

## Title II Higher Education Act

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Eastern Mennonite University

Traditional Program

2009-10

### Print Report Card

### Program Information

**Name of Institution:** Eastern Mennonite University

**Institution/Program Type:** Traditional

**Academic Year:** 2009-10

**State:** Virginia

**Address:** 1200 Park Road

Harrisonburg, VA, 22802

**Contact Name:** Dr. Sandra Brownscombe

**Phone:** 540-432-4142

**Email:** brownses@emu.edu

**Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant:** No

**TQE partnership name or grant number, if applicable:**

### Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

| Element           | Undergraduate | Postgraduate |
|-------------------|---------------|--------------|
| Application       | Yes           | Yes          |
| Fee/Payment       | No            | Yes          |
| Transcript        | No            | Yes          |
| Fingerprint check | No            | No           |

|                                                                                                              |     |     |
|--------------------------------------------------------------------------------------------------------------|-----|-----|
| Background check                                                                                             | No  | No  |
| Experience in a classroom or working with children                                                           | Yes | No  |
| Minimum number of courses/credits/semester hours completed                                                   | No  | No  |
| Minimum high school GPA                                                                                      | No  | No  |
| Minimum undergraduate GPA                                                                                    | Yes | Yes |
| Minimum GPA in content area coursework                                                                       | No  | No  |
| Minimum GPA in professional education coursework                                                             | Yes | No  |
| Minimum ACT score                                                                                            | No  | No  |
| Minimum SAT score                                                                                            | No  | No  |
| Minimum GRE score                                                                                            | No  | No  |
| Minimum basic skills test score                                                                              | Yes | No  |
| Subject area/academic content test or other subject matter verification                                      | No  | No  |
| Minimum Miller Analogies test score                                                                          | No  | No  |
| Recommendation(s)                                                                                            | Yes | Yes |
| Essay or personal statement                                                                                  | No  | Yes |
| Interview                                                                                                    | Yes | Yes |
| Resume                                                                                                       | No  | No  |
| Bachelor's degree or higher                                                                                  | No  | Yes |
| Job offer from school/district                                                                               | No  | No  |
| Personality test                                                                                             | No  | No  |
| Other (specify: online portfolio, Passing VCLA test score, health form, read certain Licensure Regulations ) | Yes | No  |

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

<http://www.emu.edu/education/3-steps/>

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

Sophomore year

**Does your initial teacher certification program conditionally admit students? Yes**

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

\*Transfer students and others who have not completed requirements prior to their Sophomore year are admitted during their Junior year, or when program requirements have been met.

\*Masters students are encouraged to apply to the masters program if they have had 9 credit hours of masters classes.

\*(Minimum GPA in education coursework) - students must have a C or better in all education courses

\*(Experience in a classroom or working with children) - students must have taken exploring teaching course which has two

10 hour field placement experiences within the class

### Section I.b Program Enrollment

**Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.**

|                                                     |    |
|-----------------------------------------------------|----|
| Total number of students enrolled in 2009-10:       | 98 |
| Unduplicated number of males enrolled in 2009-10:   | 31 |
| Unduplicated number of females enrolled in 2009-10: | 67 |

| 2009-10                                    | Number enrolled |
|--------------------------------------------|-----------------|
| <i>Ethnicity</i>                           |                 |
| Hispanic/Latino of any race:               | 1               |
| <i>Race</i>                                |                 |
| American Indian or Alaska Native:          | 0               |
| Asian:                                     | 3               |
| Black or African American:                 | 3               |
| Native Hawaiian or Other Pacific Islander: | 0               |
| White:                                     | 90              |
| Two or more races:                         | 0               |

### Section I.c Supervised Experience

**Provide the following information about supervised clinical experience in 2009-10.**

|                                                                                                                                    |     |
|------------------------------------------------------------------------------------------------------------------------------------|-----|
| Average number of clock hours required prior to student teaching                                                                   | 176 |
| Average number of clock hours required for student teaching                                                                        | 350 |
| Number of full-time equivalent faculty in supervised clinical experience during this academic year                                 | 5   |
| Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff) | 140 |
| Number of students in supervised clinical experience during this academic year                                                     | 99  |

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

The data for this year looks quite different than what was reported last year due to a difference in interpreting what data is being asked for:

\* (Average number of clock hours required for student teaching) - the minimum required is 350 hours, however our

students average closer to 500 hours. Student teachers have 14 full weeks of placement

\* This year we included ALL the clinical experience that goes on (minus the initial practicum which is primarily observation), not just the clinical experience done by students admitted to the program as was reported last year. We also considered student teaching PreK-12 cooperating teachers as adjunct faculty, whereas last year they were counted as FTE faculty.

