



Grace University
Traditional Report AY 2016-17
Nebraska



REPORT COMPLETE

STATUS: CERTIFIED

Institution Information

ADDRESS

1311 S. 9th St.

CITY

Omaha

STATE

Nebraska

ZIP

68108

SALUTATION

Dr.

FIRST NAME

Susan

LAST NAME

Alford

PHONE

(402) 449-2932

EMAIL

salford@graceu.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?

(<https://www2.ed.gov/programs/tqpartnership/awards.html>)

☐ Yes
☒ No

If yes, provide the following:

AWARD YEAR

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

- ☐ Residency
- ☐ Pre-baccalaureate
- ☐ Both Residency and Pre-baccalaureate

List of Programs

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year’s report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

THIS PAGE INCLUDES:

>> [Program Information](#)

Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <https://www2.ed.gov/programs/tqpartnership/awards.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Basic Business	No	
Coaching	No	
Early Childhood Education	No	
Elementary Education	No	
English (Secondary)	No	
English as a Second Language	No	
English Language Arts	No	
History	No	
Instrumental Music	No	
Mathematics	No	
Middle School Education	No	
Music Education	No	
Physical Education	No	
Religious Education	No	
Social Science	No	

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Vocal Music	No	
Total number of teacher preparation programs: 16		

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

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

THIS PAGE INCLUDES:

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

Admissions

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

Sophomore year



If Other, please specify:

2. Does your initial teacher certification program conditionally admit students?

- ☒ Yes
- ☐ No

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

http://www.graceu.edu

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

N/A

Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

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 rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
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Transcript	☒ Yes ☐ No	☒ Yes ☐ No
Fingerprint check	☐ Yes ☒ No	☒ Yes ☐ No
Background check	☐ Yes ☒ No	☒ Yes ☐ No
Minimum number of courses/credits/semester hours completed	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA in content area coursework	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA in professional education coursework	☒ Yes ☐ No	☒ Yes ☐ No
Minimum ACT score	☐ Yes ☒ No	☐ Yes ☒ No
Minimum SAT score	☐ Yes ☒ No	☐ Yes ☒ No
Minimum basic skills test score	☒ Yes ☐ No	☐ Yes ☒ No
Subject area/academic content test or other subject matter verification	☐ Yes ☒ No	☐ Yes ☒ No
Recommendation(s)	☒ Yes ☐ No	☐ Yes ☒ No
Essay or personal statement	☒ Yes ☐ No	☐ Yes ☒ No
Interview	☒ Yes ☐ No	☐ Yes ☒ No
Other Specify: 	☐ Yes ☒ No	☐ Yes ☒ 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.)

2.5

3. What was the median GPA of individuals accepted into the program in academic year 2016-17?

3.77

4. 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

5. What was the median GPA of individuals completing the program in academic year 2016-17?

3.8

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

Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

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 rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
Transcript	☒ Yes ☐ No	☒ Yes ☐ No
Fingerprint check	☐ Yes ☒ No	☒ Yes ☐ No
Background check	☐ Yes ☒ No	☒ Yes ☐ No
Minimum number of courses/credits/semester hours completed	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA in content area coursework	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA in professional education coursework	☒ Yes ☐ No	☒ Yes ☐ No
Minimum ACT score	☐ Yes ☒ No	☐ Yes ☒ No
Minimum SAT score	☐ Yes ☒ No	☐ Yes ☒ No
Minimum basic skills test score	☒ Yes ☐ No	☐ Yes ☒ No
Subject area/academic content test or other subject matter verification	☐ Yes ☒ No	☐ Yes ☒ No
Recommendation(s)	☒ Yes ☐ No	☒ Yes ☐ No
Essay or personal statement	☒ Yes ☐ No	☒ Yes ☐ No
Interview	☒ Yes ☐ No	☐ Yes ☒ No
Other Specify: 	☐ Yes ☒ No	☐ Yes ☒ 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.)

