



University of Richmond
Traditional Report AY 2017-18
Virginia



REPORT COMPLETE

STATUS: CERTIFIED

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

☐ THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Hanel

PHONE

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jhanel@richmond.edu

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
Graduate Certificate in Teacher Licensure	No	
Masters in Educational Leadership and Policy Studies	No	
Teacher Licensure Program	No	
Undergrad Teacher Education Program	No	
Total number of teacher preparation programs: 4		

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

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

THIS PAGE INCLUDES:

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

Admissions

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

Sophomore year



If Other, please specify:

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

- ☒ Yes
- ☐ No

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

http://education.richmond.edu/teacher-education/admissions.html

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

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	☒ Yes ☐ No	☒ Yes ☐ No

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

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.7

3. What was the median GPA of individuals accepted into the program in academic year 2017-18?

3.06

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 2017-18?

3.56

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

Postgraduate Requirements

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

1. Are there initial teacher certification programs at the postgraduate level?

☒ Yes
☐ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

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

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.7

3. What was the median GPA of individuals accepted into the program in academic year 2017-18?

3.28

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 2017-18?

3.82

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

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2017-18. [\(§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	100
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	1
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	10
Number of students in supervised clinical experience during this academic year	42

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

All candidates (undergraduate and graduate) complete a 15-week supervised student teaching experience in which the majority of candidates are placed in two different schools, grades, or settings. The clock hours we report on licensure paperwork are only hours of direct instruction. They do not include other school-based activities that occur during the student teaching experience. Prior to student teaching, undergraduate candidates engage in 2 semester-long practicum experiences where they spend approximately 60 hours each semester working in a classroom with an experienced mentor teacher. Graduate candidates complete 4 in-depth observation/interaction experiences of 3 full days each in different school settings. Additionally, all elementary candidates participate in a literacy clinic where they complete a supervised tutoring experience with children who are struggling readers.

Enrollment

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

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

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

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

THIS PAGE INCLUDES:

>> [Enrollment](#)

Enrollment

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

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

Total number of students enrolled in 2017-18	72
Unduplicated number of males enrolled in 2017-18	12
Unduplicated number of females enrolled in 2017-18	60

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\(a\)\(1\)\(C\)\(ii\)\(H\)\)](#)

2017-18	Number Enrolled
Ethnicity	
Hispanic/Latino of any race	3
Race	

2017-18	Number Enrolled
American Indian or Alaska Native	0
Asian	0
Black or African American	4
Native Hawaiian or Other Pacific Islander	0
White	59
Two or more races	4

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 2017-18. 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 2017-18

CIP Code	Subject Area	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	4
13.1202	Teacher Education - Elementary Education	28
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1205	Teacher Education - Secondary Education	
13.1206	Teacher Education - Multiple Levels	

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	2
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	7
13.1318	Teacher Education - Social Studies	
13.1319	Teacher Education - Technical Education	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	2
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	7
13.1329	Teacher Education - Physics	

CIP Code	Subject Area	Number Prepared
13.1330	Teacher Education - Spanish	
13.1331	Teacher Education - Speech	
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.99	Education - Other Specify: Gifted Education	2

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2017-18. 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 2017-18

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

CIP Code	Academic Major	Number Prepared
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
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	

CIP Code	Academic Major	Number Prepared
13.1330	Teacher Education - Spanish	
13.1331	Teacher Education - Speech	
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: 	
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.03	Education - Curriculum and Instruction	
01	Agriculture	
13.09	Education - Social and Philosophical Foundations of Education	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
45.01	Social Sciences	
09	Communication or Journalism	
45.02	Anthropology	
11	Computer and Information Sciences	
45.06	Economics	
12	Personal and Culinary Services	
45.07	Geography and Cartography	
14	Engineering	
16	Foreign Languages, Literatures, and Linguistics	
45.10	Political Science and Government	

CIP Code	Academic Major	Number Prepared
45.11	Sociology	
19	Family and Consumer Sciences/Human Sciences	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	
24	Liberal Arts/Humanities	3
25	Library Science	
26	Biological and Biomedical Sciences	1
27	Mathematics and Statistics	
30	Multi/Interdisciplinary Studies	
38	Philosophy and Religious Studies	
40	Physical Sciences	
41	Science Technologies/Technicians	
40.01	Physical Sciences	
42	Psychology	
40.02	Astronomy and Astrophysics	
44	Public Administration and Social Service Professions	
45	Social Sciences	
40.04	Atmospheric Sciences and Meteorology	
40.05	Chemistry	
46	Construction	
40.06	Geological and Earth Sciences/Geosciences	
47	Mechanic and Repair Technologies	
40.08	Physics	
50	Visual and Performing Arts	

CIP Code	Academic Major	Number Prepared
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	
54	History	1
99	Other Specify: Women, Gender & Sexuality Studies, Interdisciplinary Studies	2

On this page, enter the total number of individuals who completed the program in AY 2017-18 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.