### Section I.d Teachers Prepared

**Provide the number of teachers prepared, by academic major and subject area prepared to teach in 2009-10. (§205(b)(1)(H))**

| Academic major              | Number prepared |
|-----------------------------|-----------------|
| Art                         | 1               |
| English                     | 1               |
| Health & Physical Education | 1               |
| History & Social Science    | 3               |
| Liberal Arts                | 16              |
| Spanish                     | 1               |
| TESL                        | 2               |
| TOTAL                       | 25              |

| Subject area                  | Number prepared |
|-------------------------------|-----------------|
| Art PreK-12                   | 1               |
| English 6-12                  | 1               |
| Health & PE PreK-12           | 1               |
| History & Social Science 6-12 | 3               |
| PreK-3                        | 2               |
| PreK-6                        | 12              |
| Spanish PreK-12               | 1               |
| Special Education K-12        | 2               |
| TOTAL                         | 25              |

### Section I.e Program Completers

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

2009-10: 25

2008-09: 28

2007-08: 28

## Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

| Teacher shortage area | Goal for increasing prospective teachers trained                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Mathematics           | <p><b>Academic year:</b> 2011-12</p> <p><b>Goal:</b> Increase completers by 1</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>We provided the individual attention and support that this student needed so that he became a completer and not an exiter, the schools wanted to hire him early. We provided him with really strong cooperating teachers for student teaching to enhance the student teaching experience.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>Promote mathematics education as a program option in ED 101 course.</p> <p>Include mathematics education program on institution's STEM web page.</p> <p>Promote mathematics education enrollment through the STEM grant.</p> |
| Science               | <p><b>Academic year:</b> 2011-12</p> <p><b>Goal:</b> Increase completers by 1</p> <p><b>Goal met?</b> No</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>We have science education candidates in the pipeline for the first time in several years and we adjusted practicum times for students around science labs so they could enroll in ED 101.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p>                                                                                                                                                                                                                                                                                                                                  |

|                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                    | <p>Promote science education as a program option in ED 101 course.</p> <p>Include science education programs on institution's STEM web page.</p> <p>Promote science education enrollment through the STEM grant.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Special education                                  | <p><b>Academic year:</b> 2011-12</p> <p><b>Goal:</b> Increase completers by 1</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>Local special education teachers created a video entitled "Why Teach I Special Education" to show in ED 101 and we have hired a new special education faculty member.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>Promote special education as a program option in ED 101 course.</p> <p>Continue the review of early/elementary education and special education program requirements to encourage dual licensure.</p> |
| Instruction of limited English proficient students | <p><b>Academic year:</b> 2011-12</p> <p><b>Goal:</b> Increase completers by 1</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>Undergraduate students were able to receive a full endorsement in English as a Second Language Education instead of an add on endorsement for the first time this year.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>Promote English as a Second Language Education as a program option in ED 101 course.</p> <p>Encourage Spanish Education majors to pursue dual endorsement in advising.</p>                         |
| NA                                                 | <p><b>Academic year:</b> 2011-12</p> <p><b>Goal:</b> not applicable</p> <p><b>Goal met?</b></p> <p><b>Description of strategies used to achieve goal:</b></p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                  |

|               |
|---------------|
| meeting goal: |
|---------------|

**Provide any additional comments, exceptions and explanations below:**

The field size of the goal box is too small to elaborate on goals.

All goals set for 2011-12 include increasing program completer data by one candidate in each program area from the 2010-11 completer data.