3

3. What was the median GPA of individuals accepted into the program in academic year 2016-17?

3.2

4. 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

5. What was the median GPA of individuals completing the program in academic year 2016-17?

3.87

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

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2016-17. [\(§205\(a\)\(1\)\(C\)\(iii\), §205\(a\)\(1\)\(C\)\(iv\)\)](#)

[Additional guidance on reporting supervised clinical experience and nonclinical coursework.](#)

Average number of clock hours of supervised clinical experience required prior to student teaching	170
Average number of clock hours required for student teaching	640
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	2
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	32
Number of students in supervised clinical experience during this academic year	22

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

1) Grace University requirements for supervised experience prior to student teaching are: Elementary Education, 175 hours; Elem/Early Childhood, 205 hours; Secondary programs, 160 hours; Middle Grades, 175 hours; Music Education, 160 hours; Physical Education, 175 hours. 2) The minimum clock hours required for all candidates is 640 hours. 3) Grace University does not require clock hours for induction. 4) The response provided above reflects faculty directly engaged with candidates in supervised clinical experience that, in Nebraska, is defined as the student teaching experience. In addition to the numbers reported above, 2 faculty members were engaged with other supervised field experiences such as the state required 100-hour practicum. 5) The response provided above reflects adjunct faculty and PK12 teachers (cooperating teachers) directly engaged with candidates in supervised clinical experience that, in Nebraska, is defined as the student teaching experience. In addition to the numbers reported above, 53 adjunct faculty and PK12 teachers were engaged with other supervised field experiences such as the state required 100-hour practicum. 6) The response provided above reflects candidates in supervised clinical experience that, in Nebraska, is defined as the student teaching experience. In addition to the numbers reported above, 47 candidates participated in other supervised field experiences such as the state required 100-hour practicum.

Enrollment

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

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

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

THIS PAGE INCLUDES:

>> [Enrollment](#)

Enrollment

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2016-17	44
Unduplicated number of males enrolled in 2016-17	15
Unduplicated number of females enrolled in 2016-17	29

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. ([§205\(a\)\(1\)\(C\)\(ii\)\(H\)](#))

2016-17	Number Enrolled
Ethnicity	
Hispanic/Latino of any race	3
Race	

2016-17	Number Enrolled
American Indian or Alaska Native	1
Asian	0
Black or African American	7
Native Hawaiian or Other Pacific Islander	0
White	33
Two or more races	0

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](#)

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2016-17. 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\(b\)\(1\)\(H\)\)](#)

[Additional guidance on reporting teachers prepared by subject area.](#)

What are CIP Codes?

☐

 No teachers prepared in academic year 2016-17

CIP Code	Subject Area	Number Prepared
13.01	Education - General	0
13.10	Teacher Education - Special Education	0
13.1210	Teacher Education - Early Childhood Education	4
13.1202	Teacher Education - Elementary Education	18
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	1
13.1205	Teacher Education - Secondary Education	10
13.1206	Teacher Education - Multiple Levels	7

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	0
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	0
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	4
13.1314	Teacher Education - Physical Education and Coaching	3
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	0
13.1317	Teacher Education - Social Science	3
13.1318	Teacher Education - Social Studies	3
13.1319	Teacher Education - Technical Education	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	0
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	1
13.1325	Teacher Education - French	0
13.1326	Teacher Education - German	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	0
13.1330	Teacher Education - Spanish	0

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	0
13.1332	Teacher Education - Geography	0
13.1333	Teacher Education - Latin	0
13.1335	Teacher Education - Psychology	0
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	7
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
13.99	Education - Other Specify: 	0

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2016-17. 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.

[Additional guidance on reporting teachers prepared by academic major.](#)

What are CIP Codes?

☐ No teachers prepared in academic year 2016-17

CIP Code	Academic Major	Number Prepared
13.01	Education - General	0
13.10	Teacher Education - Special Education	0
13.1210	Teacher Education - Early Childhood Education	0
13.1202	Teacher Education - Elementary Education	7
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	1
13.1205	Teacher Education - Secondary Education	0
13.1301	Teacher Education - Agriculture	0

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	0
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	0
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	4
13.1314	Teacher Education - Physical Education and Coaching	1
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	0
13.1319	Teacher Education - Technical Education	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	0
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1325	Teacher Education - French	0
13.1326	Teacher Education - German	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	0
13.1330	Teacher Education - Spanish	0
13.1331	Teacher Education - Speech	0

