

# Title II

## Higher Education Act

### SUBMIT REPORTS

[Contact Us](#) - [Glossary](#) - [Log out](#)

Eastern Mennonite University

Traditional Program

2011-12

### Print Report Card

#### Institution Information

**Name of Institution:** Eastern Mennonite University

**Institution/Program Type:** Traditional

**Academic Year:** 2011-12

**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 an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?**

<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>

No

**If yes, provide the following:**

**Award year:**

**Grantee name:**

**Project name:**

**Grant number:**

**List partner districts/LEAs:**

**List other partners:**

**Project Type:**

## Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at

<http://www2.ed.gov/about/offices/list/oi/tqp/index.html>.

| Teacher Preparation Programs                            | Teacher Quality Partnership Grant Member? |
|---------------------------------------------------------|-------------------------------------------|
| Art, PreK-12                                            | No                                        |
| Biology, 6-12                                           | No                                        |
| Chemistry, 6-12                                         | No                                        |
| Computer Science                                        | No                                        |
| Early /Primary Education, PreK-3                        | No                                        |
| Elementary Education, PreK-6                            | No                                        |
| English as a Second Language, PreK-12                   | No                                        |
| English, 6-12                                           | No                                        |
| Foreign Language, PreK-12                               | No                                        |
| Health and Physical Education, PreK-12                  | No                                        |
| History & Social Science, 6-12                          | No                                        |
| Mathematics, 6-12                                       | No                                        |
| Music, Instrumental PreK-12                             | No                                        |
| Music, Vocal PreK-12                                    | No                                        |
| Special Education, General Curriculum K-12              | No                                        |
| Theater Arts, PreK-12                                   | No                                        |
| <b>Total number of teacher preparation programs: 16</b> |                                           |

## Section I.b Admissions

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

Sophomore year

Does your initial teacher certification program conditionally admit students?

Yes

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

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

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.

## Section I.b Undergraduate Requirements

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

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

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

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

2.5

What was the median GPA of individuals accepted into the program in academic year 2011-12

3.55

What is the minimum GPA required for completing the program?

2.7

What was the median GPA of individuals completing the program in academic year 2011-12

3.29

## Section I.b Postgraduate Requirements

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

Are there initial teacher certification programs at the postgraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

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

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

3

What was the median GPA of individuals accepted into the program in academic year 2011-12

3.46

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2011-12

3.97

## Section I.c 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 2011-12:       | 110 |
| Unduplicated number of males enrolled in 2011-12:   | 34  |
| Unduplicated number of females enrolled in 2011-12: | 76  |

| 2011-12                                    | Number enrolled |
|--------------------------------------------|-----------------|
| <i>Ethnicity</i>                           |                 |
| Hispanic/Latino of any race:               | 4               |
| <i>Race</i>                                |                 |
| American Indian or Alaska Native:          | 0               |
| Asian:                                     | 6               |
| Black or African American:                 | 2               |
| Native Hawaiian or Other Pacific Islander: | 0               |
| White:                                     | 96              |
| Two or more races:                         | 1               |

### Section I.d Supervised Experience

Provide the following information about supervised clinical experience in 2011-12.

|                                                                                                             |       |
|-------------------------------------------------------------------------------------------------------------|-------|
| Average number of clock hours of supervised clinical experience required prior to student teaching          | 176   |
| Average number of clock hours required for student teaching                                                 | 490   |
| Average number of clock hours required for mentoring/induction support                                      | 17.3  |
| Number of full-time equivalent faculty supervising clinical experience during this academic year            | 11    |
| Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff) | 240.5 |
| Number of students in supervised clinical experience during this academic year                              | 165   |

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

\*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.

\*17.3 clock hours is a conservative estimate of the time each candidate is mentored prior to program completion.

### Section I.e Teachers Prepared by Subject Area

**Please provide the number of teachers prepared by subject area for academic year 2011-12. 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                        | 3               |
| Teacher Education - Elementary Education                             | 8               |
| Teacher Education - Junior High/Intermediate/Middle School Education |                 |
| Teacher Education - Secondary Education                              |                 |
| Teacher Education - Multiple Levels                                  |                 |
| Teacher Education - Agriculture                                      |                 |
| Teacher Education - Art                                              | 2               |
| Teacher Education - Business                                         |                 |
| Teacher Education - English/Language Arts                            | 3               |
| Teacher Education - Foreign Language                                 |                 |
| Teacher Education - Health                                           | 7               |
| Teacher Education - Family and Consumer Sciences/Home Economics      |                 |
| Teacher Education - Technology Teacher Education/Industrial Arts     |                 |
| Teacher Education - Mathematics                                      | 3               |
| Teacher Education - Music                                            |                 |
| Teacher Education - Physical Education and Coaching                  | 7               |
| Teacher Education - Reading                                          |                 |
| Teacher Education - Science Teacher Education/General Science        |                 |
| Teacher Education - Social Science                                   | 3               |
| 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                                          | 3               |
| Teacher Education - Physics                                          |                 |
|                                                                      |                 |

