

Title II Higher Education Act

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Eastern Mennonite University

Traditional Program

2010-11

Print Report Card

Program Information

Name of Institution: Eastern Mennonite University

Institution/Program Type: Traditional

Academic Year: 2010-11

State: Virginia

Address: 1200 Park Road

Harrisonburg, VA, 22802

Contact Name: Dr. Cathy Smeltzer Erb

Phone: 540-432-4142

Email: cathy.smeltzererb@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	Yes	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	No	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
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, health form)	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.

*(Experience in a classroom or working with children) - undergraduate students must have taken exploring teaching course which has two 10 hour field placement experiences within the class

*Changes from last year's reporting (not the requirements, but the interpretation):

-Min. number of courses completed (students must take exploring teaching prior to admission - this got left off last year)

-Min. GPA in professional coursework (there is a min. GPA prior to student teaching admission, but not teacher ed. admission. An error from last year)

-Postgraduate Min. basic skills test score (at the initial licensure level the min basic skills assessment requirement is the same as for undergraduates)

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 2010-11:	114
Unduplicated number of males enrolled in 2010-11:	35
Unduplicated number of females enrolled in 2010-11:	79

2010-11	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	4
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	7
Black or African American:	3
Native Hawaiian or Other Pacific Islander:	0
White:	97
Two or more races:	1

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2010-11.

Average number of clock hours required prior to student teaching	176
Average number of clock hours required for student teaching	490
Number of full-time equivalent faculty in supervised clinical experience during this academic year	6.5
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	272.5
Number of students in supervised clinical experience during this academic year	215

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

*Last year we reported 350 as average number of clock hours for student teaching because this is the state minimum. EMU candidates are actually required to complete 14 full weeks of student teaching which ends up averaging 490 hours.

*This year we included the exploring teaching class practicum (which wasn't included in last year's report) when figuring the number of students and faculty involved in supervised clinical experience.

*there are two courses that have supervised clinical experiences in the course where the students taking the course are not necessarily education majors. Thus, the number of students in supervised clinical experience is higher than the number of students who have a declared major in education.

Section I.d Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2010-11. For the

purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	5
Teacher Education - Early Childhood Education	2
Teacher Education - Elementary Education	11
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	4
Teacher Education - Foreign Language	
Teacher Education - Health	2
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	1
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	2
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	5
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	5
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	

Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	6
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.d Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2010-11. For the purposes of this section, number prepared means the number of program completers.

"Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	2
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	2
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	

Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	16
Psychology	
Social Sciences	5
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	5
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	4
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	1
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	

Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.e Program Completers

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

2010-11: 31

2009-10: 25

2008-09: 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	Academic year: 2012-13 Goal: Increase completers by 1 Goal met? Yes Description of strategies used to achieve goal: An increase from 1 to 3 completers is a 200% increase from the previous year. We provided one completer with individual support to be successful in completing student teaching. Description of steps to improve performance in meeting goal or lessons learned in meeting goal: Promote mathematics education as a program option in ED 101 course. Include mathematics education program on institution's STEM web page.
Science	Academic year: 2012-13

	Goal: Increase completers by 1 Goal met? No Description of strategies used to achieve goal: 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. Description of steps to improve performance in meeting goal or lessons learned in meeting goal: Promote science education as a program option in ED 101 course. Include science education programs on institution's STEM web page.
Special education	Academic year: 2012-13 Goal: Increase completers by 1 Goal met? Yes Description of strategies used to achieve goal: An increase from 5 to 6 completers is a 20% increase from the previous year. 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. Description of steps to improve performance in meeting goal or lessons learned in meeting goal: Promote special education as a program option in ED 101 course. Continue the review of early/elementary education and special education program requirements to encourage dual licensure.
Instruction of limited English proficient students	Academic year: 2012-13 Goal: Increase completers by 1 Goal met? No Description of strategies used to achieve goal: Undergraduate students are able to receive a full endorsement in English as a Second Language Education instead of an add on endorsement in previous years. The unit is encouraging students to add ESL as a second licensure. Description of steps to improve performance in meeting goal or lessons learned in meeting goal: Promote English as a Second Language Education as a program option in ED 101 course. Encourage Spanish Education majors to pursue dual endorsement in advising sessions.
NA	Academic year: 2012-13 Goal: not applicable

	Goal met? Description of strategies used to achieve goal: Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
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Provide any additional comments, exceptions and explanations below:

The goals section does not report data from 2010-11. Our institution would value clarification of the expectations for reporting annual goals. Our approach has been to identify goals for the upcoming year. When we report on goals in the report, we are reporting on completers that will not be reported as completers until the following year. For example, in the 2011 report we set goals for 2011-12. To report on our goals at the time of completing the report in 2012, we are reporting program completers for 2010-11 but our goal report data is for 2011-12, therefore, the percent increases reported above will not be reflected in our program completer data until the 2013 report.

