



# VCU

**VIRGINIA COMMONWEALTH UNIVERSITY  
BOARD OF VISITORS  
ACADEMIC AND HEALTH AFFAIRS COMMITTEE**

**9:20 A.M.\*\***

**March 22, 2019**

**JAMES BRANCH CABELL LIBRARY  
901 PARK AVENUE – ROOM 303  
RICHMOND, VIRGINIA**

**DRAFT**

## **AGENDA**

- 1. CALL TO ORDER** Dr. Carol Shapiro, *Chair*
- 2. APPROVAL OF AGENDA** Dr. Carol Shapiro, *Chair*
- 3. APPROVAL OF MINUTES** Dr. Carol Shapiro, *Chair*  
(Dec. 7, 2018)
- 4. ACTION ITEMS:** Dr. Carol Shapiro, *Chair*
  - a. Proposal to create a new graduate certificate in Applied Statistics
  - b. Proposal to create a new graduate certificate in Cybersecurity Policy and Management
  - c. Proposal to change the CIP code for M.A. in Economics
  - d. Proposal to close the Doctor of Philosophy in Anatomy and Neurobiology
  - e. Proposal to create a new Bachelor of Science in Education in Early Childhood Education and Teaching
  - f. Proposal to create a new Bachelor of Science in Education in Elementary Education and Teaching
  - g. Proposal to create a new Bachelor of Science in Education in Secondary Education and Teaching with a concentration in Engineering Education
  - h. Proposal to create a new Bachelor of Science in Education in Health and Physical Education
  - i. Proposal to create a new Bachelor of Science in Education in Special Education and Teaching with a concentration in General Education
  - j. Proposal to move the Bachelor of Science in Dental Hygiene from the Department of Oral Health Promotion and Community Outreach to the Dean's Office
  - k. Proposal to move the Doctor of Philosophy in Oral Health Research from the Department of Oral and Craniofacial Molecular Biology to the Dean's Office
  - l. Revised Committee Charter

**5. REPORT FROM PROVOST**

- a. Updated Dashboard  
*(including financial aid)*
- b. Update on Online@VCU

Dr. Gail Hackett, *Provost and Senior Vice President for Academic Affairs*

James Fowlkes, *Acting Director, Online@VCU*

**6. DISCUSSION ITEMS**

- a. International Enrollment Landscape and VCU Strategy
- b. Career Services

Dr. Tomikia LeGrande  
*Vice Provost for Strategic Enrollment Management*

Dr. Deborah Noble-Triplett  
*Senior Vice Provost for Academic Affairs*

Dr. Maggie Tolan  
*Senior Associate Vice Provost for Student Success*

**7. INFORMATIONAL REPORTS**

- a. Annual Campus Safety Report

John Venuti, *Chief of Police and Associate Vice President for Public Safety, VCU and VCU Health*

**8. CONSTITUENT REPORTS**

- a. Student Representatives
- b. Faculty Representatives

Dhruv Sethi,  
*Graduate Student Representative*

Jacob Parcell, *Undergraduate Student Representative*

Ms. Holly Alford, *Faculty Senate Board of Visitors Representative*

Dr. Scott Street, *alternate and president, VCU Faculty Senate*

c. Staff Representatives

Mr. Nick Fetzer, *Staff  
Senate Board of Visitors  
Representative,  
VCU Staff Senate*

Ms. Ashley Staton, *alternate,  
Staff Senate*

**9. CLOSED SESSION**

Freedom of Information Act Section 2.2-3711.A.2-  
Selection of Board of Visitors Award Recipient which  
requires disclosure of scholastic records

Dr. Carol Shapiro, *Chair*

**10. RETURN TO OPEN SESSION AND  
CERTIFICATION**

Approval of Committee Action on matters discussed  
in closed session, if necessary

Dr. Carol Shapiro, *Chair*

**11. MISCELLANEOUS REPORTS  
For informational purposes only**

Dr. Carol Shapiro, *Chair*

**12. OTHER BUSINESS**

Dr. Carol Shapiro, *Chair*

**13. ADJOURNMENT**

Dr. Carol Shapiro, *Chair*

**\*\*The start time for the Board of Visitors meeting is approximate only. The meeting may begin either before or after the listed approximate start time as Board members are ready to proceed.**

**The members of the Academic and Health Affairs Committee are:** Carol S. Shapiro, M.D., chair; Robert Holsworth, Ph.D., vice chair; H. Benson Dendy III; Gopinath Jadhav, M.D.; Edward L. McCoy; Tyrone E. Nelson; Stuart Siegel; Shantaram Talegaonkar, M.D.; G. Richard Wagoner Jr.