Feedback on Westat System:

It would be helpful if there were additional character spaces in the field box, "Goal," in order to write a complete sentence. The field currently allows 25 characters--way too short for stating a goal.

## Section II. Assurances

**Please indicate whether your institution is in compliance with the following assurances.**

**Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.**

Yes

**Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.**

Yes

**Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.**

Yes

**General education teachers receive training in providing instruction to children with disabilities.**

Yes

**General education teachers receive training in providing instruction to limited English proficient students.**

Yes

**General education teachers receive training in providing instruction to children from low-income families.**

Yes

**Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.**

Yes

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

Eastern Mennonite University has been accredited by the Southern Association of Colleges and Secondary Schools since 1957 and by the National Council for Accreditation of Teacher Education since 1971. The Teacher Education Department is

fully accredited by the National Council for Accreditation of Teacher Education (NCATE) until 2012. In September 2007, all current education programs in Virginia were granted conditional approval. On January 14, 2010, the Board of Education approved the Advisory Board on Teacher Education and Licensure's recommendation to grant education programs at Eastern Mennonite University the "Approved" status.

In 2007 EMU's placement rate for new teachers was 100%.

Field experience and clinical practice within each initial licensure program is systematic and sequential. All undergraduate candidates begin their program with ED 101 Exploring Teaching and are placed in two field experiences. PreK-3 and PreK-6 have two levels of placements in early childhood and elementary classrooms, Secondary 6-12 and All-Grade PreK-12 have a middle and high school placement in their content area. All-Grade PreK-12 have a elementary, middle or high school placement in their content area. Field experiences continue to build, culminating in two 7-week student teaching placements. All candidates at the undergraduate level exceed 600 hours of field experience and clinical practice before certification. Candidates in advanced licensure programs for TESL and Reading Specialist have practica and supervised clinical experience.

Special Education candidates complete extensive coursework in the core academic subjects of science, history/social studies, math, and language arts, and complete an intensive block of courses that blend theory with supervised field experience to apply the application of pedagogical content knowledge.

Instruction of teaching children with disabilities is concentrated in ED 301 Needs of Diverse Learners, and is integrated in methods coursework throughout all general education programs. Candidates engage in guided role plays to simulate real-life classroom of children with diverse needs.

In the course, ED 301 Needs of Diverse Learners, candidates:

- Differentiate instructional strategies and create adaptations, accommodations, and modifications for students who are culturally and linguistically diverse;
- Design strategies to assist the learning of limited English proficient students;
- Learn to provide effective culturally responsive curriculum;
- Differentiate instructional strategies to create adaptations, accommodations, and modifications for students who are culturally diverse, including students from differing socio-economic status.

### Section III. Assessment Rates

| Assessment code - Assessment name<br>Test Company<br>Group                                           | Number<br>taking<br>tests | Avg.<br>scaled<br>score | Number<br>passing<br>tests | Pass<br>rate<br>(%) | State<br>Average<br>pass<br>rate<br>(%) | State<br>Average<br>scaled<br>score |
|------------------------------------------------------------------------------------------------------|---------------------------|-------------------------|----------------------------|---------------------|-----------------------------------------|-------------------------------------|
| 0133 -ART: CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2009-10 | 1                         |                         |                            |                     | 100                                     | 173                                 |
| 0133 -ART: CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2008-09 | 2                         |                         |                            |                     | 100                                     | 174                                 |

