

Title II Higher Education Act

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Grace University
Traditional Program
2010-11

Print Report Card

Program Information

Name of Institution: Grace University

Institution/Program Type: Traditional

Academic Year: 2010-11

State: Nebraska

Address: 1311 S. 9th St.

Omaha, NE, 68108

Contact Name: Mr. Chris Benson

Phone: 4024492834

Email: cbenson6819@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	Yes
Fee/Payment	No	Yes

Transcript	Yes	Yes
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	Yes
Minimum high school GPA	Yes	No
Minimum undergraduate GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum GRE score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	Yes	Yes
Resume	No	Yes
Bachelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test	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 2010-11:	131
Unduplicated number of males enrolled in 2010-11:	38
Unduplicated number of females enrolled in 2010-11:	93

2010-11	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	2
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	4
Black or African American:	4
Native Hawaiian or Other Pacific Islander:	1
White:	118
Two or more races:	1

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2010-11.

Average number of clock hours required prior to student teaching	130
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)	1
Number of students in supervised clinical experience during this academic year	85

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

Section I.d Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2010-11. 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))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	

Teacher Education - Elementary Education	11
Teacher Education - Junior High/Intermediate/Middle School Education	2
Teacher Education - Secondary Education	10
Teacher Education - Multiple Levels	20
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	1
Teacher Education - English/Language Arts	4
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	2
Teacher Education - Music	2
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	2
Teacher Education - Social Science	3
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	12
Teacher Education - Bilingual, Multilingual, and Multicultural Education	

Education - Other Specify: Religious Education	18
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Section I.d Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2010-11. 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))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	11
Teacher Education - Junior High/Intermediate/Middle School Education	2
Teacher Education - Secondary Education	10
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	1
Teacher Education - English/Language Arts	4
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	0
Teacher Education - Music	2
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	0
Teacher Education - Social Science	3
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	

Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	12
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	18
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	

Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.e Program Completers

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

2010-11: 22

2009-10: 10

2008-09: 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>Academic year: 2010-11</p> <p>Goal: increase 5%</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <ol style="list-style-type: none"> 1) Grace University renewed the partnership with Creighton University, established in 2005, to share mathematics instruction while increasing the number of math courses taught on the Grace University campus allowing math majors more convenience in taking math coursework. 2) Grace University provided dedicated math tutoring sessions at the Academic Resource Center for elementary majors who score low in math testing or in required coursework. 3) Grace University provided employment for math majors to act as tutors in the Academic Resource Center.

	<p>4) An admissions recruiter with an education background was hired to recruit minority candidates for the teaching profession specifically in high-need endorsements such as math.</p> <p>5) Grace University provides a staff mentor to work with minority students recruited at Grace University.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>1) Grace University will continue to pursue the hiring of a full-time mathematics instructor for the general mathematics education courses to strengthen the on-campus major options by providing a full-time advisor and mentor for math majors.</p> <p>2) Grace University will work to foster a cohort of preservice teachers in the mathematics endorsement, especially as new students are recruited for the endorsement area.</p> <p>3) Grace University will provide a faculty mentor to work with minority students recruited at Grace University.</p>
<p>Science</p>	<p>Academic year: 2010-11</p> <p>Goal: NA</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>N/A - We do not offer a science endorsement.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>N/A - We do not offer a science endorsement.</p>
<p>Special education</p>	<p>Academic year: 2010-11</p> <p>Goal: NA</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>N/A - We do not offer a special education endorsement.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>N/A - We do not offer a special education endorsement.</p>
<p>Instruction of limited English proficient students</p>	<p>Academic year: 2010-11</p> <p>Goal: increase 5%</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>1) An online option for earning an ELL endorsement gives both undergraduate and graduate</p>

	<p>candidates options for completing the supplemental endorsement.</p> <p>2) Because the ELL endorsement is embedded in the elementary and middle school endorsement, any increase in enrollment in these areas increases the number of teacher candidates completing the ELL endorsement.</p> <p>3) Grace University applied for two grants to support a study abroad program for preservice teachers which allows for a 1 month summer internship in China. This gives candidates experience in Chinese schools with ELLs and the experience of living in a second language environment, increasing their sensitivity to issues important to ELLs.</p> <p>4) Coursework and practicum experiences were strengthened to allow for more hours spent in field experience settings. Practicum requirements were increased from 30 hours to 45 hours of observation, 30 of which are spent in a K-8 setting, and 15 hours in a secondary/adult learner setting.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>1) A Masters of Education in Curriculum and Instruction of ELLs has been designed and is currently awaiting accreditation by national accrediting agencies. Once approved, graduate level candidates can complete an initial endorsement in ELL. Teachers can also opt to add this endorsement as they complete their Master's degree.</p> <p>2) Two faculty members and one education advisor will be accompanying a team of students on a study-abroad semester in China. While in China students will experience teaching at elementary, middle school, and secondary levels in Chinese schools, language institutes, international schools, and higher education institutions. Faculty members will interact with teachers and business owners in China to exchange ideas and strategies and encourage reciprocal learning situations.</p> <p>3) Grace University will continue to improve the online delivery format of ELL endorsement courses and to identify user-friendly strategies for adding real-life applications to the online environment. Grace University will continue to investigate technology options for enriching these courses.</p> <p>4) Grace University is currently exploring a partnership with a Chinese higher education institution to train Chinese teachers to teach ELL's, by using a cooperative exchange of teachers between China and the Grace University campus environment. Chinese teachers and U.S. teachers would then be trained together.</p>
<p>N/A</p>	<p>Academic year: 2010-11</p> <p>Goal: N/A</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>N/A</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>N/A</p>