# VCU

**BOARD OF VISITORS  
ACADEMIC AND HEALTH AFFAIRS COMMITTEE  
9:20 A.M.  
December 7, 2018  
JAMES BRANCH CABELL LIBRARY  
901 PARK AVENUE, ROOM 303, RICHMOND, VIRGINIA**

**DRAFT**

## **MINUTES**

### **COMMITTEE MEMBERS PRESENT**

Dr. Carol S. Shapiro, Chair  
Dr. Robert D. Holsworth, vice chair  
Mr. H. Benson Dendy III  
Dr. Gopinath Jadhav  
Mr. Ed McCoy  
Mr. Stuart C. Siegel  
Dr. Shantaram Talegaonkar  
Mr. G. Richard Wagoner, Jr.

### **OTHERS PRESENT**

Dr. Michael Rao, President  
Dr. Gail Hackett, Provost and Senior Vice President for Academic Affairs  
Dr. Aashir Nasim, Vice President for Inclusive Excellence  
Dr. Srirama Rao, Vice President for Research and Innovation  
Dr. Marsha Rappley, Senior Vice President for Health Sciences  
Ms. Holly Price Alford, Faculty Representative  
Dr. W. Scott Street IV, Faculty Representative  
Mr. Nicholas B. Fetzer, Staff Representative  
Ms. Ashley Staton, Staff Representative  
Mr. Dhruv Sethi, Student Representative  
Mr. Jacob Parcell, Student Representative  
Ms. Elizabeth L. Brooks, Associate University Counsel  
Ms. Jamie Stillman, Director of Strategic Communications, Office of the Provost  
Staff and students from VCU and VCUHS

### **CALL TO ORDER**

Dr. Carol Shapiro, Chair of Academic and Health Affairs Committee, called the meeting to order at 9:25 a.m.

### **APPROVAL OF MINUTES**

On motion made and seconded, the Academic and Health Affairs Committee approved the Minutes of the meeting held **May 11, 2018**. A copy of the minutes can be found on the VCU website at the following webpage <http://www.president.vcu.edu/board/committeeminutes.html>.



### **ACTION ITEMS**

On motion made and seconded, the Academic and Health Affairs Committee approved the following proposals and recommends that these items be submitted to the full Board of Visitors for approval:

- 1) Proposal to close the Master of Science in Occupational Therapy (MSOT) Degree Program; and
- 2) Proposal to close the Master of Science in Occupational Therapy (MSOT) Degree Program.

### **REPORTS**

Dr. Hackett introduced Dr. Tomikia LeGrande, vice provost for strategic enrollment management, who then provided an overview of an updated report on financial aid and a preview of the Strategic Enrollment Management report that will be presented at the full board meeting this afternoon.

Dr. Shapiro informed the committee that its charter must be reviewed, revised, if needed, and approved by the committee annually. Therefore, she will work with the Provost's staff to make initial revisions to the document and then get it back to the committee for review and any additional revisions. The charter will be presented for approval at the committee's March meeting.

Drs. Shapiro and Hackett reviewed the progress made toward the completion of the next strategic plan, Quest 2025. The board appreciated the plan conceptually in May, but felt that more focus and detail were needed, particularly as related to identifying the university's highest priorities and their associated strategies, resources and metrics to ensure accountability for results. The completed plan, which will be presented for approval to the full board this afternoon, will include annual Quest 2025 implementation plans that will provide specifics on priorities and strategies to advance delivery of the highest quality experience and outcomes for our students and patients.

Dr. Aashir Nasim, Vice President for Inclusive Excellence, presented an update on the university's efforts in ensuring that we meet and exceed our diversity and inclusion goals as presented in the strategic plan. A new initiative, Diversity Driving Excellence, combines indices on diversity, inclusion and engagement with a variety of certifications, courses, training programs, seminars and workshops as well as annual surveys to develop "scores" that measure success not just at the university level, but at the unit level as well. The ultimate goal of the initiative is Performance Excellence.

Mr. John Umschneider, dean of VCU Libraries and University Librarian; Ms. Sheryl Garland, vice president, health policy and community relations, VCU Health System and director, VCU Office of Health Innovation and Ms. Heidi Crapol, director, VCU Center for Urban Communities; and Mr. Ed McLaughlin, vice president and director of athletics, answered

questions related to the reading materials provided prior to the meeting related to affordable course content, the East End (Richmond) Health and Wellness Initiative, and student athletics, respectively.

Mr. Dhruv Sethi, graduate student representative, and Mr. Jacob Parcell, undergraduate student representative, informed the committee that three university initiatives have been very well received by students: the GRTC Pulse, the Institute for Contemporary Art, and the new Gladding Residence Center.

Ms. Holly Alford, the faculty representative, reported that the Faculty Senate passed a resolution supporting the framework of GenEd30, the university's new General Education program, as well as a resolution in support of the Ethical Conduct Policy.

