Grace University
Traditional Program

2015 Title II Reports

Complete Report Card

AY 2013-14

Institution Information

Name of Institution: Grace University
Institution/Program Type: Traditional
Academic Year: 2013-14
State: Nebraska

Address: 1311 S. 9th St.

Omaha, NE, 68108

Contact Name: Dr. Susan Alford
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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (http://www2.ed.gov/about/offices/list/oii/tqp/index.html)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a 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 http://www2.ed.gov/about/offices/list/oii/tqp/index.html.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Basic Business	No
Coaching	No
Early Childhood Education	No
Elementary Education	No
English	No
English as a Second Language	No
History	No
Instrumental Music	No
Mathematics	No
Middle School Education	No
Music Education	No
Physical Education	No
Religious Education	No
Social Science	No
Vocal Music	No
Total number of teacher preparation programs: 15	

Section I.b Admissions

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

Does your initial teacher certification program conditionally admit students?
Yes

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

http://www.graceu.edu

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

N/A

Section I.b Undergraduate Requirements

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

Are there initial teacher certification programs at the undergraduate level?

Yes

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.

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

What is the minimum GPA required for admission into the program?

2.5

What was the median GPA of individuals accepted into the program in academic year 2013-14

3.36

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2013-14

3.71

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

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

Are there initial teacher certification programs at the postgraduate level?

Yes

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.

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

What is the minimum GPA required for admission into the program?

3

What was the median GPA of individuals accepted into the program in academic year 2013-14

3.39

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2013-14

3.59

Please provide any additional comments about the information provided above:

Section I.c 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.

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 2013-14:	72
Unduplicated number of males enrolled in 2013-14:	23
Unduplicated number of females enrolled in 2013-14:	49

2013-14	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	5
Race	
American Indian or Alaska Native:	2
Asian:	0
Black or African American:	7
Native Hawaiian or Other Pacific Islander:	0
White:	58
Two or more races:	0

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2013-14.

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	3
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	16
Number of students in supervised clinical experience during this academic year	15

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, 87 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, 50 candidates participated in other supervised field experiences such as the state required 100-hour practicum.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2013-14. 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	5
Teacher Education - Elementary Education	10

Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	3
Teacher Education - Multiple Levels	2
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	1
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	
Teacher Education - Music	1
Teacher Education - Physical Education and Coaching	1
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
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	2
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	10
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2013-14. 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	5
Teacher Education - Elementary Education	12
Teacher Education - Junior High/Intermediate/Middle School Education	2
Teacher Education - Secondary Education	3
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
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	
Teacher Education - Music	1
Teacher Education - Physical Education and Coaching	1
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
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	10
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	1

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: General Science	1

Section I.f Program Completers

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

2013-14: 15

2012-13: 29

2011-12: 30

Section II 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 http://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 2013-14

Did your program prepare teachers in mathematics in 2013-14?

Yes

How many prospective teachers did your program plan to add in mathematics in 2013-14?

2

Did your program meet the goal for prospective teachers set in mathematics in 2013-14?

Yes

Description of strategies used to achieve goal, if applicable:

1)Grace University renewed the partnership with Creighton University, established in 2005, to provide candidates with more convenience in taking mathematics coursework.

2)Grace University provided dedicated math tutoring sessions at the Academic Resource Center for teacher education 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.

4) Grace University hired an admissions recruiter with an education background to recruit minority candidates for the teaching profession specifically in high-need endorsements such as mathematics.

5) Grace University provides a staff mentor to work with minority students.

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

1) Grace University continues to offer advanced mathematics courses to the undergraduate offerings.

2) Grace University will continue to recruit a full-time mathematics instructor for the general mathematics education courses to strengthen the on-campus opportunities and provide a full-time adviser and mentor for mathematics education majors.

3) Grace University will work to foster a cohort of pre-service teachers in the mathematics endorsement, especially as new students are recruited for the endorsement area.

4) Grace University will provide a faculty mentor to work with minority students.

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in mathematics in 2014-15?

Yes

How many prospective teachers did your program plan to add in mathematics in 2014-15?

2

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in mathematics in 2015-16?

Yes

How many prospective teachers does your program plan to add in mathematics in 2015-16?

2

Provide any additional comments, exceptions and explanations below:

Section II 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 http://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 science in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in science in 2013-14?

No

How many prospective teachers did your program plan to add in science in 2013-14?

Did your program meet the goal for prospective teachers set in science in 2013-14?

Data not reported

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in science in 2014-15?

No

How many prospective teachers did your program plan to add in science in 2014-15?

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in science in 2015-16?

No

How many prospective teachers does your program plan to add in science in 2015-16?

Provide any additional comments, exceptions and explanations below:

Section II 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 http://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 special education in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in special education in 2013-14?

No

How many prospective teachers did your program plan to add in special education in 2013-14?

Did your program meet the goal for prospective teachers set in special education in 2013-14?

Data not reported

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in special education in 2014-15?

No

How many prospective teachers did your program plan to add in special education in 2014-15?

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in special education in 2015-16?

No

How many prospective teachers does your program plan to add in special education in 2015-16?

Provide any additional comments, exceptions and explanations below:

Section II 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 http://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 instruction of limited English proficient students in each of three academic years.

Academic year 2013-14

Did your program prepare teachers in instruction of limited English proficient students in 2013-14?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?

5

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2013-14?

Yes

Description of strategies used to achieve goal, if applicable:

1) An online option for earning an ESL endorsement gives both undergraduate and graduate candidates option for completing the supplemental endorsement.

2) The ESL endorsement is embedded in the elementary and middle school endorsement, which increases the enrollment in the ESL endorsement area.

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

1) A Master of Science in Education degree program began fall 2013. This degree is in Curriculum and Instruction with a concentration in ELL. The ESL endorsement is imbedded into this graduate program.

2) 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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in instruction of limited English proficient students in 2014-15?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

5

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in instruction of limited English proficient students in 2015-16?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2015-16?

5

Provide any additional comments, exceptions and explanations below:

Section II 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.

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

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.
Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.
NA

Prospective general education teachers are prepared to provide instruction to students with disabilities.
Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.
Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.
Yes

Prospective teachers are prepared 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 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/Managaing 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 BAMTAM. 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 fours weeks in various locations in China.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	9			
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	46	179	43	93
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14	15	178	15	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	28	181	28	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	29	181	29	100
ETS0710 -PRAXIS I READING	9			

Educational Testing Service (ETS) All enrolled students who have completed all noncl				
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	46	179	42	91
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2013-14	15	178	15	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2012-13	28	181	28	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2011-12	29	181	29	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	9			
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	46	176	43	93
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2013-14	15	177	15	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2012-13	28	178	28	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2011-12	30	178	30	100

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2013-14	15	15	100
All program completers, 2012-13	28	28	100
All program completers, 2011-12	30	30	100

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
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 Use of Technology

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.

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 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.

Section VI 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.

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 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.

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 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.

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

Complete Report Card	AY 2013-14

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