



Radford University
Traditional Report AY 2024-25
Virginia



REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

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

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

IPEDS ID

232277

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

801 East Main Street

CITY

Radford

STATE

Virginia

ZIP

24142

SALUTATION

Dr.

FIRST NAME

Tamara

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List of Programs

THIS PAGE INCLUDES:

>> [List of Programs](#)

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. ([§205\(a\)\(C\)](#))

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

- [Teacher Preparation Program](#)

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year's IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	PG	
13.1202	Elementary Education	Both	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	UG	
13.1	Special Education	Both	
13.1302	Teacher Education - Art	UG	
13.1322	Teacher Education - Biology	Both	
13.1323	Teacher Education - Chemistry	Both	
13.1337	Teacher Education - Earth Science	Both	
13.1305	Teacher Education - English/Language Arts	Both	
13.1306	Teacher Education - Foreign Language	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	UG	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1329	Teacher Education - Physics	Both	
13.1318	Teacher Education - Social Studies	Both	

Total number of teacher preparation programs:

15

Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

THIS PAGE INCLUDES:

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

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

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

Undergraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

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 table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: Resume and Professional Characteristics Report	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> 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 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

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

Note that some programs, such as Elementary Education, Secondary English, Mathematics, and Science, have higher GPA requirements than the 2.5 minimum, and many programs have course specific GPA requirements for admission into the EPP.

Postgraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

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 table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Subject area/academic content test or other subject matter verification	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text" value="Resume and Professional Characteristics Report"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> 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.)

3. 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.)

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

Some programs have higher GPA requirements than the 2.75 minimum, such as Elementary Education, and many programs have course specific GPA requirements for admission into the EPP.

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2024-25. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes
 No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	<input type="text" value="260"/>
Number of clock hours required for student teaching	<input type="text" value="400"/>

Are there programs in which candidates are the teacher of record?

- Yes
 No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom

Years required of teaching as the teacher of record in a classroom

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

Number of students in supervised clinical experience during this academic year

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

Currently, there is no required minimum number of clock hours of supervised clinical experience prior to student teaching. However, to be eligible for student teaching, candidates must satisfactorily complete their required early field experience(s) and receive a positive recommendation from the university supervisor. Because program requirements vary by licensure area, candidates complete differing amounts and types of supervised clinical experience prior to entering student teaching. For example, candidates in K–12 specialty program areas complete between 30 and 50 hours of early field experience, as these experiences are embedded within methods coursework. In contrast, candidates in elementary, early primary, middle, secondary, and special education programs traditionally complete between 280 and 350 hours of early field experience through enrollment in a stand-alone field experience course. Across programs, candidates complete an average of approximately 216 hours of early field experience prior to student teaching. Candidates enrolled in the revised four-year licensure programs in Elementary Education and Special Education: General Curriculum complete a three-semester sequence of supervised clinical experiences and are co-placed and co-supervised throughout all field experiences to support collaboration, inclusive instructional practices, and coherence across clinical experiences. This sequence consists of one semester of early field experience, one semester of field experience emphasizing Specially Designed Instruction (SDI), and one semester of full-time student teaching. Candidates enrolled in other four-year licensure programs, such as Deaf and Hard of Hearing Education, Middle Education, and Secondary Education, complete one semester of early field experience followed by student teaching. Candidates in K–12 specialty programs—including Art, Music, and Physical and Health Education—complete one semester of student teaching consisting of seven weeks at the elementary level and seven weeks at the secondary level. These programs also integrate additional P–12 classroom experiences within pre-field coursework. Clinical experience expectations are aligned with Virginia Department of Education regulations. All candidates are required to complete a minimum of ten weeks of full-time student teaching, including at least 150 hours of direct teaching. Across programs, candidates exceed these minimum requirements, completing an average total of approximately 520 hours of student teaching.

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

(§205(a)(1)(C)(ii))

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

- [Enrolled Student](#)
- [Program Completer](#)

Enrollment and Program Completers

2024-25 Total	
Total Number of Individuals Enrolled	136
Subset of Program Completers	76

Gender	Total Enrolled	Subset of Program Completers
Male	13	10
Female	123	66
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	1	0
Black or African American	9	4
Hispanic/Latino of any race	11	9
Native Hawaiian or Other Pacific Islander	0	0
White	109	59
Two or more races	5	4

Race/Ethnicity

Total Enrolled

Subset of Program Completers

No Race/Ethnicity Reported

1

0

Teachers Prepared

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.

