



Virginia State University
Traditional Report AY 2017-18
Virginia



100% COMPLETE

STATUS: IN PROGRESS

Institution Information

ADDRESS

College of Education

1 Hayden Dr. P.O. Box 9088

CITY

Petersburg

STATE

Virginia

ZIP

23806

SALUTATION

Dr.

FIRST NAME

Willis

LAST NAME

Walter

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?

(<https://www2.ed.gov/programs/tqpartnership/awards.html>)

☐ Yes
☒ No

If yes, provide the following:

AWARD YEAR

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

- ☐ Residency
- ☐ Pre-baccalaureate
- ☐ Both Residency and Pre-baccalaureate

List of Programs

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year’s report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

THIS PAGE INCLUDES:

>> [Program Information](#)

Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <https://www2.ed.gov/programs/tqpartnership/awards.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Agriculture Minor Secondary Education	No	
Biology Minor Secondary Education	No	
Chemistry Minor Secondary Education	No	
English Minor Secondary Education	No	
Family and Consumer Science Minor Secondary Education	No	
Health and Physical Education K-12	No	
Hisory Social Science Minor Secondary Education	No	
Interdiciplinary Studies Minor Elementary Education	No	
Interdisciplinary Studies Minor Special Education	No	
Master of Education Elementary Education Endorsement	No	
Masters of Education Special Education Endorsement	No	
Mathematics Minor Secondary Education	No	

Total number of teacher preparation programs: 12

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

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

THIS PAGE INCLUDES:

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

Admissions

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

Other



If Other, please specify:

Second Semester of Sophomore Year

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

- ☐ Yes
- ☒ No

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

http://www.education.vsu.edu/departments/teaching-learning/programs/admissions.php

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

The College of Education requires pre-candidates to meet all of the requirements for admission to the program.

Undergraduate Requirements

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

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

- ☒ Yes
- ☐ No

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

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

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

2.5

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

3.25

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

2.5

5. What was the median GPA of individuals completing the program in academic year 2017-18?

3.29

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

Candidate GPA's are historically well above the minimum requirement for admission. The current cohort GPA was 3.35 on a 4 point scale.

Postgraduate Requirements

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

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

☒ Yes
 ☐ No

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

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

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

2.7

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

3.23

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

3

5. What was the median GPA of individuals completing the program in academic year 2017-18?

3.6

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

The GRE is also a requirement for admission to a Graduate Program.

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2017-18. [\(§205\(a\)\(1\)\(C\)\(iii\), §205\(a\)\(1\)\(C\)\(iv\)\)](#)

[Additional guidance on reporting supervised clinical experience and nonclinical coursework.](#)

Average number of clock hours of supervised clinical experience required prior to student teaching	200
Average number of clock hours required for student teaching	300
Average number of clock hours required for mentoring/induction support	30
Number of full-time equivalent faculty supervising clinical experience during this academic year	6
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	0
Number of students in supervised clinical experience during this academic year	58

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

The University has developed Clinical Faculty who accept and host our student for clinical experiences and student teaching. They were trained to work with our students and serve as an extension of our faculty.

Enrollment

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

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

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

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

THIS PAGE INCLUDES:

>> [Enrollment](#)

Enrollment

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

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

Total number of students enrolled in 2017-18	36
Unduplicated number of males enrolled in 2017-18	11
Unduplicated number of females enrolled in 2017-18	25

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled. [\(§205\(a\)\(1\)\(C\)\(ii\)\(H\)\)](#)

2017-18	Number Enrolled
Ethnicity	
Hispanic/Latino of any race	0
Race	

2017-18	Number Enrolled
American Indian or Alaska Native	1
Asian	0
Black or African American	26
Native Hawaiian or Other Pacific Islander	0
White	9
Two or more races	0

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

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

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

THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2017-18. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. [\(\\$205\(b\)\(1\)\(H\)\)](#)

[Additional guidance on reporting teachers prepared by subject area.](#)

What are CIP Codes?

☐

 No teachers prepared in academic year 2017-18

CIP Code	Subject Area	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	7
13.1210	Teacher Education - Early Childhood Education	
13.1202	Teacher Education - Elementary Education	11
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1205	Teacher Education - Secondary Education	
13.1206	Teacher Education - Multiple Levels	

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	2
13.1314	Teacher Education - Physical Education and Coaching	1
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	

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

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2017-18. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

[Additional guidance on reporting teachers prepared by academic major.](#)

What are CIP Codes?