|                                                                          |   |
|--------------------------------------------------------------------------|---|
| Teacher Education - Spanish                                              | 3 |
| Teacher Education - Speech                                               |   |
| Teacher Education - Geography                                            |   |
| Teacher Education - Latin                                                |   |
| Teacher Education - Psychology                                           |   |
| Teacher Education - Earth Science                                        |   |
| Teacher Education - English as a Second Language                         | 4 |
| Teacher Education - Bilingual, Multilingual, and Multicultural Education |   |
| Education - Other<br>Specify :                                           |   |

### Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2011-12. 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                                           |                 |
| 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                  |                 |
| 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                         | 1  |
| Teacher Education - Bilingual, Multilingual, and Multicultural Education |    |
| Education - Curriculum and Instruction                                   |    |
| Education - Social and Philosophical Foundations of Education            |    |
| Liberal Arts/Humanities                                                  | 15 |
| Psychology                                                               |    |
| Social Sciences                                                          | 3  |
| Anthropology                                                             |    |
| Economics                                                                |    |
| Geography and Cartography                                                |    |
| Political Science and Government                                         |    |
| Sociology                                                                |    |
| Visual and Performing Arts                                               | 2  |
| History                                                                  | 3  |
| Foreign Languages                                                        | 3  |
| Family and Consumer Sciences/Human Sciences                              |    |
| English Language/Literature                                              | 3  |
| Philosophy and Religious Studies                                         |    |
| Agriculture                                                              |    |
| Communication or Journalism                                              |    |
|                                                                          |    |

|                                                 |   |
|-------------------------------------------------|---|
| Engineering                                     |   |
| Biology                                         |   |
| Mathematics and Statistics                      | 3 |
| 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<br>Specify: Health and Physical Education | 7 |

### Section I.f Program Completers

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

2011-12: 36

2010-11: 31

2009-10: 25

### Section II. Annual Goals - Mathematics

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

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/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 2011-12

Did your program prepare teachers in mathematics in 2011-12?

Yes

How many prospective teachers did your program plan to add in mathematics in 2011-12?

**Did your program meet the goal for prospective teachers set in mathematics in 2011-12?**

Yes

**Description of strategies used to achieve goal, if applicable:**

3 candidates completed mathematics in 2011-12.

Promote mathematics education as a program option in ED 101 course.

Advertise mathematics education on institution's STEM web page.

Provide 1:1 support during student teaching.

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

Continue to promote mathematics education as a program option in ED 101 course.

Continue to advertise mathematics education on institution's STEM web page.

Continue to provide 1:1 support during student teaching.

**Provide any additional comments, exceptions and explanations below:****Academic year 2012-13****Is your program preparing teachers in mathematics in 2012-13?**

Yes

**How many prospective teachers did your program plan to add in mathematics in 2012-13?**

2

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

5 candidates are completing mathematics in 2012-13, an increase from 3 in 2011-12.

**Academic year 2013-14****Will your program prepare teachers in mathematics in 2013-14?**

No

**How many prospective teachers does your program plan to add in mathematics in 2013-14?****Provide any additional comments, exceptions and explanations below:**

There will be no increase in 2013-14 from 2012-13 as we are preparing 0 mathematics candidates in 2013-14.

**Section II. Annual Goals - Science**

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

Information about teacher shortage areas can be found at

<http://www2.ed.gov/about/offices/list/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 2011-12**

Did your program prepare teachers in science in 2011-12?

No

How many prospective teachers did your program plan to add in science in 2011-12?

Did your program meet the goal for prospective teachers set in science in 2011-12?

NA

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

**Academic year 2012-13**

Is your program preparing teachers in science in 2012-13?

Yes

How many prospective teachers did your program plan to add in science in 2012-13?

1

Provide any additional comments, exceptions and explanations below:

Anticipate 1 science candidate in 2012-13.

**Academic year 2013-14**

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

Yes

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

0

Provide any additional comments, exceptions and explanations below:

There will be no increase as we are preparing 1 science candidate in 2013-14 and in 2012-13.

