



Radford University  
Traditional Report AY 2016-17  
Virginia



REPORT COMPLETE  
STATUS: CERTIFIED

## Institution Information

### ADDRESS

P.O. Box 6960

### CITY

Radford

### STATE

Virginia

### ZIP

24141

### SALUTATION

Dr.

### FIRST NAME

Kenna

### LAST NAME

Colley

### PHONE

(540) 831-6374

### EMAIL

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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?

<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
Art Education	No	
Dance Education	No	
Early Childhood Education	No	
Early Childhood Special Education	No	
Elementary Education	No	
Middle Grades Education	No	
Music Education	No	
Physical Education/Health	No	
Secondary English Education	No	
Secondary Math Education	No	
Secondary Science Education	No	
Secondary Social Studies Education	No	
Special Education, Adapted Curriculum	No	
Special Education, Deaf and Hard of Hearing	No	
Special Education, General Curriculum	No	

**Total number of teacher preparation programs: 16**

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Special Education, Visual Impairment	No	
<b>Total number of teacher preparation programs: 16</b>		

# Program Requirements

## THIS PAGE INCLUDES:

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

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.

## Admissions

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

Other

If Other, please specify:

Junior Year or Beginning of graduate level study (entry into M.S. program)

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:

<https://www.radford.edu/content/cehd/home/departments/STEL/about/stel-requirements.html>

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

Additional information regarding admission requirements for specific programs can also be found at:

<https://www.radford.edu/content/dam/colleges/cehd/fexp/GPA-Exam%20requirements%20by%20program.pdf>

## 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
---------	--------------------	-------------------

Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: Resume and Professional Characteristics Report	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> 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?

3.4

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.)

2.5

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

3.573

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

Note that some programs have higher GPA requirements than the 2.5 minimum, and many programs have course specific GPA requirements for admission into the EPP.

## 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	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: Resume and Professional Characteristics Report	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> 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.)

2.75

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

3.85

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?

3.874

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

Some programs have higher GPA requirements than the 2.5 minimum, and many programs have course specific GPA requirements for admission into

## 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	350
Average number of clock hours required for student teaching	450
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	33
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	296
Number of students in supervised clinical experience during this academic year	223

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

All students work with more than one cooperating teacher (PreK-12 Staff) during their time in the EPP.



# Enrollment

THIS PAGE INCLUDES:

>> [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.

## 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	<input type="text" value="56"/>
Unduplicated number of males enrolled in 2016-17	<input type="text" value="6"/>
Unduplicated number of females enrolled in 2016-17	<input type="text" value="50"/>

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
<i>Ethnicity</i>	
Hispanic/Latino of any race	<input type="text" value="2"/>
<i>Race</i>	

2016-17

Number Enrolled

American Indian or Alaska Native

0

Asian

0

Black or African American

1

Native Hawaiian or Other Pacific Islander

0

White

53

Two or more races

0

## Teachers Prepared

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	<input type="text"/>
13.10	Teacher Education - Special Education	42
13.1210	Teacher Education - Early Childhood Education	10
13.1202	Teacher Education - Elementary Education	68
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	8
13.1205	Teacher Education - Secondary Education	<input type="text"/>
13.1206	Teacher Education - Multiple Levels	<input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	10
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	4
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	18
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	4
13.1312	Teacher Education - Music	6
13.1314	Teacher Education - Physical Education and Coaching	18
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	4
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	<input type="text"/>
13.1332	Teacher Education - Geography	<input type="text"/>
13.1333	Teacher Education - Latin	<input type="text"/>
13.1335	Teacher Education - Psychology	<input type="text"/>
13.1337	Teacher Education - Earth Science	2
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

## 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	<input type="text"/>
13.10	Teacher Education - Special Education	29
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	<input type="text"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1205	Teacher Education - Secondary Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>

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

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	<input type="text"/>
13.1333	Teacher Education - Latin	<input type="text"/>
13.1335	Teacher Education - Psychology	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	<input type="text"/>
13.03	Education - Curriculum and Instruction	23
13.09	Education - Social and Philosophical Foundations of Education	<input type="text"/>
24	Liberal Arts/Humanities	73
42	Psychology	<input type="text"/>
45.01	Social Sciences	2
45.02	Anthropology	<input type="text"/>
45.06	Economics	<input type="text"/>
45.07	Geography and Cartography	<input type="text"/>
45.10	Political Science and Government	<input type="text"/>
45.11	Sociology	<input type="text"/>
50	Visual and Performing Arts	16
54	History	<input type="text"/>
16	Foreign Languages	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
23	English Language/Literature	3
38	Philosophy and Religious Studies	<input type="text"/>
01	Agriculture	<input type="text"/>
09	Communication or Journalism	<input type="text"/>
14	Engineering	<input type="text"/>