☐ No teachers prepared in academic year 2017-18

CIP Code	Academic Major	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	3
13.1210	Teacher Education - Early Childhood Education	
13.1202	Teacher Education - Elementary Education	1
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1205	Teacher Education - Secondary Education	
13.1301	Teacher Education - Agriculture	

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	1
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	
13.1331	Teacher Education - Speech	

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

CIP Code	Academic Major	Number Prepared
26	Biology	
27	Mathematics and Statistics	1
40.01	Physical Sciences	
40.02	Astronomy and Astrophysics	
40.04	Atmospheric Sciences and Meteorology	
40.05	Chemistry	
40.06	Geological and Earth Sciences/Geosciences	
40.08	Physics	
52	Business/Business Administration/Accounting	
11	Computer and Information Sciences	
99	Other Specify: Interdisciplinary Studies	15

On this page, enter the total number of individuals who completed the program in AY 2017-18 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Program Completers](#)

Program Completers

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

2017-18	22
2016-17	21
2015-16	24

Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

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

THIS PAGE INCLUDES:

- >> [Annual Goals - Mathematics](#)
- >> [Annual Goals - Science](#)
- >> [Annual Goals - Special Education](#)
- >> [Annual Goals - Instruction of Limited English Proficient Students](#)
- >> [Assurances](#)

Annual Goals - Mathematics

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

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

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

Academic year 2017-18

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

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

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

1

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

- ☐ Yes
- ☒ No
- ☐ Not applicable

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

The college continues efforts to recruit teachers in the area of mathematics. The College of Education collaborates with the College of Mathematics to recruit mathematics teachers

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

The college is collaborating with local school districts and community colleges to identify students who are interested in teaching mathematics. Students from the state are eligible for the scholarship to help with the completion of their education.

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

Enrollment in the Mathematics Teaching endorsement has stabilized from the previous years' enrollment. The Mathematics Department continues to recruit to increase the number of mathematics graduates, however, increased competition from the S.T.E.M areas make recruitment teachers difficult.

Academic year 2018-19

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

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

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

2

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

Academic year 2019-20

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

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

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

2

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

Annual Goals - Science

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

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

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

Academic year 2017-18

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

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

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

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

- ☐ Yes
- ☒ No
- ☐ Not applicable

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

The college has recruited two Biology students to become teachers in the 2017-2018 school year. They are projected to complete coursework in the 2019-2020 academic year.

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

The college is collaborating with local school districts and community colleges to identify students who are interested in teaching STEM. Students from the state are eligible for the scholarship to help with the completion of their education.

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

Academic year 2018-19

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

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

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

1

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

Academic year 2019-20

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

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

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

1

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

Annual Goals - Special Education

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

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/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 2017-18

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

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

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

6

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

- ☒ Yes
- ☐ No
- ☐ Not applicable

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

The college is collaborating with local school districts and community colleges to identify students who are interested in teaching Special Education. Students from the state are eligible for the scholarship to help with the completion of their education.

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

The state has changed the requirements for licensure which will allow the college to offer dual certification in Elementary and Special Education. This change should increase the number of Special Education Teachers produced.

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

Academic year 2018-19

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

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

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

5

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

Academic year 2019-20

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

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

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

7

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

Annual Goals - Instruction of Limited English Proficient Students

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

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

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

Academic year 2017-18

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

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

2. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2017-18?

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

- ☐ Yes
- ☐ No
- ☐ Not applicable

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

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

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

Academic year 2018-19

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

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

8. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2018-19?

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

Academic year 2019-20

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

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

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2019-20?

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

Assurances

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

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

- ☒ Yes
- ☐ No

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

- ☒ Yes
- ☐ No

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

- ☒ Yes
- ☐ No
- ☐ Program does not prepare special education teachers

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

- ☒ Yes
- ☐ No

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

- ☒ Yes
☐ No

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

- ☒ Yes
☐ No

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

- ☒ Yes
☐ No

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

Because of the location of Virginia State University candidates are able to have access to public schools that are urban, suburban and rural. Candidates who complete the endorsement program at Virginia State University have opportunities to apply the theory and techniques they learn in coursework directly in the classroom through coordinated field experiences that begin early in their matriculation and are associated with the course they are taking. Applying these theories and techniques to different types of learners is achieved by the diverse field sites utilized by the program. Reflections on assurances are embedded throughout the curriculum.