Mr. Nicholas Fetzer, the staff representative, reported that the Staff Senate is currently deliberating and will soon vote upon an amendment to its constitution that will grant the university's new employee category, University and Academic Professional, eligibility to become senators. The new employee category includes many employees formerly known as Administrative and Professional Faculty, which marks a significant evolution of not only the number of employees represented by the Staff Senate, but also of seniority and role. In addition, as a result of this change, the Staff Senate will also undergo a name change to reflect its broadening constituency.

### **OTHER NOTES**

Dr. Shapiro announced that the Online@VCU update that was initially going to be presented to the committee in September, will be given at the full Board meeting this afternoon. In addition, the requested update on VCU Career Services will be moved to the spring.

### **ADJOURNMENT**

There being no further business, Dr. Carol Shapiro, Chair, adjourned the meeting at 11:00 a.m.

**Virginia Commonwealth University  
Proposed Program Brief**

**Proposal to Create a Graduate Certificate in Applied Statistics**

**Overview**

This proposal seeks approval to create a 12-credit Graduate Certificate in Applied Statistics.

The purpose of the Graduate Certificate in Applied Statistics is to train students on the assumptions associated with applied statistics procedures and prepare them to apply the procedures to real data. Students will learn statistical packages that allow them to perform the procedures, and learn the proper interpretation of the results. Graduates will be able to apply the procedures in many high demand areas, including industry, government, and professional/financial businesses.

**Method of Delivery**

The certificate will be offered in a traditional, face-to-face format. All of the required courses currently exist, and are taught in university and department scheduled classrooms that have the necessary technology and software required of the courses. The university has sufficient resources to deliver this certificate program.

**Target Implementation Date**

Fall 2019

**Demand and Workforce Development**

The demand for statisticians has consistently grown over the past few decades, and according to the Bureau of Labor Statistics, overall employment of statisticians (and mathematicians) is projected to grow by 33% during the decade between 2016 and 2026, far exceeding the projected 7% increase for all such occupations. “Businesses will need these workers to analyze the increasing volume of digital and electronic data.”<sup>1</sup>

According to U.S. News & World Report’s 2017 rankings, statistician is the best job in STEM, the best job in business, and the fourth best job overall.<sup>3</sup> For 2018, the U.S. News & World Report again as statistician as the best job in STEM, the best job in business, and the sixth best job overall.<sup>4</sup> These rankings factor in characteristics such as career satisfaction, salary, job growth, and advancement opportunities. The American Statistical Association states that “career statisticians have the opportunity to work in nearly any industry they are passionate about, which makes for a happy job! From improving the agriculture industry, to solving spatial analysis challenges for the fire department, to managing data science at the White House, and more, virtually every industry needs workers who are skilled in statistics.”<sup>2</sup>

The need extends locally as well. The Richmond region hosts many state and local government agencies; Capital One and other financial institutions; the Federal Reserve; and several military-based opportunities, among many other places that need and employ statisticians.

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<sup>1</sup><https://www.bls.gov/ooh/math/mathematicians-and-statisticians.htm>

<sup>2</sup><http://thisisstatistics.org/2017-is-the-year-of-the-statistician/>

<sup>3</sup><https://www.usnews.com/info/blogs/press-room/articles/2017-01-11/us-news-announces-the-2017-best-jobs>

<sup>4</sup><https://www.usnews.com/info/blogs/press-room/articles/2018-01-10/us-news-announces-the-2018-best-jobs>

## **External Competition**

A search of the SCHEV Degree Inventory<sup>5</sup> by Broad Program and Level reveals seven relevant certificate programs; three at George Mason University, two at George Washington University, one at Old Dominion University, and one at Virginia Commonwealth University. Only the certificate at Old Dominion University is similar to the Graduate Certificate we are proposing. The three at George Mason University are specific to a particular population that our certificate would not appeal to. The two at George Washington University are not focused on applied statistics. And the existing certificate at Virginia Commonwealth University is a post-baccalaureate certificate that consists of undergraduate courses as opposed to graduate level courses.

<sup>5</sup>[http://research.schev.edu/degreeinventory/inventory\\_7.asp](http://research.schev.edu/degreeinventory/inventory_7.asp)

## **Target Population**

The certificate will target working professionals in government agencies and the financial sector who want to advance their careers by acquiring new skills and learning new topics in applied statistics. Individuals who are considering a graduate degree in statistics could also be targeted, as all courses in this program would transfer to a M.S. in statistics program.

## **Impact on Existing Programs/Policies**

No existing program will be impacted by the creation of the Graduate Certificate in Applied Statistics.

## **Impact on Faculty**

Faculty appointments in the certificate program are established by recommendation of the chair of the Department of Statistical Sciences and Operations Research in consultation with the certificate's Program Director. The Program Director is a full-time faculty member in the department. All courses will be taught by full-time, tenure eligible faculty in the department, all of which have a PhD in statistics or a related field. No adjuncts will be used to teach in the certificate program.