<p>N/A</p>	<p>Academic year: 2010-11</p> <p>Goal: N/A</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>N/A</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>N/A</p>
<p>N/A</p>	<p>Academic year: 2010-11</p> <p>Goal: N/A</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>N/A</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>N/A</p>
<p>N/A</p>	<p>Academic year: 2010-11</p> <p>Goal: N/A</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>N/A</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>N/A</p>
<p>N/A</p>	<p>Academic year: 2010-11</p> <p>Goal: NA</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>N/A</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</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:

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

- Program meets requirements for state approved teacher certification (Rule 20/24).
- Program maintains close relationships with faith-based schools as a member of the Greater Omaha Christian School Alliance and by providing teacher in-service workshops for these PK-12 faith-based schools.
- Program Field Experience Coordinator works with principals of faith-based schools to cooperatively select field placements for preservice teachers.
- Field experiences in methods courses and professional sequence courses occur in local schools and allow candidate interaction with cooperating teachers and student needs.
- Program receives annual feedback from the Teacher Education Advisory Board (TEAB).
- Feedback is received through formal evaluations given to cooperating teachers, building principals, and

student teachers. Feedback is then used by faculty members to help address the needs of local schools.

- All Candidates complete an assessment course (ED 301, Assessment, Tests and Measurement; ED 503 Methods & Assessments in Education) which addresses accountability in PK-12 settings and instructional assessment strategies.
- Field experience evaluation forms are collected on all candidates to assess field experience learning.
- All candidates complete Classroom Management (ED202, ED 502) and are continually assessed during field experiences and student teaching on their progress in real-life classroom settings.

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

- All program candidates take the ED302/ED505 (Introduction to Special Education, Exceptional High Needs Learns), which explores the general education teacher's responsibilities for working with students with disabilities. This course also includes a field experience working with students with disabilities in PK-12 settings.
- Secondary methods classes also address strategies for working with children with disabilities.
- ED 200/ED 501 (Orientation and Field Experience; Foundations of Education) includes observations in PK-12 classrooms and introduces the key concepts in differentiation of instruction.

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

- All teacher candidates successfully complete a minimum of 40 credit hours of general education courses.
- All elementary and middle school candidates complete an ELL endorsement as part of their program. The ELL endorsement is embedded into both programs.
- All education coursework is designed around the Center for Research in Education, Diversity, and Excellence (CREDE) philosophy. (www.crede.org)
- Differentiation of instruction for ELLs is emphasized in all professional course work.
- All candidates participate in Service Leadership Training (SLT), a volunteer experience in the community. Education candidates are encouraged to serve in areas with children with limited English proficiency.

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

- All candidates take Pluralism and Cultural Diversity/Issues of Pluralism & Diversity in the Classroom (ED203/ED503) with an emphasis on understanding cultural, racial and linguistically diverse students, as well as those from low socioeconomic status.
- All candidates take Classroom Management/Managing the Diverse Classroom (ED202/ED502) where procedures and classroom rules are applied to low socioeconomic situations.
- Relationships with urban schools are fostered and all candidates must spend at least one practicum in a diverse, urban setting.

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

- Servant Leadership Training is completed by all candidates every semester. Students volunteer in urban settings 30-45 hours a semester.
- Grace University is located in an urban setting allowing for participation through multiple field experiences

and through Servant Leadership Training in urban schools and the local community.

- Candidates can choose to participate in a study abroad program called BMTAM. This experience has been specifically designed to complete coursework in ELL and provide real-life practicum experience in working with ELL students. It further gives candidates the experience of negotiating another culture and prepares them to work in culturally, racially, and linguistically diverse classrooms. The program runs for four weeks in various locations in China.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	16	181	16	100	98	180
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	43	179	34	79	99	180
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	22	181	21	95	99	180
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	10	183	10	100	99	181
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	8				100	181
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	16	180	16	100	99	179
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	43	179	38	88	99	179
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2010-11	21	181	21	100	99	179
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2009-10	10	181	10	100	99	179
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2008-09	8				100	179

ETS0720 - PRAXIS I WRITING Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	16	179	16	100	97	177
ETS0720 - PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	43	176	35	81	97	176
ETS0720 - PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2010-11	22	178	22	100	98	177
ETS0720 - PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2009-10	10	178	10	100	99	177
ETS0720 - PRAXIS I WRITING Educational Testing Service (ETS) 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, 2010-11	22	21	95	96
All program completers, 2009-10	10	10	100	97
All program completers, 2008-09	8			98

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: Association of Christian Schools International; North Central Association)

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.