On this page, review the assessment pass rates. Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	1			
5014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	4			
5014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	1			
5003 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All program completers, 2017-18	8			
5003 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All program completers, 2016-17	6			
5033 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	1			
5003 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	8			
5005 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) All program completers, 2017-18	8			
5005 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) All program completers, 2016-17	6			
5005 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) All program completers, 2015-16	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5035 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) All program completers, 2015-16	4			
5004 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2017-18	8			
5004 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2016-17	6			
5034 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2015-16	2			
5004 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2015-16	7			
5002 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All program completers, 2017-18	8			
5002 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All program completers, 2016-17	6			
5002 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All program completers, 2015-16	5			
5032 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All program completers, 2015-16	4			
5857 -HEALTH AND PHYSICAL ED: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2017-18	1			
5857 -HEALTH AND PHYSICAL ED: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2016-17	3			
5857 -HEALTH AND PHYSICAL ED: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2015-16	2			
5161 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	1			
5161 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	2			
5161 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5113 -MUSIC: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2017-18	2			
5306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All program completers, 2017-18	18	170	18	100
5306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All program completers, 2016-17	15	169	15	100
0306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All program completers, 2015-16	1			
5306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All program completers, 2015-16	19	168	19	100
099 -VCLA Evaluation Systems group of Pearson All program completers, 2017-18	22	491	22	100
099 -VCLA Evaluation Systems group of Pearson All program completers, 2016-17	21	504	21	100
099 -VCLA Evaluation Systems group of Pearson All program completers, 2015-16	24	508	24	100

Summary Pass Rates

On this page, review the summary pass rates. Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2017-18	22	22	100
All program completers, 2016-17	21	21	100
All program completers, 2015-16	24	24	100

Low-Performing

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

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

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Low-Performing

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

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

- ☒ Yes
- ☐ No

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

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

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

- ☐ Yes
- ☒ No

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

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

THIS PAGE INCLUDES:

>> [Use of Technology](#)

Use of Technology

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

Does your program prepare teachers to:

a. integrate technology effectively into curricula and instruction

- ☒ Yes
- ☐ No

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

- ☒ Yes
- ☐ No

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

- ☒ Yes
- ☐ No

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

- ☒ Yes
- ☐ No

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

Our program has developed courses which address data analyses and technology integration techniques and skills. The technology course is taken prior to admission to the program. The course is built on the Virginia Department of Education State Technology standards for instructional personnel and the International Society for Technology Education (ISTE NETS-T) standards. The endorsement programs have a required course for all candidates related to analyses of data for classroom use. These skills are used and re-enforced in the remainder of the professional studies courses as the candidate matriculates and completes the program. Participation in an individualized senior exit assessment and electronic portfolio validates the acquisition of technology skills and data analyses competencies.

Teacher Training

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. If you submitted an IPRC last year, this section is pre-loaded from your prior year’s report; please review and update as necessary.

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

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Teacher Training

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

1. Does your program prepare general education teachers to:

a. teach students with disabilities effectively

- ☒ Yes
- ☐ No

b. participate as a member of individualized education program teams

- ☒ Yes
- ☐ No

c. teach students who are limited English proficient effectively

- ☒ Yes
- ☐ No

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

Candidates in our program are prepared to teach students with disabilities through course work in "exceptional" education and field experiences which include inclusive classrooms. Curriculum courses and field experiences provide candidates with techniques for working with students with limited English proficiency. Our endorsement programs have been approved by the Virginia Department of Education and are nationally recognized by CAEP.