## **Funding**

Resources required to support the certificate program are met by existing resources to support current programs. These include student support services (enrollment, help desk, and library), faculty support services (copying and contracts), and general administration (budgeting, forecasting, and enrollment management). Full-time faculty in the Department of Statistical Sciences and Operations Research will be the primary instructors in the proposed program and one of the faculty will serve as Program Director. No new positions will be created to initiate and sustain this certificate program. The university has adequate resources to offer and sustain this certificate program.

## **Benefit to the university**

The Graduate Certificate in Applied Statistics will introduce VCU to new graduates, and to working professionals in the central Virginia area. In preparing students to excel in a high demand profession, VCU's reputation in STEM-related disciplines will be enhanced.

## **Next Steps**

January 31	University Council Academic Affairs and University Policy
February 7	University Council
February 11	President's Cabinet
March 22	Board of Visitors

## **Full Proposal**

See attached

Virginia Commonwealth University  
Graduate Certificate

Name of Certificate: Applied Statistics

CIP Code: 27.0501

Initiation Date: Fall 2019

Description of Certificate:

The purpose of the Graduate Certificate in Applied Statistics is to train students on the assumptions associated with applied statistics procedures and prepare them to apply the procedures to real data. Students will learn statistical packages that allow them to perform the procedures, and learn the proper interpretation of the results. Graduates will be able to apply the procedures in many high demand areas, including industry, government, and professional/financial businesses.

Target Audience:

The certificate will target working professionals in government agencies and the financial sector who want to advance their careers by acquiring new skills and learning new topics in applied statistics. Individuals who are considering a graduate degree in statistics could also be targeted, as all courses in this program would transfer to a M.S. in statistics program.

Time to Complete:

Full-time, non-degree seeking students can complete the certificate in one year (two semesters) with a course load of six credits each in a fall and spring semester. Part-time, non-degree seeking students can complete the certificate in two years (four semesters) with a three-credit load each semester. Degree-seeking students can complete the certificate in two years (four semesters) with a three-credit load each semester.

Admission:

The admission requirements outlined below will apply to all students. All applicants to the graduate certificate programs are required to meet the admission requirements of the VCU Graduate School. Applicants will be required to submit the following materials to the Graduate School Admissions Office:

- Application form and application fee
- Three letters of recommendation, professional and/or academic
- Official undergraduate transcripts from all schools attended
- A statement of purpose outlining career goals
- A resume stating relevant work experience

The Department of Statistical Sciences and Operations Research requires that students demonstrate the following:

- Have earned an undergraduate degree in an area related to applied mathematics, or in another discipline that requires mathematics through calculus and linear algebra, and statistics.
- Have computing/technology skills that would allow the student to learn and use several statistical software packages.

A maximum of 3 equivalent, graduate-level transfer credit hours at the 500-level or higher may count toward the certificate. The transfer credits are evaluated on a case-by-case basis to determine course equivalency. Credits from a degree already awarded cannot be applied toward the certificate.

International students will submit an official transcript evaluation from a recognized foreign educational credentials evaluation service accredited by the National Association of Credential Evaluation Service (NACES) or the American Association of Collegiate Registrars and Admissions Officers (AACRAO). International students must also provide proof that they can support themselves financially for the duration of the program.

Non-native English speakers will provide evidence of proficiency in English by one of the following:

- A Test of English as a Foreign Language (TOEFL) minimum composite score of 100 for the Internet Based Test (IBT) or 600 for the paper-based score
- An International English Language Testing Systems (IELTS) score minimum of 6.5 on the academic exam
- A passing score on the VCU English Language Program Compression test

#### Curriculum Requirements:

The curriculum will prepare students to work with data from a variety of disciplines and perform appropriate procedures to best analyze the data. The curriculum focuses on the assumptions associated with applied statistics procedures and how to verify the assumptions. The curriculum emphasizes appropriate statistical software packages for data analysis and the current workplace technologies for statistical applications.

#### Required Courses

Total Number of Credit Hours: 12 credit hours (minimum)

All courses are 3 credit hours

#### Courses

STAT 636, Machine Learning Algorithms

STAT 641, Applied Data Analysis

STAT 642, Design and Analysis of Experiments

STAT 643, Applied Linear Regression

#### Faculty:

Faculty appointments in the certificate program are established by recommendation of the chair of the Department of Statistical Sciences and Operations Research in consultation with the certificate's Program Director. The Program Director is a full-time faculty member in the

department. All courses will be taught by full-time, tenure eligible faculty in the department, all of which have a PhD in statistics or a related field.

No adjuncts will be used to teach in the certificate program.

Course Delivery Format:

The certificate will be offered in a traditional, face-to-face format. All of the required and restricted elective courses currently exist, and are taught in university and department scheduled classrooms that have the necessary technology and software required of the courses. The university has sufficient resources to deliver this certificate program.