## Section II. Annual Goals - Special Education

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

Information about teacher shortage areas can be found at

<http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

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

**Academic year 2011-12**

**Did your program prepare teachers in special education in 2011-12?**

Yes

**How many prospective teachers did your program plan to add in special education in 2011-12?**

1

**Did your program meet the goal for prospective teachers set in special education in 2011-12?**

Yes

**Description of strategies used to achieve goal, if applicable:**

5 special education candidates in 2011-12.

Hired a new special education faculty member.

Promoted special education as a program option in ED 101 course.

Continued promoting early/elementary education and special education program requirements to encourage dual licensure.

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

Continue to:

Promote special education as a program option in ED 101 course.

Promote early/elementary education and special education program requirements to encourage dual licensure.

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

**Academic year 2012-13**

**Is your program preparing teachers in special education in 2012-13?**

Yes

**How many prospective teachers did your program plan to add in special education in 2012-13?**

0

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

We anticipate preparing 1 special education candidate in 2012-13; there is no increase from 2011-12.

**Academic year 2013-14**

**Will your program prepare teachers in special education in 2013-14?**

Yes

**How many prospective teachers does your program plan to add in special education in 2013-**

14?

0

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

We anticipate preparing 1 special education candidate in 2012-13 and in 2013-14 so there will be no increase.

**Section II. Annual Goals - LEP**

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

Information about teacher shortage areas can be found at

<http://www2.ed.gov/about/offices/list/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 2011-12**

Did your program prepare teachers in instruction of limited English proficient students in 2011-12?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2011-12?

1

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2011-12?

Yes

**Description of strategies used to achieve goal, if applicable:**

4 ESL candidates in 2011-12.

Promote English as a Second Language endorsement as a program option in ED 101 course.

Encourage Spanish Education majors to pursue dual endorsement during advising.

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

Encourage PreK-3 and PreK-6 candidates to pursue ESL endorsement.

Encourage Spanish Education majors to pursue dual endorsement.

**Provide any additional comments, exceptions and explanations below:****Academic year 2012-13**

**Is your program preparing teachers in instruction of limited English proficient students in 2012-13?**

Yes

**How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?**

0

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

We anticipate 4 ESL candidates in 2012-13 so there is no increase from 2011-12.

**Academic year 2013-14**

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

Yes

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

0

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

We anticipate no more than 4 ESL candidates in 2013-14 so there is no increase.

## Section II. Assurances

**Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.**

**Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.**

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

**Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.**

Yes

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

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<br>Test Company<br>Group                                           | Number<br>taking<br>tests | Avg.<br>scaled<br>score | Number<br>passing<br>tests | Pass<br>rate<br>(%) |
|------------------------------------------------------------------------------------------------------|---------------------------|-------------------------|----------------------------|---------------------|
| 0134 -ART: CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2011-12 | 2                         |                         |                            |                     |
| 0133 -ART: CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2009-10 | 1                         |                         |                            |                     |

|                                                                                                                                                                 |    |     |    |     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-----|----|-----|
| 0014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all nonclinical courses          | 1  |     |    |     |
| 0014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>Other enrolled students                                                   | 2  |     |    |     |
| 0014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2011-12                                           | 9  |     |    |     |
| 5014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2011-12                                           | 1  |     |    |     |
| 0014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2010-11                                           | 12 | 175 | 12 | 100 |
| 0014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2009-10                                           | 14 | 178 | 14 | 100 |
| 0041 -ENGLISH LANGUAGE: LITERATURE AND COMPOSITION<br>Educational Testing Service (ETS)<br>All program completers, 2011-12                                      | 3  |     |    |     |
| 0041 -ENGLISH LANGUAGE: LITERATURE AND COMPOSITION<br>Educational Testing Service (ETS)<br>All program completers, 2010-11                                      | 4  |     |    |     |
| 0041 -ENGLISH LANGUAGE: LITERATURE AND COMPOSITION<br>Educational Testing Service (ETS)<br>All program completers, 2009-10                                      | 1  |     |    |     |
| 0856 -HEALTH AND PHYSICAL EDUCATION: CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all nonclinical courses | 1  |     |    |     |
| 0856 -HEALTH AND PHYSICAL EDUCATION: CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2011-12                                  | 7  |     |    |     |
| 0856 -HEALTH AND PHYSICAL EDUCATION: CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2010-11                                  | 2  |     |    |     |
| 0856 -HEALTH AND PHYSICAL EDUCATION: CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2009-10                                  | 1  |     |    |     |
| 0061 -MATHEMATICS: CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all nonclinical courses                   | 1  |     |    |     |