|                                                                                                                                                             |    |     |    |     |     |     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-----|----|-----|-----|-----|
| 0133 -ART: CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2007-08                                                        | 1  |     |    |     | 99  | 174 |
| 0235 -BIOLOGY: CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2007-08                                                    | 1  |     |    |     | 100 | 169 |
| 0014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all nonclinical courses      | 4  |     |    |     | 100 | 172 |
| 0014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>Other enrolled students                                               | 2  |     |    |     | 99  | 173 |
| 0014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2009-10                                       | 14 | 178 | 14 | 100 | 100 | 172 |
| 0014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2008-09                                       | 10 | 170 | 10 | 100 | 100 | 172 |
| 0014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2007-08                                       | 14 | 173 | 14 | 100 | 100 | 171 |
| 0041 -ENGLISH LANGUAGE: LITERATURE AND COMPOSITION<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all nonclinical courses | 2  |     |    |     | 82  | 180 |
| 0041 -ENGLISH LANGUAGE: LITERATURE AND COMPOSITION<br>Educational Testing Service (ETS)<br>Other enrolled students                                          | 2  |     |    |     | 79  | 182 |
| 0041 -ENGLISH LANGUAGE: LITERATURE AND COMPOSITION<br>Educational Testing Service (ETS)<br>All program completers, 2009-10                                  | 1  |     |    |     | 100 | 186 |
| 0041 -ENGLISH LANGUAGE: LITERATURE AND COMPOSITION<br>Educational Testing Service (ETS)<br>All program completers, 2007-08                                  | 2  |     |    |     | 99  | 185 |
| 0856 -HEALTH AND PHYSICAL EDUCATION: CONTENT KNOWLEDGE                                                                                                      | 1  |     |    |     | 96  | 166 |

|                                                                                                                                   |   |  |  |  |     |     |
|-----------------------------------------------------------------------------------------------------------------------------------|---|--|--|--|-----|-----|
| Educational Testing Service (ETS)<br>All enrolled students who have completed all nonclinical courses                             |   |  |  |  |     |     |
| o856 -HEALTH AND PHYSICAL EDUCATION:<br>CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2009-10 | 1 |  |  |  | 100 | 165 |
| o856 -HEALTH AND PHYSICAL EDUCATION:<br>CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2008-09 | 5 |  |  |  | 100 | 166 |
| o856 -HEALTH AND PHYSICAL EDUCATION:<br>CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2007-08 | 2 |  |  |  | 100 | 168 |
| o061 -MATHEMATICS: CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>Other enrolled students                              | 1 |  |  |  | 68  | 154 |
| o061 -MATHEMATICS: CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2008-09                      | 2 |  |  |  | 100 | 163 |
| o061 -MATHEMATICS: CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2007-08                      | 1 |  |  |  | 97  | 159 |
| o113 -MUSIC: CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2007-08                            | 1 |  |  |  | 91  | 170 |
| o081 -SOCIAL STUDIES: CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>Other enrolled students                           | 1 |  |  |  | 85  | 174 |
| o081 -SOCIAL STUDIES: CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2009-10                   | 3 |  |  |  | 100 | 176 |
| o081 -SOCIAL STUDIES: CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2008-09                   | 1 |  |  |  | 100 | 177 |
| o081 -SOCIAL STUDIES: CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2007-08                   | 2 |  |  |  | 98  | 176 |
| o191 -SPANISH: CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>Other enrolled students                                  | 1 |  |  |  | 96  | 179 |
| o191 -SPANISH: CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2009-10                          | 1 |  |  |  | 100 | 176 |

|                                                                                                                                                          |    |     |    |     |     |     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|----|-----|----|-----|-----|-----|
| 0191 -SPANISH: CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2008-09                                                 | 2  |     |    |     | 100 | 179 |
| 0191 -SPANISH: CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2007-08                                                 | 1  |     |    |     | 100 | 180 |
| 099 -VCLA<br>Evaluation Systems group of Pearson<br>All enrolled students who have completed all nonclinical<br>courses                                  | 7  |     |    |     | 100 | 544 |
| 099 -VCLA<br>Evaluation Systems group of Pearson<br>Other enrolled students                                                                              | 79 | 538 | 79 | 100 | 100 | 545 |
| 099 -VCLA<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10                                                                      | 25 | 550 | 25 | 100 | 100 | 544 |
| 099 -VCLA<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09                                                                      | 27 | 541 | 27 | 100 | 100 | 543 |
| 099 -VCLA<br>Evaluation Systems group of Pearson<br>All program completers, 2007-08                                                                      | 28 | 545 | 28 | 100 | 100 | 543 |
| 001 -VRA - ELEMENTARY/SPECIAL ED. TEACHERS<br>Evaluation Systems group of Pearson<br>All enrolled students who have completed all nonclinical<br>courses | 4  |     |    |     | 95  | 257 |
| 001 -VRA - ELEMENTARY/SPECIAL ED. TEACHERS<br>Evaluation Systems group of Pearson<br>Other enrolled students                                             | 1  |     |    |     | 91  | 256 |
| 001 -VRA - ELEMENTARY/SPECIAL ED. TEACHERS<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10                                     | 16 | 267 | 16 | 100 | 100 | 258 |
| 001 -VRA - ELEMENTARY/SPECIAL ED. TEACHERS<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09                                     | 16 | 258 | 16 | 100 | 100 | 258 |
| 001 -VRA - ELEMENTARY/SPECIAL ED. TEACHERS<br>Evaluation Systems group of Pearson<br>All program completers, 2007-08                                     | 17 | 263 | 17 | 100 | 100 | 258 |