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	0
13.1333	Teacher Education - Latin	0
13.1335	Teacher Education - Psychology	0
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	0
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
13.03	Education - Curriculum and Instruction	0
13.09	Education - Social and Philosophical Foundations of Education	0
24	Liberal Arts/Humanities	2
42	Psychology	1
45.01	Social Sciences	0
45.02	Anthropology	0
45.06	Economics	0
45.07	Geography and Cartography	0
45.10	Political Science and Government	0
45.11	Sociology	0
50	Visual and Performing Arts	0
54	History	0
16	Foreign Languages	0
19	Family and Consumer Sciences/Human Sciences	0
23	English Language/Literature	0
38	Philosophy and Religious Studies	0
01	Agriculture	0
09	Communication or Journalism	1
14	Engineering	0

CIP Code	Academic Major	Number Prepared
26	Biology	0
27	Mathematics and Statistics	0
40.01	Physical Sciences	0
40.02	Astronomy and Astrophysics	0
40.04	Atmospheric Sciences and Meteorology	0
40.05	Chemistry	0
40.06	Geological and Earth Sciences/Geosciences	0
40.08	Physics	0
52	Business/Business Administration/Accounting	0
11	Computer and Information Sciences	0
99	Other Specify: 3 Christian Ministry (Youth), 1 Exercise Science	4

On this page, enter the total number of individuals who completed the program in AY 2016-17 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Program Completers](#)

Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years.

2016-17	22
2015-16	17
2014-15	13

Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

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

THIS PAGE INCLUDES:

- >> [Annual Goals - Mathematics](#)
- >> [Annual Goals - Science](#)
- >> [Annual Goals - Special Education](#)
- >> [Annual Goals - Instruction of Limited English Proficient Students](#)
- >> [Assurances](#)

Annual Goals - Mathematics

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 to state credential 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\(a\)\(1\)\(A\)\(ii\). \\$206\(a\)\)](#)

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2016-17

1. Did your program prepare teachers in mathematics in 2016-17?

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2016-17?

1

3. Did your program meet the goal for prospective teachers set in mathematics in 2016-17?

- ☐ Yes
- ☒ No
- ☐ Not applicable

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

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

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

The school is closing at the end of the 2017-18 academic year, so we did not add students in most disciplines as they could not have completed here.

Academic year 2017-18

7. Is your program preparing teachers in mathematics in 2017-18?

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2017-18?

1

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

The school is closing at the end of the 2017-18 academic year, so we did not add students in most disciplines as they could not have completed here.

Academic year 2018-19

10. Will your program prepare teachers in mathematics in 2018-19?

- ☐ Yes
- ☒ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2018-19?

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

Annual Goals - Science

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 to state credential 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\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2016-17

1. Did your program prepare teachers in science in 2016-17?

- ☐ Yes
- ☒ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in science in 2016-17?

3. Did your program meet the goal for prospective teachers set in science in 2016-17?

- ☐ Yes

- ☐ No
☒ Not applicable

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

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

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

Academic year 2017-18

7. Is your program preparing teachers in science in 2017-18?

- ☐ Yes
☒ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2017-18?

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

Academic year 2018-19

10. Will your program prepare teachers in science in 2018-19?

- ☐ Yes
☒ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2018-19?

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

Annual Goals - Special Education

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 to state credential 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\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2016-17

1. Did your program prepare teachers in special education in 2016-17?

- ☐ Yes
☒ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in special education in 2016-17?

3. Did your program meet the goal for prospective teachers set in special education in 2016-17?

- ☐ Yes
☐ No
☒ Not applicable

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

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

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

Academic year 2017-18

7. Is your program preparing teachers in special education in 2017-18?

- ☐ Yes
☒ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in special education in 2017-18?

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

Academic year 2018-19

10. Will your program prepare teachers in special education in 2018-19?

- ☐ Yes
☒ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2018-19?

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

Annual Goals - Instruction of Limited English Proficient Students

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 to state credential 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\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2016-17

1. Did your program prepare teachers in instruction of limited English proficient students in 2016-17?

- ☒ Yes
☐ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2016-17?

5

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2016-17?

- ☒ Yes
☐ No
☐ Not applicable

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

Our elementary education track includes limited English proficient student instruction as a part of the program. This better prepares our students to work in a wide variety of elementary contexts.