- All teacher candidates are required to integrate technology in planning instructional lessons.
- All teacher candidates take a course in Instruction Technology/21st Century Technology (ED 316/ED500) in which they are trained in technology used in the PK-12 classroom such as Wiki and Educational Technology Blogs, Power Points and Alternatives, Presentations on Video, Narration/Storyline, Imovie, Animoto, online music sources, Internet resources for classrooms, Web Quests, Virtual Field Trips, Google, Audio/Video Broadcast, Web-Based Instruction, Podcasting, Garage Band, Audio Building Programs, iTunes, Classroom Management Programs (It's Learning, Blackboard, Angel), Online Grading, Web 2.0 and Animation Programs, Interactive White Boards, Turn-it-in.com, Photo Editing, Dreamweaver, i-web, and Fireworks.
- Each candidate participates in a Teacher Work Sample Assignment during the student teaching semester. Teacher candidates are required to collect and analyze data using technology.
- The University as a whole requires students to meet requirements for technology in course IT095, Microsoft Office Basics.
- Faculty are required to model technology with students in the classroom that may be used in PK-12 classrooms.
- All teacher candidates explore online grade book technology software in Assessment, Tests, and Measurements/ Methods and Assessment of Education (ED 301/ED 503).
- Acquisition and use of technology skills is an ongoing focus in teacher preparation. The demonstration of the skills continues through applications in coursework. The ability to use technology effectively is assessed in lesson plans, unit plans, field experiences, and student teaching through student evaluations and performance assessments.

Section VI. Teacher Training

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**

Yes

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

To teach students with disabilities effectively Grace University requires:

- All prospective teachers are required to take ED 302/ED 504, Introduction to Special Education/Exceptional High Needs Learns, overview courses which address how to work with students with disabilities.
- Completion of ED 423 Practicum in Special Education gives candidates real-life experience in working with students with disabilities in the PK-12 classroom. The practicum requires them to spend 15 hours of observation in a special education classroom.

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

- All elementary and middle school candidates are required to take 15 hours of coursework in ELL strategies and assessment including ED 481, ELL Methods, ED 482, ELL Assessment, ED 483, ELL Practicum, HU 210, Introduction to Linguistics, and SS 214, Cultural Anthropology. Candidates are required to spend 45 hours in PK-12 ELL classrooms.
- In ED 413, Diagnostic Reading, candidates work in elementary and middle school classrooms with a majority of ELL student and complete a case study on an ELL students to assess planning and instruction.
- All methods coursework is infused with the CREDE philosophy for working with ELL students and strategies are addressed in all methods coursework.
- Candidates are required to plan lessons and units using an ELL-friendly lesson plan template which requires them to infuse instructional strategies that are geared toward ELL learners.

To participate as a member of individualized education program team, Grace University has:

- Collaboration teams are discussed at the entry level course ED 200/ED 501, Orientation and Field Experience/Foundations of Education, and are revisited in later methods courses. SAT Teams and IEPs are discussed in ED 302/ED 504, Introduction to Special Education/Exceptional High Needs Learners.
- All candidates are required to complete ED 302/ED 504, Introduction to Special Education and ED 423 Practicum in Special Education. Candidates learn about different disabilities, the referral process for a student with a disability and strategies for teaching students with disabilities. Students also learn about Individualized Education Programs and the roles for the different members of the IEP team.
- In ED 482, ELL Assessment, candidates learn about the concerns for ELL students and special education. All elementary and middle school candidates are required to complete this course for their endorsement.

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.

Grace University does not prepare special education teachers and does not offer any special education endorsements.

Section VII. Contextual Information

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

Candidates are formally admitted to the Teacher Education program upon completion of ED 200 Orientation and Field Experience and upon completion of the entry steps required to proceed in the program. Gateways occur at regular intervals to assess whether candidates meet the program requirements at different points through the sequenced set of courses and field experiences culminating in student teaching. In order to continue in the teacher preparation program, candidates must maintain a cumulative grade point average of 2.5 or higher with no grade lower than a "C" in required courses. Candidates must meet state, national, and professional knowledge, skills and disposition competencies for the grade level(s) and content level(s) in which they will be certified and endorsed. Candidates must apply for and be accepted to student teaching. The student teaching experience is under the supervision of program faculty members and cooperating teachers who are selected by criteria outlined by Grace University and state requirements.

Supporting Files

[Grace University Teacher Education Conceptual Framework](#)

[Grace University Teacher Education Institutional Assessment](#)

[Grace University Teacher Education Gateways](#)

[Grace University Teacher Education State Assessment Report](#)

Grace University
Traditional Program
2010-11

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