Resources:

Resources required to support the certificate program are met by existing resources to support current programs. These include student support services (enrollment, help desk, and library), faculty support services (copying and contracts), and general administration (budgeting, forecasting, and enrollment management). Full-time faculty in the Department of Statistical Sciences and Operations Research will be the primary instructors in the proposed program and one of the faculty will serve as Program Director. No new positions will be created to initiate and sustain this certificate program. The university has adequate resources to offer and sustain this certificate program.

Gainful Employment:

The Applied Statistics graduate certificate is a Gainful Employment program. The certificate will come under Gainful Employment regulations.

Course Descriptions:

**STAT 636. Machine Learning Algorithms. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Enrollment restricted to students with graduate status in mathematical sciences, systems modeling and analysis, decision sciences and business analytics, or computer science, or by permission of the instructor. Includes an in-depth analysis of machine learning algorithms for data mining, equipping students with skills necessary for the design of new algorithms. Analyses will include framing algorithms as optimization problems and a probabilistic analysis of algorithms. Students will be exposed to current areas of research in the construction of data mining algorithms. Crosslisted as: OPER 636.

**STAT 641. Applied Data Analysis.**

Semester course; 3 lecture hours. 3 credits. Enrollment restricted to students who have completed a multivariate calculus course. Experience with mathematics or statistics software is strongly recommended. Introduction to applied data analysis intended primarily for graduate students in mathematical sciences and engineering. Topics include the fundamental ideas of descriptive statistics, elementary probability theory, statistical inference including tests of hypotheses and confidence intervals, ANOVA, principles of experimental design, correlation and linear regression analysis, categorical data analysis, and quality control. Focus is on the practical side of implementing these techniques using statistical software packages. Students may receive degree credit for only one of BIOS 543, STAT 441, STAT 541, STAT 543 or STAT 641.



**STAT 642. Design and Analysis of Experiments I.**

Semester course; 3 lecture hours. 3 credits. Prerequisite: graduate status in mathematical sciences or systems modeling and analysis, or permission of instructor. An introduction to the design and analysis of experiments. Topics include the design and analysis of completely randomized designs, one variable block designs, the family of Latin square designs and split-plot designs. Introductions are also given to multiple comparison procedures and contrasts, analysis of covariance and factorial experiments. Applications involve the use of a statistical software package.

**STAT 643. Applied Linear Regression.**

Semester course; 3 lecture hours. 3 credits. Prerequisite: MATH 200-201, STAT 212 and MATH 310 or equivalents. An introduction to the concepts and methods of linear regression analysis. Topics include simple linear regression, multiple linear regression, the impact of model misspecification, model selection criteria, residual analysis, influence diagnostics, diagnostic plots, multicollinearity, transformations and response surface methodology. Applications involve the use of a statistical software package.

**Virginia Commonwealth University  
Proposed Program Brief**

**Proposal to Create a Graduate Certificate in Cybersecurity Policy and Management**

**Overview**

VCU seeks approval to offer a 12 credit graduate certificate in cybersecurity policy and management. The certificate also requires a non-credit bearing technical competency course. This program will be located in the L. Douglas Wilder School of Government and Public Affairs, Department of Homeland Security and Emergency Preparedness.

The purpose of the certificate is to educate professionals, managers, and future members of the homeland security field on key cybersecurity issues in policy, law, and decision-making. Students will learn to: 1) assess cybersecurity risk, 2) communicate with and between policy makers and contracted computer scientists, and 3) develop effective risk analysis and prevention plans, through an understanding of cybersecurity in historical, theoretical, legal and policy-oriented frameworks. The program will prepare graduates for employment positions with local, regional, or state government and private agencies.

**Method of Delivery**

The program will be taught exclusively online.

**Target Implementation Date**

Fall 2019.

**Demand and Workforce Development**

The primary motivation for the program is a very high state and national demand by employers and potential employees for training opportunities in cybersecurity. Discussions with regional cybersecurity experts (particularly Chief Information Officers) indicates that companies need personnel who are educated on cybersecurity policy, language, contracts, and potential impact of regulations and changes on their organization.

There is a dearth of cyber professionals, as noted by an array of agencies, including: the Office of the President<sup>i</sup>, the Office of Personnel Management<sup>ii</sup>, the Bureau of Labor Statistics<sup>iii</sup>, the Department of Homeland Security<sup>iv</sup>, the National Governors Association<sup>v</sup>, the United States Government Accountability Office<sup>vi</sup>, and several non-governmental organizations<sup>vii</sup>.

**External Competition**

No institute of higher education in Virginia offers a graduate degree in Cybersecurity Policy and Management. A number of institutions offer graduate degrees in cybersecurity—these are heavily predicated on either computer science, information systems, or a combination of the two disciplines. The proposed degree is instead oriented towards policy, legal, and organizational decision making issues surrounding the area of cybersecurity.