CIP Code	Academic Major	Number Prepared
26	Biology	<input type="text"/>
27	Mathematics and Statistics	2
40.01	Physical Sciences	<input type="text"/>
40.02	Astronomy and Astrophysics	<input type="text"/>
40.04	Atmospheric Sciences and Meteorology	<input type="text"/>
40.05	Chemistry	<input type="text"/>
40.06	Geological and Earth Sciences/Geosciences	1
40.08	Physics	<input type="text"/>
52	Business/Business Administration/Accounting	<input type="text"/>
11	Computer and Information Sciences	<input type="text"/>
99	<b>Other Specify:</b> <input type="text" value="Specify: Exercise, Sport and Health Education"/>	18



## Program Completers

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	<input type="text" value="167"/>
2015-16	<input type="text" value="179"/>
2014-15	<input type="text" value="181"/>

# 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?

4

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:

The EPP has hired new faculty in the Math Education department that are focusing on the recruitment and success of math students. Specific focus has been on improving math student's success on state assessments required to enter the program.

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

## 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?

0

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

Currently we only have one (1) student that has applied to the program, but this student has not passed their PRAXIS II exam. We have extended our application deadline over the summer for this student to pass their exam. The original student went into Middle School Math. The student also be qualified to teach Algebra I. All 10 Middle School candidates are currently seeking a license in Middle School Math. Roughly fifty percent of these candidates will also receive an Algebra I endorsement.

## 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?

3

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

We also have one student that is going to enroll in Middle School Math for the 2018-19 cycle.

## 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/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 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:

We are pursuing active recruitment measures to increase enrollment. This will be a collaborative endeavor with science faculty in the College of Science and Technology (CSAT).

### 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?

3

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?

2

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

We have (2) Physics students that have been accepted into the program. One Earth Science is still taking licensure exams for admission into the program.

# 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/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 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?

30

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:

The special education general curriculum five-year program recruits from Elementary Education majors who have concentrations in Special Education. Elementary education majors who concentrated in special education and Special Education majors are co-placed in schools so that students can experience and participate in the collaboration that occurs between general and special education teachers. We formally added this as an option in our catalog for both Elementary Education and Deaf and Hard of Hearing majors in the spring of 2014, and we began to use fliers with this information as a formal recruiting tool in fall 2014, so we anticipate growing numbers within a year or two. Recruitment continues through outreach and materials provided to community colleges, participants at ASCD, VCASE, VCLD, and other conferences; webpage updates; and presentations at meetings of regional Directors of Special Education and periodic personal discussions with these Directors. Faculty maintain excellent relations with alumni of the programs via social media, email mentoring, and other avenues. Our alumni are excellent recruiters for our programs and send their friends, family, community members, and students from their schools to our programs.

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

In order to improve our recruitment efforts, we have started to provide rolling admissions during the year. We found that many of the potential graduate students are still exploring options at a period of time other than our traditional admissions process.

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

Recruitment and retention methods as described above are in place.

## 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?

37

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

We have 37 candidates enrolled in a licensure program resulting in a Special Education endorsement.

### 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?

20

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/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 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?

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:

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?

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

No

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

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom. We utilize all professional standards outlined in the Council for Exceptional Children in our coursework, along with the Virginia Standards of Learning. We teach evidence-based practices outlined by the USDOE and VADOE, as well as those outlined in our licensure regulations. We have partnerships and advisory boards with LEAs which creates on-going opportunities for the college and the LEAs to stay attuned to one another's needs and provide each other with feedback. Our students are fully immersed at our partnership sites and end their programs with many additional hours above the minimum required for licensure. Students in all teacher preparation programs take either EDSP 361 or EDSP 404/504. These are introductory special education courses. Some students in these general education programs are being co-placed with students in special education. The majority of our students in teacher preparation programs are placed in inclusive settings, so they are experiencing working with students with disabilities, students who are gifted, students who are English language learners and from a wide array of economic background in these general education classrooms. Teacher candidates also complete an online module that helps them identify students with dyslexia. The majority of graduate students take multicultural education which is a required core course and addresses limited English proficiency students. Foundations courses required of all students address socio-economic status, and rural, urban and suburban contexts. We continue to practice curricular mapping with our professional standards across programs to look for gaps, repetition, and areas in need of revision or improvement.



## Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

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.

## Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5134 -ART: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2016-17	2			
5134 -ART: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2015-16	11	167	11	100
5134 -ART: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15	1			
5235 -BIOLOGY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2016-17	1			
5235 -BIOLOGY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15	2			
5245 -CHEMISTRY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2015-16	1			
5245 -CHEMISTRY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15	1			
0571 -EARTH AND SPACE SCIENCE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	1			
5571 -EARTH AND SPACE SCIENCE: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2016-17	1			
5571 -EARTH AND SPACE SCIENCE: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2015-16	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5571 -EARTH AND SPACE SCIENCE: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15	2			
5014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
5014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
5014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	7			
5014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	50	161	50	100
0014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	4			
0014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	8			
5014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	71	168	71	100
5003 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	16	180	16	100
5033 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) Other enrolled students	2			
5003 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) Other enrolled students	6			
5033 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All program completers, 2016-17	12	174	12	100
5003 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All program completers, 2016-17	33	172	33	100
5033 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	33	174	33	100
5005 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	16	177	16	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5005 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) Other enrolled students	5			
5035 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) Other enrolled students	3			
5035 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) All program completers, 2016-17	18	173	18	100
5005 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) All program completers, 2016-17	27	170	27	100
5035 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) All program completers, 2015-16	33	174	33	100
5004 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	16	169	16	100
5004 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	5			
5034 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	3			
5004 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2016-17	27	165	27	100
5034 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2016-17	18	166	18	100
5034 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2015-16	33	171	33	100
5002 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	16	172	16	100
5002 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) Other enrolled students	5			
5032 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) Other enrolled students	3			
5002 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All program completers, 2016-17	27	167	27	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5032 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All program completers, 2016-17	18	175	18	100
5032 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All program completers, 2015-16	33	179	33	100
5038 -ENGLISH LANGUAGE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	1			
5038 -ENGLISH LANGUAGE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	8			
5038 -ENGLISH LANGUAGE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	5			
0041 -ENGLISH LANGUAGE: LITERATURE AND COMPOSITION Educational Testing Service (ETS) All program completers, 2014-15	1			
5856 -HEALTH AND PHYSICAL ED: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2016-17	1			
5857 -HEALTH AND PHYSICAL ED: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2016-17	5			
5857 -HEALTH AND PHYSICAL ED: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2015-16	4			
5856 -HEALTH AND PHYSICAL ED: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2015-16	13	163	13	100
5856 -HEALTH AND PHYSICAL ED: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15	18	165	18	100
0856 -HEALTH AND PHYSICAL EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
5161 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	1			
5161 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	1			
0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5161 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	2			
5061 -MATHEMATICS: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15	1			
5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2016-17	2			
5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	3			
5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2014-15	3			
0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2014-15	3			
5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2016-17	2			
5089 -MIDDLE SCHOOL SOCIAL STUDIES (CBT) Educational Testing Service (ETS) All program completers, 2016-17	2			
5089 -MIDDLE SCHOOL SOCIAL STUDIES (CBT) Educational Testing Service (ETS) All program completers, 2015-16	2			
5089 -MIDDLE SCHOOL SOCIAL STUDIES (CBT) Educational Testing Service (ETS) All program completers, 2014-15	1			
0113 -MUSIC: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
5113 -MUSIC: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2016-17	1			
5113 -MUSIC: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2015-16	4			
5113 -MUSIC: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15	6			
5306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All enrolled students who have completed all noncl	18	181	18	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) Other enrolled students	18	173	18	100
5306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All program completers, 2016-17	78	175	78	100
5306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All program completers, 2015-16	100	177	100	100
5306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All program completers, 2014-15	77	175	76	99
0306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All program completers, 2014-15	1			
0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	2			
0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
5081 -SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2016-17	2			
5081 -SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2015-16	8			
5081 -SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15	7			
099 -VCLA Evaluation Systems group of Pearson All enrolled students who have completed all noncl	20	504	20	100
099 -VCLA Evaluation Systems group of Pearson Other enrolled students	25	502	25	100
099 -VCLA Evaluation Systems group of Pearson All program completers, 2016-17	166	505	166	100
099 -VCLA Evaluation Systems group of Pearson All program completers, 2015-16	162	518	162	100
099 -VCLA Evaluation Systems group of Pearson All program completers, 2014-15	142	528	142	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
001 -VRA - ELEMENTARY/SPECIAL ED. TEACHERS Evaluation Systems group of Pearson All program completers, 2014-15	1			

## Summary Pass Rates

THIS PAGE INCLUDES:

>> [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.

## Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2016-17	166	166	100
All program completers, 2015-16	162	162	100
All program completers, 2014-15	142	140	99



## Low-Performing

THIS PAGE INCLUDES:

>> [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.

## 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:

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

# Use of Technology

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.