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

- [Academic Major](#)

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 2024-25.

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\(b\)\(1\)\(H\)](#))

What are CIP Codes?

No teachers prepared in academic year 2024-25

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="10"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="35"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	4
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	7
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	3
13.1306	Teacher Education - Foreign Language	1
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	2
13.1314	Teacher Education - Physical Education and Coaching	8
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	6
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2024-25. 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.

[What are CIP Codes?](#)

Does this teacher preparation provider grant degrees upon completion of its programs?

- Yes
 No

No teachers prepared in academic year 2024-25

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="2"/>
13.1202	Teacher Education - Elementary Education	<input type="text"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text"/>
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>
09	Communication or Journalism	<input type="text"/>

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	<input type="text"/>
12	Personal and Culinary Services	<input type="text"/>
14	Engineering	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	1
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
21	Technology Education/Industrial Arts	<input type="text"/>
22	Legal Professions and Studies	<input type="text"/>
23	English Language/Literature	3
24	Liberal Arts/Humanities	<input type="text"/>
25	Library Science	<input type="text"/>
26	Biological and Biomedical Sciences	<input type="text"/>
27	Mathematics and Statistics	<input type="text"/>
30	Multi/Interdisciplinary Studies	47
38	Philosophy and Religious Studies	<input type="text"/>
40	Physical Sciences	<input type="text"/>
41	Science Technologies/Technicians	<input type="text"/>
42	Psychology	<input type="text"/>
44	Public Administration and Social Service Professions	<input type="text"/>
45	Social Sciences	6
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
50	Visual and Performing Arts	9
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	<input type="text"/>
54	History	<input type="text"/>

CIP Code	Academic Major	Number Prepared
99	Other Specify: <input data-bbox="289 121 1263 163" type="text" value="Exercise, Sport, and Health Education"/>	<input data-bbox="1295 90 1572 132" type="text" value="8"/>

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Respond to the following assurances. Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#); [§206\(b\)](#))

Program Assurances

Note: This section is preloaded from the prior year's IPRC.

1. Program 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:

Preparation in the program is intentionally aligned with the needs of schools and the instructional decisions new teachers encounter in classroom settings. Coursework is grounded in the professional standards of the Council for Exceptional Children (CEC) and aligned with the Virginia Standards of Learning. Teacher candidates are prepared to implement evidence-based practices identified by the U.S. Department of Education and the Virginia Department of Education, as well as those required by state licensure regulations. Consistent with expectations of the program's national accretor, CAEP, candidates complete field experiences in diverse school settings to ensure meaningful exposure to a range of learners and contexts. The program maintains active partnerships and advisory boards with local education agencies (LEAs), creating ongoing opportunities for collaboration and reciprocal feedback. These partnerships support continuous alignment between university preparation and school division needs. Teacher candidates

are fully immersed in their partnership site placements and complete program requirements with field experience hours that exceed minimum licensure expectations. Teacher candidates complete introductory special education coursework through EDSP 361 or EDSP 404/504 at the undergraduate level, while graduate students complete EDSP 651. Because the majority of candidates are placed in inclusive classroom settings, they gain experience working with students with disabilities, gifted students, English language learners, and students from a wide range of socioeconomic backgrounds within general education classrooms. In addition, candidates complete an online module focused on identifying students with dyslexia. Graduate students in initial licensure programs complete Multicultural Education (EDUC 670), a required core course that addresses the needs of students with limited English proficiency. Undergraduate candidates complete EDUC 370, which provides similar content at the undergraduate level. Foundations courses required across programs further address multicultural education, socioeconomic diversity, and rural, urban, and suburban educational contexts. The program engages in ongoing curricular mapping aligned to professional standards to identify gaps, reduce unnecessary duplication, and inform continuous program improvement.

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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in mathematics in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

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:

Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in mathematics in 2025-26? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in mathematics in 2026-27? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Graduate and place the enrolled secondary mathematics candidates while generating momentum to increase enrollment to 2–3 candidates in the following cycle.

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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in science in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

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:

Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in science in 2025-26? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in science in 2026-27? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Support 100% completion and licensure of the enrolled secondary science teacher while using AY 26–27 as a foundation to strengthen program quality, partnerships, and future recruitment in this high-need field.

Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in special education in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Continue to increase the number of program completers in Special Education by growing the number of students completing the add-on endorsement in Special Education: General Curriculum.

3. Did your program meet the goal?

- Yes
 No

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

Progress toward this goal was evidenced by a moderate increase in the number of program completers in the Special Education degree program and the successful implementation of add-on endorsement pathways. The creation of the Special Education: General Curriculum add-on endorsement for general education candidates expanded opportunities for the EPP to prepare additional teachers eligible to serve students with disabilities. During the academic year, six students earned the Special Education add-on endorsement concurrently with their Elementary Education (K-6) teaching endorsement, directly contributing to increased completers in this high-need field. At the same time, the EPP will continue focused efforts to increase enrollment and completion within the Special Education degree program itself to ensure long-term program sustainability and workforce impact.

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:

While add-on endorsements contribute to the preparation of additional special education teachers, data for these endorsements are not collected in this report and are therefore not included in the program completer data.

Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in special education in 2025-26? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Increase the number of program completers in Special Education by growing the number of students completing the add-on endorsement in Special Education: General Curriculum.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in special education in 2026-27? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Increase enrollment, retention, and program completion in the Special Education degree programs while ensuring high-quality preparation and licensure of candidates to meet regional workforce needs.

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

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 teacher preparation 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\(a\)\(1\)\(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in instruction of limited English proficient students in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes
- No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
- No

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:

Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in instruction of limited English proficient students in 2025-26? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in instruction of limited English proficient students in 2026-27? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Assessment Pass Rates

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

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

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

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

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5134 -ART: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2024-25	7			
5134 -ART: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2023-24	2			
5134 -ART: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2022-23	6			
5235 -BIOLOGY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2023-24	1			
5245 -CHEMISTRY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2022-23	1			
5003 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	41	171	38	93

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5003 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All program completers, 2024-25	34	174	34	100
5003 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All program completers, 2023-24	36	174	36	100
5003 -ELEMENTARY EDUCATION: MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	26	172	26	100
5005 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	41	170	37	90
5005 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) All program completers, 2024-25	34	173	34	100
5005 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) All program completers, 2023-24	36	174	36	100
5005 -ELEMENTARY EDUCATION: SCIENCE Educational Testing Service (ETS) All program completers, 2022-23	26	170	26	100
5004 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	41	166	39	95
5004 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2024-25	34	168	34	100
5004 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2023-24	36	168	36	100
5004 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23	26	165	26	100
5002 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	41	169	39	95
5002 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All program completers, 2024-25	34	169	34	100
5002 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All program completers, 2023-24	36	172	36	100
5002 -ELEMENTARY EDUCATION:READING / LANG. ARTS Educational Testing Service (ETS) All program completers, 2022-23	26	166	26	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5038 -ENGLISH LANGUAGE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2024-25	3			
5038 -ENGLISH LANGUAGE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	3			
5038 -ENGLISH LANGUAGE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	4			
5857 -HEALTH AND PHYSICAL ED: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2024-25	8			
5857 -HEALTH AND PHYSICAL ED: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2023-24	4			
5857 -HEALTH AND PHYSICAL ED: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2022-23	7			
5161 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	2			
5047 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2022-23	2			
5164 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2024-25	3			
5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2023-24	1			
5164 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2023-24	3			
5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	3			
5442 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2022-23	1			
5089 -MIDDLE SCHOOL SOCIAL STUDIES (CBT) Educational Testing Service (ETS) All program completers, 2024-25	1			
5089 -MIDDLE SCHOOL SOCIAL STUDIES (CBT) Educational Testing Service (ETS) All program completers, 2023-24	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5089 -MIDDLE SCHOOL SOCIAL STUDIES (CBT) Educational Testing Service (ETS) All program completers, 2022-23	2			
5113 -MUSIC: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2024-25	2			
5113 -MUSIC: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2023-24	8			
5113 -MUSIC: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2022-23	7			
5306 -READING FOR VA EDUCATORS ELEMENTARY & SPECIAL ED Educational Testing Service (ETS) All program completers, 2022-23	13	175	13	100
5581 -SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2024-25	1			
5081 -SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2024-25	5			
5081 -SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2023-24	8			
5081 -SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2022-23	10	172	10	100
5195 -SPANISH: WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2024-25	1			
5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All enrolled students who have completed all noncl	28	170	25	89
5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All program completers, 2024-25	39	169	39	100
5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All program completers, 2023-24	41	170	41	100
5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All program completers, 2022-23	16	169	16	100
099 -VCLA Evaluation Systems group of Pearson All enrolled students who have completed all noncl	33	487	27	82