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

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

Academic year 2017-18

7. Is your program preparing teachers in instruction of limited English proficient students in 2017-18?

- ☒ Yes
☐ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2017-18?

10

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

Academic year 2018-19

10. Will your program prepare teachers in instruction of limited English proficient students in 2018-19?

- ☐ Yes
- ☒ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2018-19?

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

Assurances

Please certify that your institution is in compliance with the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#), [§206\(b\)](#)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

1. 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

8. 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 pre-service 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/ED504 (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.

On this page, review the assessment pass rates. 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 Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	16	169	14	88
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2016-17	5			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students	16	181	15	94
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2016-17	6			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	16	174	14	88

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2016-17	5			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2016-17	11	170	11	100
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2015-16	7			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2016-17	3			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	3			
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	4			
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2016-17	13	182	13	100
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	14	181	14	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	13	180	13	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	4			
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2016-17	13	180	13	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	14	182	14	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	13	179	13	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	4			
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2016-17	13	176	13	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	14	178	14	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	13	178	13	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	2			

Summary Pass Rates

On this page, review the summary pass rates. 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 Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2016-17	22	21	95
All program completers, 2015-16	16	15	94
All program completers, 2014-15	13	13	100

Low-Performing

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. 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:

>> [Low-Performing](#)

Low-Performing

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

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
- ☐ NCATE
- ☐ TEAC
- ☐ CAEP
- ☒ Other specify:

Association of Christian Schools International; North Central Association

2. 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)?

- ☐ Yes
- ☒ No

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.

• 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, online music sources, Internet resources for classrooms, Web Quests, Virtual Field Trips, Google, Audio/Video Broadcast, Web-Based Instruction, Podcasting, Audio Building Programs, Learning Management Systems, Online Grading, Web 2.0 and Animation Programs, Interactive White Boards, Anti-Plagiarism software, and Photo Editing. • Each candidate participates in a Teacher Work Sample project during the student teaching semester. Teacher candidates are required to collect and analyze data using technology. • 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.

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. 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.

Teacher Training

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

1. Does your program prepare general education teachers to:

a. teach students with disabilities effectively

☒ Yes

☐ No

b. participate as a member of individualized education program teams

☒ Yes

☐ No

c. teach students who are limited English proficient effectively

☒ Yes

☐ No

2. Provide a description of the evidence your program uses to show that it 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.

3. Does your program prepare special education teachers to:

a. teach students with disabilities effectively

- ☐ Yes
- ☐ No
- ☒ Program does not prepare special education teachers

b. participate as a member of individualized education program teams

- ☐ Yes
- ☐ No
- ☒ Program does not prepare special education teachers

c. teach students who are limited English proficient effectively

- ☐ Yes
- ☐ No
- ☒ Program does not prepare special education teachers

4. Provide a description of the evidence your program uses to show that it 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 endoresements.

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.

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

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.

Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **44**.

Number of program completers from Section I: Program Information, Program Completers is **22**.

For a total enrollment of **66**.

☐ I certify the total enrollment shown above is correct.

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:

Susan Alford

TITLE:

Director of Education

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:

Tim Kahl

TITLE:

Program Coordinator

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	70	44	-37.14%
Male Enrollment	21	15	-28.57%
Female Enrollment	49	29	-40.82%
Hispanic/Latino Enrollment	5	3	-40.00%
American Indian or Alaska Native Enrollment	0	1	
Asian Enrollment	0	0	
Black or African American Enrollment	6	7	16.67%

Item	Last Year	This Year	Change
Native Hawaiian or Other Pacific Islander Enrollment	0	0	
White Enrollment	59	33	-44.07%
Two or more races Enrollment	0	0	
Average number of clock hours required prior to student teaching	170	170	0.00%
Average number of clock hours required for student teaching	640	640	0.00%
Average number of clock hours required for mentoring	0	0	
Number of full-time equivalent faculty in supervised clinical experience during this academic year	3	2	-33.33%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	18	32	77.78%
Number of students in supervised clinical experience during this academic year	17	22	29.41%
Total completers for current academic year	17	22	29.41%
Total completers for prior academic year	13	17	30.77%
Total completers for second prior academic year	15	13	-13.33%