## Section III. Summary Rates

| Group | Number<br>taking<br>tests | Number<br>passing<br>tests | Pass<br>rate<br>(%) | State<br>Average<br>pass rate<br>(%) |
|-------|---------------------------|----------------------------|---------------------|--------------------------------------|
|       |                           |                            |                     |                                      |

|                                 |    |    |     |     |
|---------------------------------|----|----|-----|-----|
| All program completers, 2009-10 | 25 | 25 | 100 | 100 |
| All program completers, 2008-09 | 27 | 27 | 100 | 100 |
| All program completers, 2007-08 | 28 | 28 | 100 | 99  |

#### Section IV. Low-Performing

**Provide the following information about the approval or accreditation of your teacher preparation program.**

**Is your teacher preparation program currently approved or accredited?**

Yes

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

State

NCATE

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

No

#### Section V. Technology

**Does your program prepare teachers to:**

- **integrate technology effectively into curricula and instruction**  
Yes
- **use technology effectively to collect data to improve teaching and learning**  
Yes
- **use technology effectively to manage data to improve teaching and learning**  
Yes
- **use technology effectively to analyze data to improve teaching and learning**  
Yes

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

The course ED 201 Computers and Technology in Education provides candidates with instruction on how to use computers and technology in today's classroom. Candidates develop proficiency in word processing, spreadsheets, drawing/graphics, PowerPoint presentations, SmartBoard, WebQuest design, web page design, iPhoto and iMovies to enhance student learning and increase teacher effectiveness in the use of classroom newsletters, classroom design layouts, grade reporting, portfolio design, multimedia presentations, learning activity development using WebQuests and SmartBoards, Internet communication and research, and the use of Scanners and Digital Still and Video cameras. Through this course candidates

meet the Virginia Technology Standards for School Personnel.

In ED 232/ED 251 Learning, Motivation, and Assessment, candidates develop authentic formal and informal assessments that reflect an understanding of individual differences and developmental progress of students, plan and modify instruction, record student progress, interpret and analyze standardized test scores, and implement classroom technology practices as tools to further enable effective teaching, learning, research, and communication for the purpose of improving student performance.

In ED 401 Reflective Teaching Seminar, a course that accompanies the student teaching semester, candidates demonstrate the ability to create and use appropriate and effective measures in planning, teaching, assessing and reflecting upon student learning through a documentation of student learning assignment. Candidates collect, collate, and analyze student learning data to improve instruction for student achievement.

Throughout coursework and field experiences, candidates implement the principles of universal design for learning through a reflective practice conceptual framework. Candidates implement reflective practice when they collect and analyze data, and employ changes in teaching practice to optimize student learning. Candidates develop lesson plans that actively engage students in learning through varied approaches to instruction and provide accommodations for all students to maintain high achievement expectations for all students. In ED 301 Needs of Diverse Learners, candidates learn to accommodate students with diverse and special needs, including cultural and linguistic diversity.

The Academic Support Center serves as a resource to the teacher education department to support and optimize learning for academic success. The Praxis Coordinator provides one-on-one tutoring assistance and instruction through the PLATO Web Learning Network to assist candidates in preparation for success on Praxis I and the Virginia Communication and Literacy Assessment.