2017-18	41
2016-17	39
2015-16	61

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/oep/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 2017-18

1. Did your program prepare teachers in mathematics in 2017-18?

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

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

2

3. Did your program meet the goal for prospective teachers set in mathematics in 2017-18?

- ☐ Yes
- ☒ No
- ☐ Not applicable

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

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

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

The EPP originally planned on graduating 2 Math completers in 2017-2018 year, but only had 1 completer from this period. The other candidate plans to graduate in the 2018-2019 year.

Academic year 2018-19

7. Is your program preparing teachers in mathematics in 2018-19?

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

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

2

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

Academic year 2019-20

10. Will your program prepare teachers in mathematics in 2019-20?

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

11. How many prospective teachers does your program plan to add in mathematics in 2019-20?

2

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

Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

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

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

Academic year 2017-18

1. Did your program prepare teachers in science in 2017-18?

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

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

2

3. Did your program meet the goal for prospective teachers set in science in 2017-18?

- ☒ Yes

- ☐ No
☒ Not applicable

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

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

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

The EPP had 3 completers in the sciences during the 2017-2018 year. Two of the completers were from Biology, and one in Chemistry.

Academic year 2018-19

7. Is your program preparing teachers in science in 2018-19?

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

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

2

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

Academic year 2019-20

10. Will your program prepare teachers in science in 2019-20?

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

11. How many prospective teachers does your program plan to add in science in 2019-20?

2

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

Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

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

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

Academic year 2017-18

1. Did your program prepare teachers in special education in 2017-18?

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

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

2

3. Did your program meet the goal for prospective teachers set in special education in 2017-18?

- ☒ Yes
- ☐ No
- ☐ Not applicable

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

The EPP partnered with the Faison Center in Richmond to provide a path for special educators. Each candidate from 2017-2018 completed the program with an additional license in elementary education. The EPP had 4 completers in Special Education.

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:

With the newly approved Virginia Licensure Regulations, the EPP will pursue approval of the Special Education Add-On endorsement as an option for candidates.

Academic year 2018-19

7. Is your program preparing teachers in special education in 2018-19?

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

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

2

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

Academic year 2019-20

10. Will your program prepare teachers in special education in 2019-20?

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

11. How many prospective teachers does your program plan to add in special education in 2019-20?

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/oep/pol/tsa.html>.

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

Academic year 2017-18

1. Did your program prepare teachers in instruction of limited English proficient students in 2017-18?

- ☐ 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 2017-18?

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2017-18?

- ☐ 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 2018-19

7. Is your program preparing teachers in instruction of limited English proficient students in 2018-19?

- ☐ 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 2018-19?

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

Academic year 2019-20

10. Will your program prepare teachers in instruction of limited English proficient students in 2019-20?

- ☐ 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 2019-20?

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:

We teach a course on diverse learners where best practices for providing instruction for a wide range of needs is taught. We also bring seasoned classroom teachers in to our classes to discuss the strategies they use to differentiate instruction. Our candidates also attend professional development workshops focused on specific strategies. We also do what we can to ensure practical experiences in schools with diverse student bodies. Finally, in the cases where teachers are being prepared for additional endorsement in LEP and special education, we ensure they have a student teaching experience in these areas. In regards to special education, all students pursuing an endorsement in this area must have a primary endorsement (elementary, English, art, etc.). This means they must be highly qualified to teach in a subject area before they can consider adding special education to their license.

Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(§205\(a\)\(1\)\(B\)\)](#)

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.