3. Does your program prepare special education teachers to:

a. teach students with disabilities effectively

- ☒ Yes
- ☐ No
- ☐ Program does not prepare special education teachers

b. participate as a member of individualized education program teams

- ☒ Yes

- ☐ No
- ☐ Program does not prepare special education teachers

c. teach students who are limited English proficient effectively

- ☒ Yes
- ☐ No
- ☐ Program does not prepare special education teachers

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

The Department of Teaching and Learning prepares Special Education candidates to teach students with Disabilities effectively through early assessment and core education preparation to satisfy State candidacy requirements (PRAXIS CORE Mathematics, Reading for Virginia Educators (RVE), and Virginia Communication and Literacy Assessment (VCLA); completion of a state-approved program inclusive of required competencies with appropriate laboratory/classroom experiences and technological applications to reach and support all children and youth with disabilities. Uniquely designed, curricula requirements include simulated lesson plans and planning, mock (micro) teaching, examination and review of case studies related to disabilities that yield teacher development of education and service strategies, journal/CEC analyses, and supervised field /intern exercises to effect independent classroom readiness for effective teaching of children and youth with disabilities. The importance among special education and general education teachers is clearly recognized. Essential training in collaboration and classroom behavior management is essential to successful participation as a member of the individual education team. Training is also conducted to ensure comprehensive teacher understanding of state and district regulations governing the education of both general and special education, their differences and support requirements. Such training includes field experiences for establishing and effectively maintaining inclusion and compliance through appropriate sharing and collaborative servicing of children with disabilities. The program also has three reading courses to ensure theoretical and practical (field experiences) teacher development. They are, “Legal and Ethical Issues in Special and Inclusive Education”, “Language Acquisition and Implementation” and “Reading Development/Achievement in Classroom Settings.” The program is State approved and nationally recognized by the Council for Exceptional Children (CEC).

Contextual Information

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

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

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

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

Virginia State University, America's first fully state supported four-year institution of higher learning for Blacks, is a comprehensive university and one of two land-grant institutions in the Commonwealth of Virginia. Its mission is to promote and sustain academic programs that integrate instruction, research, and extension/public service in a design most responsive to the needs and endeavors of individuals and groups within its scope of influence. Ultimately, the University is dedicated to the promotion of knowledgeable, perceptive, and humane citizens—secure of their self-awareness, equipped for personal fulfillment, sensitive to the needs and aspirations of others, and committed to assuming productive roles in a challenging and ever-changing global society. The University Planning Council recognized that certain elements—highly valued and integral to the identity of the University—must be protected and retained. Following are the Core Values: I. Our heritage as an Historically Black College (HBCU) with a land-grant mission II. The personalized attention we give to students in the delivery of instruction III. A holistic approach to student development IV. Providing a nurturing environment that supports the needs of students V. The constant pursuit of educational excellence Creating a positive learning environment for all students and using evidence-based performance standards to develop reflective practitioners are central to the College of Education. The college promotes and maintains academic programs with research-based pedagogy, technology-based learning, and reflective practices that integrate service to the community, ever mindful of the students' diverse cultural backgrounds. Our vision, mission and core principles are as follows: Vision Produce Reflective Practitioners that create Educational Justice for All. Mission The mission of the College of Education at Virginia State University is to promote quality programs, using current research and technology-based learning to prepare effective reflective practitioners that are competent, caring and culturally-responsive. Reflective Practitioners insightfully examine all aspects of teaching and learning using essential dispositions to create positive, unbiased learning environments and educational justice for all. College of Education Graduates are: Competent – understanding the central concepts, tools of inquiry, and structures of their content area(s) to create engaging and meaningful learning experiences for all. Caring – displaying kindness, concern, and respect to all learners, while empowering learners to set achievable goals. Culturally-Responsive – using research-based, student-centered methodology with culturally relevant performance assessments to promote student learning and high achievement.

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **36**.

Number of program completers from Section I: Program Information, Program Completers is **22**.

For a total enrollment of **58**.

Certification of submission

☐ I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

TITLE:

Certification of review of submission

☐ I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF REVIEWER:

TITLE:

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	56	36	-35.71%
Male Enrollment	13	11	-15.38%
Female Enrollment	43	25	-41.86%
Hispanic/Latino Enrollment	0	0	
American Indian or Alaska Native Enrollment	1	1	0.00%
Asian Enrollment	0	0	
Black or African American Enrollment	46	26	-43.48%
Native Hawaiian or Other Pacific Islander Enrollment	0	0	

Item	Last Year	This Year	Change
White Enrollment	9	9	0.00%
Two or more races Enrollment	0	0	
Average number of clock hours required prior to student teaching	200	200	0.00%
Average number of clock hours required for student teaching	300	300	0.00%
Average number of clock hours required for mentoring	30	30	0.00%
Number of full-time equivalent faculty in supervised clinical experience during this academic year	6	6	0.00%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	1	0	
Number of students in supervised clinical experience during this academic year	62	58	-6.45%
Total completers for current academic year	21	22	4.76%
Total completers for prior academic year	24	21	-12.50%
Total completers for second prior academic year	30	24	-20.00%