## Section VI. Teacher Training

**Does your program prepare general education teachers to:**

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

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

General education candidates are required to take the course, ED 301 Needs of Diverse Learners, to learn to accommodate students with diverse and special needs, including cultural and linguistic diversity. In this course, candidates learn the essential elements of each exceptionality: identification, characteristics between and among individuals with and without each exceptionality, impact of the exceptional condition on learning and throughout life, identification of services/providers that may be needed, and the impact of the family and cultural/linguistic diversity on learning for students with exceptional learning needs. Candidates participate in a mock Individualized Education Program meeting for a student with an exceptional learning need and cultural/linguistic diversity. Additionally, candidates create a differentiated lesson plan

and teach this lesson to their peers, to demonstrate competence in planning/instructional differentiation. Through role plays, candidates participate in mock lessons in which a P-12 student represents the learning, behavioral, cultural, and linguistic characteristics of exceptional learning needs/diversity and a candidate as a teacher is expected to respond appropriately to the exceptional learning needs. Candidates complete peer evaluations on the ability to identify teaching strengths, offer constructive criticism, refer to research-based theories, use person-first language, and demonstrate collaborative communication skills.

Throughout methods courses and supervised field experiences, candidates implement the principles of universal design for learning through a reflective practice conceptual framework. Candidates implement reflective practice when they collect and analyze data, and employ changes in teaching practice to optimize student learning. Candidates develop lesson plans that actively engage students in learning through varied approaches to instruction and provide accommodations for all students to maintain high achievement expectations for all students.

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**Does your program prepare special education teachers to:**

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

**Provide a description of how your program prepares 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.**

In EDS 331 Individualized Instruction in the Content Areas for Students with Exceptionalities, candidates learn to develop developmentally and disability appropriate curriculum in reading, language arts, social studies, math, science, and integrated arts. In EDS 332 Adapting Curriculum for Students with Exceptionalities, candidates learn to adapt general education curriculum to provide an appropriate education to children with MR, LD, and ED. In this course, candidates design an integrated curriculum matrix based on a social studies theme which includes activities for social studies, science, math, reading, language arts, computer applications, life skills and the arts with activities that address diverse learning styles and exceptionalities. Candidates also construct a "Math/Science Activity Box" to be used in working with individuals and small groups of students with exceptionalities at the elementary level who access the general curriculum. Candidates learn to modify/adapt materials to directly "mediate" the abstract math and science concepts for the student with exceptionalities, in a self-directed learning activity. Candidates teach a mini Science or Social Studies, and a Math lesson in which peers portray "a student with an exceptionality" during the role-played lessons.

In EDS 371 Evaluation and Planning in Special Education, candidates study formal and informal diagnostic and evaluative procedures appropriate for K-12 children with exceptional learning needs which includes understanding legal requirements for eligibility, providing prescriptions based on assessment data and general evaluation of instruction. Candidates learn to develop the Individualized Education Plan in a collaborative team approach to due process. Candidates are given assessment reports from a variety of components (educational, psychological, medical, sociocultural, and speech and language) on one particular student, analyze all reports, and develop and develop an Individual Education Program for a particular student based on their analysis and interpretations of the reports. The candidate includes all essential

components required by law (PLAAFP, assessment participation, academic and functional goals, special education and related services, Instructional and Assessment accommodations, SOL accommodations, placement decision, and LRE).

In EDS 351 Intervention Strategies for Middle and High School Learners with Mild Disabilities, candidates study culturally and linguistically sensitive general and specialized curriculum and

methods used for teaching children with learning disabilities, emotional disturbances and mental retardation in middle and secondary schools and the adaptations which can facilitate integration into general education classrooms.

Instructional, evaluative, and self-determination strategies are identified. Individualized Education Plans and lesson plans are developed in transition, academic, adaptive behavior and vocational areas.

## Section VII. Contextual Information

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

The teacher education unit is revising its Unit Assessment System as part of our ongoing improvement to meet NCATE's Standard 2. Our next NCATE visit is scheduled for fall 2013.

### Supporting Files

Eastern Mennonite University

Traditional Program

2009-10

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Title II, Higher Education Act

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