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

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 enrolled students who have completed all noncl	2			
5134 -ART: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) Other enrolled students	1			
5134 -ART: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2016-17	4			
5134 -ART: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2015-16	1			
0235 -BIOLOGY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	1			
5235 -BIOLOGY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5235 -BIOLOGY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) Other enrolled students	2			
5235 -BIOLOGY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2017-18	3			
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, 2015-16	5			
5245 -CHEMISTRY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
5245 -CHEMISTRY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2017-18	1			
5245 -CHEMISTRY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2016-17	1			
5245 -CHEMISTRY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2015-16	1			
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) All program completers, 2017-18	3			
0014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	1			
0014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	1			
5014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	3			
5014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	22	170	22	100
0014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5003 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	11	182	11	100
5003 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) Other enrolled students	11	185	11	100
5033 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All program completers, 2017-18	1			
5003 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All program completers, 2017-18	22	179	22	100
5003 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All program completers, 2016-17	14	183	14	100
5033 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All program completers, 2016-17	10	178	10	100
5033 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	10	180	10	100
5003 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	4			
5005 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	10	182	10	100
5005 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) Other enrolled students	10	176	10	100
5005 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) All program completers, 2017-18	21	177	21	100
5035 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) All program completers, 2017-18	2			
5005 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) All program completers, 2016-17	11	177	11	100
5035 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) All program completers, 2016-17	13	176	13	100
5035 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) All program completers, 2015-16	11	178	11	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) All program completers, 2015-16	3			
5004 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	10	179	10	100
5004 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	9			
5004 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2017-18	21	178	21	100
5034 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2017-18	2			
5004 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2016-17	12	175	12	100
5034 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2016-17	12	178	12	100
5034 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2015-16	11	178	11	100
5004 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2015-16	3			
5002 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	10	181	10	100
5002 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) Other enrolled students	10	179	10	100
5032 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All program completers, 2017-18	2			
5002 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All program completers, 2017-18	21	178	21	100
5002 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All program completers, 2016-17	11	181	11	100
5032 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All program completers, 2016-17	13	183	13	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5002 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All program completers, 2015-16	3			
5032 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All program completers, 2015-16	11	186	11	100
5038 -ENGLISH LANGUAGE: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
5038 -ENGLISH LANGUAGE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	2			
5038 -ENGLISH LANGUAGE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	4			
5038 -ENGLISH LANGUAGE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	5			
5183 -GERMAN: WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	1			
5161 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
5161 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	1			
5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	1			
5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2017-18	1			
5306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All enrolled students who have completed all noncl	13	181	12	92
5306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) Other enrolled students	10	185	10	100
0306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All program completers, 2017-18	1			
5306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All program completers, 2017-18	25	181	25	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) All program completers, 2016-17	28	180	28	100
0306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All program completers, 2015-16	1			
5306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All program completers, 2015-16	37	180	37	100
0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	1			
5081 -SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
5081 -SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) Other enrolled students	5			
5081 -SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2017-18	8			
5081 -SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2016-17	1			
5081 -SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2015-16	6			
5195 -SPANISH: WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	3			
5195 -SPANISH: WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2016-17	1			
5195 -SPANISH: WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2015-16	2			
099 -VCLA Evaluation Systems group of Pearson All enrolled students who have completed all noncl	23	530	21	91
099 -VCLA Evaluation Systems group of Pearson Other enrolled students	26	525	26	100
099 -VCLA Evaluation Systems group of Pearson All program completers, 2017-18	39	529	39	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
099 -VCLA Evaluation Systems group of Pearson All program completers, 2016-17	39	529	39	100
099 -VCLA Evaluation Systems group of Pearson All program completers, 2015-16	61	528	61	100

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(§205\(a\)\(1\)\(B\)\)](#)

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.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2017-18	40	40	100
All program completers, 2016-17	39	39	100
All program completers, 2015-16	61	61	100

Low-Performing

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

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

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Low-Performing

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

1. Is your teacher preparation program currently approved or accredited?

- ☒ Yes
- ☐ No

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

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

2. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

- ☐ Yes
- ☒ No

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

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

THIS PAGE INCLUDES:

>> [Use of Technology](#)

Use of Technology

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

Does your program prepare teachers to:

a. integrate technology effectively into curricula and instruction

☒ Yes

☐ No

b. use technology effectively to collect data to improve teaching and learning

☒ Yes

☐ No

c. use technology effectively to manage data to improve teaching and learning

☒ Yes

☐ No

d. use technology effectively to analyze data to improve teaching and learning

☒ Yes

☐ No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

While all our candidates complete a course that specifically teaches them how to use technology, EVERY course in the program uses technology and requires its application for the task of planning for instruction. Assessment is an important part of instruction, so candidates are required to use technology to evaluate their teaching, student learning, and make decisions about how to tailor instruction. From setting up and using electronic grade books, to assessments using SmartBoard files, to conducting item analysis and graphing data tracking individual student growth, our candidates employ a variety of strategies in coursework and student teaching to meet the standards for technology.