**Target Population**

The program will target two audiences. The first target population is working professionals who need to advance their knowledge of issues related to cybersecurity in law and policy, risk assessment, decision-making, and administrative issues. The second is students enrolled in one of the related graduate programs in the L. Douglas Wilder School of Government and Public Affairs (Criminal Justice, Homeland Security/Emergency Preparedness, Public Administration, Urban and Regional Planning) who may choose to pursue the proposed certificate program while pursuing their master's degree.

## **Impact on Existing Programs/Policies**

This certificate does not compromise or compete with any other certificate programs at VCU.

## **Impact on Faculty**

Faculty appointments in the certificate program are established by recommendation of the chair of the Homeland Security and Emergency Preparedness program. The minimum requirement for faculty teaching in this certificate program is a graduate degree in an acceptable area dependent on the course, can range from homeland security, political science, public administration, computer science or a closely related field.

## **Funding**

The program will incur some additional expenses in two areas: course development and adjunct faculty. Wilder School resources will be used to hire two adjunct faculty for the non-credit bearing technical competency course and two of the four credit-bearing courses. No other expenses will be incurred.

## **Benefit to the university**

Since there are no similar programs in Virginia, the proposed degree will occupy a unique position. The online nature of the certificate will provide substantial access to students in the region, Commonwealth, and beyond. The certificate will serve current students, working professionals, and could draw students into other graduate programs.

## **Next Steps**

January 31	University Council Committee on Academic Affairs and University Policies
February 7	University Council
February 11	President's Cabinet
March 22	Board of Visitors

## **Full Proposal**

See attached.

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<sup>i</sup> Office of Personnel Management (2017). OPM launches new cyber careers website. Retrieved from, <https://www.opm.gov/news/releases/2017/01/opm-launches-new-cyber-careers-website/> page 1

<sup>ii</sup> Bureau of Labor Statistics, (2018). Occupational Outlook Handbook: Information Security Analysts. <https://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm> page 24

<sup>iii</sup> Department of Homeland Security, (2018). U.S. Department of Homeland Security cybersecurity strategy. [https://www.dhs.gov/sites/default/files/publications/DHS-Cybersecurity-Strategy\\_1.pdf](https://www.dhs.gov/sites/default/files/publications/DHS-Cybersecurity-Strategy_1.pdf) page 1

<sup>iv</sup> National Governors Association, (2018). Meet the threat: A compact to improve state cybersecurity. <https://ci.nga.org/files/live/sites/ci/files/1617/docs/1707CybersecurityCompact.pdf> page 1

<sup>v</sup> Government Accountability Office. (2018). DHS needs to take urgent action to identify its position and critical skill requirements. <https://www.gao.gov/assets/700/690512.pdf> page 10-12

<sup>vi</sup> Suby, M. & F. Dickson. (2015). The 2015 (ISC) Global Information Security Workforce Study: A Frost and Sullivan White Paper. San Antonio, TX. Page 1

National Initiative for Cybersecurity Education: <https://www.nist.gov/itl/applied-cybersecurity/nice/resources/nice-cybersecurity-workforce-framework> page 7

Virginia Commonwealth University  
Graduate Certificate

Name of Certificate: Cybersecurity Policy and Management

CIP Code: 43.0303

Initiation Date: Fall 2019

Description of Certificate:

The purpose of the certificate is to educate professionals, managers, and future members of the homeland security field on key cybersecurity issues in policy, law, and decision-making. The public and private sectors identify the ability to contract out the technical aspects of cybersecurity and stress the unmet need for full time administrators and personnel with basic competencies in cyber issues and policies, especially effective decision-making and risk assessment.

Students who graduate from the certificate program will be prepared to: 1) assess cybersecurity risk, 2) communicate with and between policy makers and contracted computer scientists, and 3) develop effective risk analysis and prevention plans, through an understanding of cybersecurity in historical, theoretical, legal and policy-oriented frameworks. These skills will prepare new graduates for employment positions with local, regional, or state government and private agencies. For employed professionals, these skills will advance their existing skill set and facilitate effectively serving their organizational mission.

There is a dearth of cyber professionals, as noted by an array of agencies, including: the Office of the President, the Office of Personnel Management<sup>1</sup>, the Bureau of Labor Statistics<sup>2</sup>, the Department of Homeland Security<sup>3</sup>, the National Governors Association<sup>4</sup>, the United States Government Accountability Office<sup>5</sup>, and several non-governmental organizations<sup>6</sup>. The proposed certificate program represents a meaningful step towards addressing this deficit and enhancing public safety and agency effectiveness.