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
099 -VCLA Evaluation Systems group of Pearson All program completers, 2024-25	72	500	72	100
099 -VCLA Evaluation Systems group of Pearson All program completers, 2023-24	77	503	77	100
099 -VCLA Evaluation Systems group of Pearson All program completers, 2022-23	78	504	78	100

Summary Pass Rates

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

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

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

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

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2024-25	74	74	100
All program completers, 2023-24	78	78	100
All program completers, 2022-23	78	78	100

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

Note: This section is preloaded from the prior year's IPRC.

Low-Performing

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
- CAEP
- AAQEP
- Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- Yes
- No

Use of Technology

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

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.

The program uses multiple sources of evidence to demonstrate that teacher candidates are prepared to integrate technology effectively into curriculum and instruction, and to use technology to collect, manage, and analyze data to improve teaching and learning in support of student academic achievement. Across teacher preparation programs, candidates are introduced to strategies for using technology to enhance instruction, support community building, manage instructional resources, and engage in professional learning. A critical component of this preparation emphasizes the use of technology to collect, analyze, and interpret student achievement data to inform instructional decision making and identify areas for improvement, including formative evaluation practices. General education candidates in middle and secondary education programs complete technology coursework at both the undergraduate and graduate levels. These courses are informed by global technological trends and current research on how technology supports teaching and learning, while remaining grounded in practical classroom applications. For special education candidates, technology preparation is embedded within relevant special education coursework rather than delivered through stand alone technology courses. Within these courses, candidates use instructional, adaptive, and assistive technologies that support students with disabilities and align with Individualized Education Programs (IEPs). Coursework emphasizes applying technology to remove barriers to learning and support access to the general curriculum, consistent with Universal Design for Learning (UDL) principles. Candidates review UDL principles and apply them by evaluating digital instructional resources and technologies using UDL criteria. Teacher candidates are expected to integrate technology and incorporate UDL principles into lesson planning and instructional practice. During field experiences, candidates receive feedback on these competencies from university supervisors. This feedback is documented through the Lesson Plan Rubric and the Observation Checklist, which provide evidence of candidates' ability to design accessible,

technology enhanced instruction. The Impact on Student Learning assignment provides direct evidence of candidates' ability to use technology to inform instruction. Through this assignment, teacher candidates use digital tools to collect, analyze, and visually display P–12 student performance data from summative assessments in order to evaluate instructional effectiveness and identify areas for instructional improvement. At the graduate level, candidates also develop online portfolios that include artifacts aligned with program technology outcomes. These portfolios serve as additional evidence of candidates' proficiency in integrating technology into instruction and using data informed practices to support student learning.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Note: This section is preloaded from the prior year's IPRC.

Teacher Training

1. Provide a description of the activities that prepare general education teachers to:

a. Teach students with disabilities effectively

General education teacher candidates are prepared to effectively teach students with disabilities through a combination of targeted coursework, inclusive field experiences, and collaboration with special education faculty. The Special Education program area provides service courses for general education candidates in middle education, K–12 specialty areas, and secondary education. These courses focus on special education services; the roles and responsibilities of general educators in serving students with exceptional learning needs; legal and ethical considerations; and evidence-based strategies for accommodating, differentiating, and instructing diverse learners in inclusive classroom settings. Elementary Education candidates are intentionally prepared as inclusive educators. In addition to their content-area coursework, they complete coursework in specially designed instruction, intervention, and progress monitoring to support students with disabilities. Elementary and Special Education candidates are co-placed in inclusive elementary classrooms for both field experiences and student teaching placements, providing authentic opportunities to collaborate, co-plan, and co-teach. These experiences are jointly supervised by faculty from the Elementary and Special Education program areas, reinforcing collaborative practice and shared responsibility for student learning. Upon program completion, Elementary Education candidates are eligible to earn a concurrent Special Education: General Curriculum (Elementary) add-on endorsement, further strengthening their preparedness to meet the needs of students with disabilities in inclusive settings.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

All required introductory special education courses for general education teacher candidates address special education laws and regulations related to individualized education programs (IEPs), including the development of plans and the roles and responsibilities of IEP team members. Through this coursework, candidates are introduced to the legal foundations and collaborative structures that guide IEP teams. Special Education faculty continue to collaborate with general education program faculty to strengthen and align preparation in this area. Together, they plan and assess candidates' foundational knowledge related to IEPs and team participation while exploring additional opportunities to further integrate this content within general education teacher preparation programs.

c. Effectively teach students who are limited English proficient.