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 2013. In September 2007, all current education programs in Virginia were granted conditional approval. On November 17, 2011, the Board of Education approved the Advisory Board on Teacher Education and Licensure's (ABTEL) recommendation to grant education programs at Eastern Mennonite University the "Approved" status.

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 Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
0133 -Art: Content Knowledge Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				91	174
0133 -ART: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				100	173
0133 -ART: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2				100	174
0014 -Elementary Education: Content Knowledge Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	2				99	172
0014 -Elementary Education: Content Knowledge Educational Testing Service (ETS) Other enrolled students	7				99	172

5014 -Elementary Education: Content Knowledge Educational Testing Service (ETS) Other enrolled students	2				100	174
0014 -Elementary Education: Content Knowledge Educational Testing Service (ETS) All program completers, 2010-11	12	175	12	100	100	171
0014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	14	178	14	100	100	172
0014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	10	170	10	100	100	172
0041 -English Language: Literature and Composition Educational Testing Service (ETS) Other enrolled students	3				85	181
0041 -English Language: Literature and Composition Educational Testing Service (ETS) All program completers, 2010-11	4				99	185
0041 -ENGLISH LANGUAGE: LITERATURE AND COMPOSITION Educational Testing Service (ETS) All program completers, 2009-10	1				100	186
0856 -Health and Physical Education: Content Knowledge Educational Testing Service (ETS) Other enrolled students	3				91	165
0856 -Health and Physical Education: Content Knowledge Educational Testing Service (ETS) All program completers, 2010-11	2				99	166
0856 -HEALTH AND PHYSICAL EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				100	165
0856 -HEALTH AND PHYSICAL EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	5				100	166
0061 -Mathematics: Content Knowledge Educational Testing Service (ETS) Other enrolled students	2				76	158
0061 -Mathematics: Content Knowledge Educational Testing Service (ETS) All program completers, 2010-11	1				100	163

0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2				100	163
0113 -Music: Content Knowledge Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				86	167
0113 -Music: Content Knowledge Educational Testing Service (ETS) Other enrolled students	1				82	167
5306 -Reading for VA Educators Elementary & Special Ed Educational Testing Service (ETS) Other enrolled students	1				97	176
0081 -Social Studies: Content Knowledge Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				94	173
0081 -Social Studies: Content Knowledge Educational Testing Service (ETS) Other enrolled students	3				89	174
0081 -Social Studies: Content Knowledge Educational Testing Service (ETS) All program completers, 2010-11	5				100	176
0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	3				100	176
0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				100	177
0191 -Spanish: Content Knowledge Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1					
0191 -Spanish: Content Knowledge Educational Testing Service (ETS) Other enrolled students	1				91	179
0191 -SPANISH: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				100	176
0191 -SPANISH: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2				100	179
5195 -Spanish: World Language Educational Testing Service (ETS) Other enrolled students	2				58	170

099 -VCLA Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	7				100	544
099 -VCLA Evaluation Systems group of Pearson Other enrolled students	73	541	73	100	100	542
099 -VCLA Evaluation Systems group of Pearson All program completers, 2010-11	30	541	30	100	100	545
099 -VCLA Evaluation Systems group of Pearson All program completers, 2009-10	25	550	25	100	100	544
099 -VCLA Evaluation Systems group of Pearson All program completers, 2008-09	27	541	27	100	100	543
001 -VRA - Elementary/Special Ed. Teachers Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	4				95	256
001 -VRA - Elementary/Special Ed. Teachers Evaluation Systems group of Pearson Other enrolled students	6				88	255
001 -VRA - Elementary/Special Ed. Teachers Evaluation Systems group of Pearson All program completers, 2010-11	15	264	15	100	100	259
001 -VRA - ELEMENTARY/SPECIAL ED. TEACHERS Evaluation Systems group of Pearson All program completers, 2009-10	16	267	16	100	100	258
001 -VRA - ELEMENTARY/SPECIAL ED. TEACHERS Evaluation Systems group of Pearson All program completers, 2008-09	16	258	16	100	100	258

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2010-11	30	30	100	100
All program completers, 2009-10	25	25	100	100
All program completers, 2008-09	27	27	100	100

Section IV. Low-Performing

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

Is your teacher preparation program currently approved or accredited?

Yes

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

State

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 to maintain high achievement expectations for every student.

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 has maintained a strong focus on assessment in the past several years and continues to refine its Unit Assessment System as part of our continuous improvement to meet NCATE's Standard 2. Our next NCATE visit is scheduled for fall 2013.

Supporting Files

Eastern Mennonite University

Traditional Program

2010-11

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Title II, Higher Education Act

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