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<sup>1</sup> Office of Personnel Management (2017). OPM launches new cyber careers website. Retrieved from, <https://www.opm.gov/news/releases/2017/01/opm-launches-new-cyber-careers-website/> page 1

<sup>2</sup> Bureau of Labor Statistics, (2018). Occupational Outlook Handbook: Information Security Analysts. <https://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm> page 24

<sup>3</sup> Department of Homeland Security, (2018). U.S. Department of Homeland Security cybersecurity strategy. [https://www.dhs.gov/sites/default/files/publications/DHS-Cybersecurity-Strategy\\_1.pdf](https://www.dhs.gov/sites/default/files/publications/DHS-Cybersecurity-Strategy_1.pdf) page 1

<sup>4</sup> National Governors Association, (2018). Meet the threat: A compact to improve state cybersecurity. <https://ci.nga.org/files/live/sites/ci/files/1617/docs/1707CybersecurityCompact.pdf> page 1

<sup>5</sup> Government Accountability Office. (2018). DHS needs to take urgent action to identify its position and critical skill requirements. <https://www.gao.gov/assets/700/690512.pdf> page 10-12

<sup>6</sup> Suby, M. & F. Dickson. (2015). The 2015 (ISC) Global Information Security Workforce Study: A Frost and Sullivan White Paper. San Antonio, TX. Page 1  
National Initiative for Cybersecurity Education: <https://www.nist.gov/itl/applied-cybersecurity/nice/resources/nice-cybersecurity-workforce-framework> page 7

### Target Audience:

There are two target populations: working professionals and enrolled graduate students.

One target population is working professionals who need to advance their knowledge of issues related to cybersecurity in law and policy, risk assessment, decision-making, and administrative issues. These working professionals might be persons recently assigned to cybersecurity responsibilities but lacking significant education in cybersecurity practices. These could be persons in public safety fields (policing, homeland security) or government agencies (such as Departments of Planning and Budget, Social Services, Taxation, Transportation). Any role where personal information security is prioritized represents a potential student target population.

A second target population is students enrolled in one of the related graduate programs in the L. Douglas Wilder School of Government and Public Affairs (Criminal Justice, Homeland Security/Emergency Preparedness, Public Administration, Urban and Regional Planning) who may choose to pursue the proposed certificate program while pursuing their master's degree.

### Time to Complete:

Full-time students will be able to complete the 12 credit hour program in one or two academic semesters. Part-time students will be able to complete the program in two to four academic semesters, taking one to two courses per academic semester.

### Admission:

All applicants to graduate certificate programs are required to meet the admission requirements of the VCU Graduate School. Applicants will be required to submit the following materials to the Graduate School Admissions Office:

- Application fee
- Application form
- Three letters of recommendation, professional and/or academic
- Official undergraduate transcripts from all schools attended
- A statement of purpose outlining career goals
- A resume stating relevant work experience

International students will submit an official transcript evaluation from a recognized foreign educational credentials evaluation service accredited by the National Association of Credential Evaluation Services (NACES) or the American Association of Collegiate Registrars and Admissions Officers (AACRAO). International students must also provide proof that they can support themselves financially for the duration of the program.

Non-native English speakers will provide evidence of proficiency in English by one of the following:

- A test of English as a Foreign Language (TOEFL) minimum composite score of 100 for the Internet Based Test (IBT) or 600 for the paper-based score; or

- An International English Language Testing System (IELTS) score minimum of 6.5 on the academic exam.

### Curriculum Requirements:

The proposed curriculum has been constructed based on conversations with persons in public and private sector agencies. Several critical need areas emerged from these discussions— understanding of legislative guidelines, ability to connect policy and the law, effective risk assessment, and communication with contract computer science and information security employees. The four core courses will provide subject matter knowledge on the complexities associated with current cybersecurity law and policy, the process of effective government decision making, comprehensive cybersecurity risk assessment, and a capstone which integrates all learning elements into practice.

Students who have little technology background will complete a Cybersecurity Foundations learning module prior to beginning the four required courses. For existing master’s students, the Wilder School Graduate Student Services and Advising Office and course instructors will actively inform students of the need to complete the non-credit bearing competency course. In addition, a pre-requisite of enrollment into HSEP 646 and HSEP 691 will be completion of the competency curriculum or verification comparable knowledge to receive a waiver.

### Certificate Program Requirements:

The four core courses will be associated with two programs in the Wilder School of Government and Public Affairs: Homeland Security and Emergency Preparedness (HSEP) and Public Administration (PADM).

Total Number of Credit Hours: 12 credit hours

\*New courses are asterisked

### **Core Courses – 12 credits**

HSEP 628 Cybersecurity Law and Policy (3 credits)

\*HSEP 646 Cybersecurity Risk Assessment (3 credits)

PADM 681 Governmental Decision Making (3 credits)

\*HSEP 691 Capstone in Cybersecurity (3 credits)

### Learning Module

The Cybersecurity Foundations learning module must be completed prior to taking any of the four required courses if the student has limited technology expertise. This learning module is a technical competency non-credit bearing course to establish basic vocabulary and comprehension of relevant technology concepts. Completion of this learning experience can be achieved by following a specified learning path and then successfully passing a skills assessment. Individuals with 1) a degree (undergraduate or graduate) in a technology field, 2) significant work experience in technology, or 3) an industry standard cybersecurity certificate (such as Certified Information Security Systems Professional or Security Plus), can request to have Cybersecurity Foundations waived. The Cybersecurity Foundations learning module will be graded as pass/fail.