|                                                                                                                                                                    |   |  |  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--|--|--|
| 0061 -MATHEMATICS: CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2011-12                                                       | 3 |  |  |  |
| 0061 -MATHEMATICS: CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2010-11                                                       | 1 |  |  |  |
| 0113 -MUSIC: CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all nonclinical courses                            | 1 |  |  |  |
| 0306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL<br>ED<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all nonclinical courses | 1 |  |  |  |
| 0306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL<br>ED<br>Educational Testing Service (ETS)<br>Other enrolled students                                          | 5 |  |  |  |
| 5306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL<br>ED<br>Educational Testing Service (ETS)<br>All program completers, 2011-12                                  | 5 |  |  |  |
| 0306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL<br>ED<br>Educational Testing Service (ETS)<br>All program completers, 2011-12                                  | 3 |  |  |  |
| 0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>Other enrolled students                                                            | 1 |  |  |  |
| 0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2011-12                                                    | 3 |  |  |  |
| 0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2010-11                                                    | 5 |  |  |  |
| 0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2009-10                                                    | 3 |  |  |  |
| 5081 -SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT)<br>Educational Testing Service (ETS)<br>All enrolled students who have completed all nonclinical courses             | 1 |  |  |  |
| 0191 -SPANISH: CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2011-12                                                           | 2 |  |  |  |
| 0191 -SPANISH: CONTENT KNOWLEDGE<br>Educational Testing Service (ETS)<br>All program completers, 2009-10                                                           | 1 |  |  |  |
| 5195 -SPANISH: WORLD LANGUAGE                                                                                                                                      | 1 |  |  |  |

|                                                                                                                      |    |     |    |     |
|----------------------------------------------------------------------------------------------------------------------|----|-----|----|-----|
| Educational Testing Service (ETS)<br>Other enrolled students                                                         |    |     |    |     |
| 5195 -SPANISH: WORLD LANGUAGE<br>Educational Testing Service (ETS)<br>All program completers, 2011-12                | 1  |     |    |     |
| 099 -VCLA<br>Evaluation Systems group of Pearson<br>All enrolled students who have completed all nonclinical courses | 6  |     |    |     |
| 099 -VCLA<br>Evaluation Systems group of Pearson<br>Other enrolled students                                          | 62 | 544 | 61 | 98  |
| 099 -VCLA<br>Evaluation Systems group of Pearson<br>All program completers, 2011-12                                  | 37 | 534 | 37 | 100 |
| 099 -VCLA<br>Evaluation Systems group of Pearson<br>All program completers, 2010-11                                  | 30 | 541 | 30 | 100 |
| 099 -VCLA<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10                                  | 25 | 550 | 25 | 100 |
| 001 -VRA - ELEMENTARY/SPECIAL ED. TEACHERS<br>Evaluation Systems group of Pearson<br>Other enrolled students         | 1  |     |    |     |
| 001 -VRA - ELEMENTARY/SPECIAL ED. TEACHERS<br>Evaluation Systems group of Pearson<br>All program completers, 2011-12 | 6  |     |    |     |
| 001 -VRA - ELEMENTARY/SPECIAL ED. TEACHERS<br>Evaluation Systems group of Pearson<br>All program completers, 2010-11 | 15 | 264 | 15 | 100 |
| 001 -VRA - ELEMENTARY/SPECIAL ED. TEACHERS<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 16 | 267 | 16 | 100 |

### Section III. Summary Rates

| Group                           | Number<br>taking<br>tests | Number<br>passing<br>tests | Pass<br>rate<br>(%) |
|---------------------------------|---------------------------|----------------------------|---------------------|
| All program completers, 2011-12 | 37                        | 37                         | 100                 |
| All program completers, 2010-11 | 30                        | 30                         | 100                 |
| All program completers, 2009-10 | 25                        | 25                         | 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

**Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.**

**Does your program prepare teachers to:**

- **integrate technology effectively into curricula and instruction**

Yes

- **use technology effectively to collect data to improve teaching and learning**

Yes

- **use technology effectively to manage data to improve teaching and learning**

Yes

- **use technology effectively to analyze data to improve teaching and learning**

Yes

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

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

**Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.**

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

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

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

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 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.**

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 accreditation standards. Our NCATE on-site visit is scheduled for fall 2013.

## Supporting Files

Eastern Mennonite University  
Traditional Program  
2011-12

[Contact Us](#) - [Glossary](#) - [Log out](#)

Title II, Higher Education Act  
OMB Control No.: 1840-0744 (exp. 12/31/2015)