The general approach to ensuring teacher education students can successfully integrate technology within their practice includes the facilitation of strategies for using technology to improve instruction, community-building, management of teaching resources, and professional development. An important aspect of using technology to improve instruction includes learning how to use technology to collect and analyze student achievement data in an effort to identify areas of need for subsequent instructional events (formative evaluation techniques). General education students take technology courses at the undergraduate and graduate levels. Special Education students take a co-listed undergraduate/graduate course on assistive technology. General education students with a special education class also take the assistive technology class. All the technology classes offered in STEL's education programs are informed by global technological trends and the latest research on how people learn best with the help of technology, yet they remain grounded in practical classroom applications. The special education technology courses emphasize adaptive and assistive technologies and the role they can play within individual education plans. In addition, the importance of Universal Design for Learning (UDL) principles and how these are applied within web-supported instructional experiences are addressed. UDL principles are reviewed in the courses, and students get practice evaluating instructional support websites based on these principles. Students in these graduate technology courses develop online portfolios presenting artifacts that can be used as evidence for determining the degree to which the technology outcomes are achieved. These portfolios include a number of artifacts aligned with the Use of Technology outcomes. Links to student portfolios can be provided if/when needed.



# Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

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.

Special Education provides introductory courses as a service for general education students in elementary, middle and secondary education. These courses provide content on special education services, the roles and responsibilities of general educators related to students with exceptional learning needs, and methods of accommodating and instructing diverse learners. All of the required introductory special education courses for general education teachers address special education law and regulations that pertain to individualized education programs, plans and teams.

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.

Candidates who are pursuing undergraduate or graduate programs in special education all take introductory classes that address special education law and regulations related to IEPs and serving students with disabilities. All special education candidates take special education coursework that focuses on collaboration and evaluation at the undergraduate and/or graduate levels. Developing an IEP is required within special education methods courses. Candidates in the five-year special education general and adapted curriculum program, also take general teaching methods courses in social studies, science, mathematics and reading, thus ensuring coursework that addresses the needs of all learners. Undergraduate students all take HUMD 300 which addresses linguistic and cultural diversity at each stage of language development and a graduate equivalent course is required for those candidates who were not undergraduate education majors. All candidates take EDEF 320 (or the graduate equivalent), an introductory foundations course that addresses how language and culture affect a student's life and learning. During field placements candidates must attend (and participate, as appropriate) in IEP, eligibility, behavior team, RtI, and other meetings specific to serving students receiving special education services.

## Contextual Information

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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.

At Radford University, we offer opportunities for teacher training in all aspects of PK - 1 education. We are the only institution in the commonwealth to offer all licensure options for special education, including being the sole providers of a program in deaf and hard of hearing. At the graduate level we offer programs of study in general curriculum, adapted curriculum, deaf and hard of hearing, visual impairment, and early childhood special education. We have fine-tuned five-year programs from which students graduate with licenses in two areas of education: (1) special education general and adapted curriculum, (2) early childhood/early childhood special education, (3) elementary education/special education general curriculum, and (4) deaf and hard of hearing/special education general curriculum. Memorandum of Understandings and Advisory Boards guide our work with partnership sites representing a wide variety of settings and stakeholders. We are additionally currently seeking accreditation with a CAEP site visit scheduled for Fall 2019.

## 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 **56**.

Number of program completers from Section I: Program Information, Program Completers is **167**.

For a total enrollment of **223**.

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:

Joel Hanel

TITLE:

Director of Assessment for the College of Education and Human Development

## 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:

Tamara Wallace

TITLE:

Interim Dean of the College of Education and Human Development

## Comparison with Last Year

Item	Last Year	This Year	Change
<a href="#">Total Enrollment</a>	47	56	19.15%
<a href="#">Male Enrollment</a>	3	6	100.00%
<a href="#">Female Enrollment</a>	44	50	13.64%
<a href="#">Hispanic/Latino Enrollment</a>	0	2	
<a href="#">American Indian or Alaska Native Enrollment</a>	0	0	
<a href="#">Asian Enrollment</a>	0	0	
<a href="#">Black or African American Enrollment</a>	1	1	0.00%

Item	Last Year	This Year	Change
<a href="#">Native Hawaiian or Other Pacific Islander Enrollment</a>	0	0	
<a href="#">White Enrollment</a>	46	53	15.22%
<a href="#">Two or more races Enrollment</a>	0	0	
<a href="#">Average number of clock hours required prior to student teaching</a>	350	350	0.00%
<a href="#">Average number of clock hours required for student teaching</a>	450	450	0.00%
<a href="#">Average number of clock hours required for mentoring</a>	0	0	
<a href="#">Number of full-time equivalent faculty in supervised clinical experience during this academic year</a>	33	33	0.00%
<a href="#">Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)</a>	223	296	32.74%
<a href="#">Number of students in supervised clinical experience during this academic year</a>	226	223	-1.33%
<a href="#">Total completers for current academic year</a>	179	167	-6.70%
<a href="#">Total completers for prior academic year</a>	181	179	-1.10%
<a href="#">Total completers for second prior academic year</a>	211	181	-14.22%