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.

THIS PAGE INCLUDES:

>> [Teacher Training](#)

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.

During initial licensure preparation, the diverse learners course not only introduces candidates to the wide range of diversity in schools today, but also prepares them to differentiate for the needs of these students. Every lesson candidates write throughout their training requires they complete a differentiation organizer to demonstrate that they have thought carefully through the methods they will employ to help ALL students meet the learning objectives. During the diverse learners class and student teaching seminar students are taught about the IEP process. Specialists from the local school divisions come to introduce them to this work. As student teachers they are required to participate on an IEP team.

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.**

During initial licensure preparation, the diverse learners course not only introduces candidates to the wide range of diversity in schools today, but also prepares them to differentiate for the needs of these students. Every lesson candidates write throughout their training requires they complete a differentiation organizer to demonstrate that they have thought carefully through the methods they will employ to help ALL students meet the learning objectives. During the diverse learners class and student teaching seminar students are taught about the IEP process. Specialists from the local school divisions come to introduce them to this work. As student teachers they are required to participate on an IEP team. Specific to the special education program candidates, the following course syllabi include evidence for preparation of special education teachers to teach students with disabilities effectively and participation as a member of the IEP team: EDUC 565U: Foundations and Legal Aspects of Special Education: Course Objectives: 2. An understanding and application of the legal aspects, regulatory requirements, and expectations associated with identification, education, and evaluation of students with disabilities, including: (b) Current regulations governing special education (e.g., individualized education program (IEP) development; disciplinary practices, policies, and procedures; and alternative placements/programs in schools); and Course Modules: 1. Virginia's special education regulations were signed by the Governor in March 2009. You and your colleagues have been asked by your special education director to create a presentation on these regulations for the new special educators in your building. The topics you are to present are IEP development, discipline of students with disabilities, and alternative placements (continuum of placements) . 2. According to the Guidance Document - Required Modifications to Local Policies and Procedures, a copy of the procedural safeguards document must be provided to a parent of a child with a disability as follows: At least one time per year; upon initial referral or parental request for evaluation; when a request for a due process hearing is filed; and if the parent requests a copy. (Note: A LEA may place a current copy of the procedural safeguards notice on its website.) Educators have been known to hand a copy of these safeguards to the parents and say, "Read over these and let me know if you have any questions." UGH!!! Instead of this practice, you, as a professional, will offer a comprehensive summary of this document to parents when you provide a copy to them. Using the procedural safeguards, prepare an outline for you to use during one of the meetings mentioned above that summarizes the important sections that you feel are imperative to explain to parents. EDUC 569U: Recognizing and Teaching Students with Disabilities Accessing the General Curriculum Course Assignment: 1) Development of Standards-based Individualized Education Programs (IEP) to prescribed cases (one elementary, one secondary - to include transition) – 22 points Students will review and study fabricated student information for an elementary and a secondary student. Students will develop and construct a standards-based IEP for each case including such areas as: the Present Level of Performance, Annual Goals, Assessments Participation, Accommodations, Transition Goals, and Services. All aspects of the IEP process/development will be prepared including Notice and Prior Written Notice.

Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

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

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

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

The teacher preparation program at the University of Richmond exists at both the undergraduate and graduate levels. Both levels include programs in elementary (preK-6), secondary (6-12) and comprehensive (preK-12) education. The approved program for elementary education leads to a collegiate professional license in elementary education. The approved program for secondary education leads to a collegiate professional license in biology, chemistry, English, history and social science, mathematics or physics. The approved program for comprehensive education leads to a collegiate professional license in art, French, German, Latin, Spanish or theatre arts. The undergraduate and post-baccalaureate programs share the same mission, conceptual framework, quality control system, and categories of evidence. The program is seeking CAEP Accreditation in Spring 2022.

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 **72**.

Number of program completers from Section I: Program Information, Program Completers is **41**.

For a total enrollment of **113**.

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:

Dr. Joel Hanel

TITLE:

Accreditation and Assessment Specialist

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:

Dr. Patricia Stohr-Hunt

TITLE:

Chair, Department of Education