 |
| ETS0720 -PRAXIS I WRITING<br>Educational Testing Service (ETS)<br>All program completers, 2008-09                                  | 8  |     |    |     | 99  | 177 |

### Section III. Summary Rates

| Group                           | Number taking tests | Number passing tests | Pass rate (%) | State Average pass rate (%) |
|---------------------------------|---------------------|----------------------|---------------|-----------------------------|
| All program completers, 2009-10 | 10                  | 10                   | 100           | 97                          |
| All program completers, 2008-09 | 8                   |                      |               | 99                          |

### Section IV. Low-Performing

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

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

Yes

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

State

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 undergraduate 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. Additionally, we continue to use and maintain a Teacher Education SharePoint site, where we have consolidated key educational resources and tools to help students collect, manage, and analyze data that will improve teaching, learning, and student achievement.

This past year, we integrated a key technological change. Specifically, we started using a new Learning Management System (itsLearning), which gives much greater flexibility for our course delivery and much more user-friendly online access for our students.

## 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.**

The following three documents--the Grace University Conceptual Framework, the Grace University Knowledge Base, and the CREDE Five Standards of Effective Pedagogy--combined with our various student handbooks, outline/highlight the different facets of our organization's successful teacher preparation strategy and activities.

[Supporting Files](#)

<\\graceu\gudfs\studenthomedir\nmcguire9352\GUTE\Title II\2008-2009\Conceptual Framework 2008.pdf>

<\\graceu\gudfs\studenthomedir\nmcguire9352\GUTE\Title II\2008-2009\Grace University Knowledge Base.pdf>

<\\graceu\gudfs\studenthomedir\nmcguire9352\GUTE\Title II\2008-2009\CREDE.pdf>

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