Teacher candidates develop an understanding of the needs of students who are limited English proficient through coursework in Foundations of Education and Multicultural Education. These courses introduce candidates to linguistic diversity, cultural considerations, and educational practices that support English learners. In addition, literacy education courses address the specific language and literacy needs of limited English proficient students, with emphasis on instructional approaches that support reading, writing, and language development across content areas.

2. Does your program prepare special education teachers?

- Yes
 No

If yes, provide a description of the activities that prepare *special education teachers* to:

a. Teach students with disabilities effectively

In addition to introductory coursework addressing special education laws and regulations related to individualized education programs (IEPs), all special education teacher candidates complete specialized coursework at both the undergraduate and graduate levels focused on collaboration, evaluation, and evidence based practices. These courses prepare candidates to meet the instructional and support needs of students with disabilities across settings. In addition to special education methods courses, candidates complete content coursework in social studies, science, mathematics, and reading alongside general education students. This shared coursework ensures preparation that addresses the learning needs of all students and supports inclusive instructional practice. Teacher candidates also participate in multiple field experiences that provide opportunities to teach students with a wide range of abilities and needs. During these experiences, candidates implement evidence based practices under the guidance and supervision of faculty, allowing them to apply theory to practice in authentic educational settings.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

All special education teacher candidates engage in active participation on Individualized Education Program (IEP) teams during their field experience placements. As part of each placement, candidates attend three special education–related meetings, such as eligibility meetings, IEP meetings, and Response to Intervention (RTI) meetings. Across multiple field placements, candidates participate in a total of approximately nine such meetings by the completion of the program. In addition, candidates complete coursework that requires the development of IEP components based on student data. Within two designated courses, students analyze assessment data to inform instructional planning and goal development. For example, candidates implement transition assessments with secondary learners and develop IEP goals aligned with identified transition service needs.

c. Effectively teach students who are limited English proficient.

Teacher candidates develop an understanding of the needs of students who are limited English proficient through the Foundations of Education course, which addresses linguistic diversity and educational considerations for these learners. In addition, literacy education courses emphasize the literacy needs of limited English proficient students and instructional approaches that support language development. The diagnostic assessment course further prepares candidates by addressing the characteristics and educational needs of students with language based disabilities, while distinguishing these from limited English proficiency. This coursework supports candidates in developing appropriate instructional and assessment practices for diverse language learners.

Contextual Information

On this page, review the contextual information about your program, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

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.

Radford University's Educator Preparation Programs are approved by the Virginia Department of Education and in spring 2020, earned full accreditation by the Council for the Accreditation of Educator Preparation (CAEP). The university offers 23 endorsement programs: 19 initial licensure programs at the graduate and undergraduate level and four graduate-level advanced programs. The initial licensure programs at the undergraduate level include the following: art, *biology, *chemistry, *deaf and hard of hearing, *early childhood special education, *early/primary education,*elementary, *foreign language (Spanish), middle, music (instrumental), music (vocal), health and physical education, *earth science, *English, *mathematics, *physics,*social studies, and *special education: general curriculum. (Note: The asterisk (*) denotes programs that are also offered at the graduate level.) There is one additional initial licensure program offered at the graduate level: special education: adapted curriculum. Through a consortium of IHEs, we offered initial licensure in visual impairment. Advanced programs are offered at the graduate level and include the following: Educational Leadership, Literacy Education (reading specialist), School Counseling, and School Psychology. We are currently engaged in concurrent re-accreditation with the Council for the Accreditation of Educator Preparation and program approval review by the Virginia Department of Education (VDOE).

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.

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:

Tamara K. Wallace

TITLE:

Dean, College of Education and Human Development

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:

Tamara K. Wallace

TITLE:

Dean, College of Education and Human Development