Persons who do not successfully pass the Cybersecurity Foundations learning module will be allowed to retake it twice. Failure to pass the Foundations learning module precludes enrollment in the proposed certificate program. Although students enrolled in other Wilder School graduate programs (such as HSEP or PADM) may complete a course (such as HSEP 628 or PADM 681) as part of their degree, they will not be allowed to enroll in either of the dedicated Cybersecurity Certificate courses (HSEP 646 or HSEP 690) until they successfully complete, or receive a waiver, for the Cybersecurity Foundations learning module.

### Capstone

The Capstone course is intended to synthesize all the cybersecurity knowledge areas—technology, law and policy, risk assessment, decision making. During the Capstone course, students will work on an applied cybersecurity project from existing sources/database or in concert with a with a community or agency partner, thereby connecting learned skills with application. This Capstone project will result in a course paper.

The student receives a letter grade for the final paper and overall course. If a student receives a C in the capstone course, the student may be placed on academic probation, in accordance with Wilder School policy, and will need to re-take the course the next semester it is offered. If a student receives a letter grade of a D or F or the student receives a C in re-take, the student may be dismissed from the proposed certificate program for lack of academic performance.

### Faculty:

Faculty utilized in the proposed certificate program will be two existing full-time faculty teaching in the Wilder School and two new adjunct faculty. Full-time faculty in the Homeland Security and Emergency Preparedness program and Public Administration program teach the two courses offered currently — HSEP 628 and PADM 681. The full-time faculty each hold a doctoral degree and have extensive experience in the field. One full time faculty member teaches and conducts research on Cybersecurity and Cyberterrorism issues. Another teaches and conducts research on government decision making.

Two adjunct faculty will be hired to teach HSEP 646 Cybersecurity Risk Assessment and HSEP 690 Capstone in Cybersecurity. The Cybersecurity Foundations learning experience will be developed and supervised by one of these new adjunct faculty members. Adjunct faculty will have significant experience in the field of cybersecurity (minimum six years) and will hold graduate degrees in a cybersecurity field (examples include but are not limited to computer science, information systems, cybersecurity). Utilizing adjunct faculty for these courses is appropriate as industry connections are critical in operationalizing classroom lessons.

Full-time and adjunct faculty will have experience and training in online education.

### Course Delivery Format:

This program will be conducted in the online format. VCU will utilize Blackboard as the online course delivery platform. The Homeland Security & Emergency Preparedness, MA was approved as an online program and the two existing core courses—HSEP 628 and PADM 681—

required for this proposed program are offered online. Although the content of the Capstone Course will be offered online, students will be directly connected to agencies and will communicate with those agencies via email, phone, and Skype/Zoom as appropriate.

#### Resources:

Resources required to support the program include existing resources to support current programs such as student support services, faculty support services, and general administration. Two full-time faculty in the Homeland Security and Emergency Preparedness program will teach two of the four courses in the proposed certificate program, and one will serve as the program coordinator. Up to one course per semester will be part of the faculty's normal four-course load.

Two adjuncts will be hired to teach the two new courses and the Cybersecurity Foundations learning module. Resources to support adjunct faculty will be provided by the department. The university has sufficient resources to offer and sustain this certificate program.

#### Gainful Employment:

This proposed certificate program will be a Gainful Employment program and come under Gainful Employment regulations.

#### Course Descriptions:

\*New courses are asterisked

#### **Core Courses**

HSEP 628. Survey of Cyber Security. Semester course; 3 lecture hours. 3 credits. This course offers a survey of emerging strategic, legal and policy issues associated with computer network attack, exploitation and defense. Students will be introduced to research and developments across a range of issues and will engage with topics related to national security, homeland security and economic policy, and local governance. This course is designed to provide students with perspective on different technical, theoretical and policy issues and to enhance knowledge of cyber conflict conducted by both state and non-state actors.

\*HSEP 646. Cybersecurity Risk Assessment. Semester course; 3 lecture hours. 3 credits. Risk is an integral element of cybersecurity. Assessing the key issues that pose threats to systems will serve as the predicate for the class. Key issues to be addressed include Confidentiality, Integrity, and Availability. The role and access of third party and contract vendors, the legal components of service contracts, the role of controls, regulations, and frameworks, and the importance and applicability of attestation documentation will all be considered.

PADM 681. Governmental Administrative Decision-making Processes. Semester course; 3 lecture hours. 3 credits. Identification of alternative decision-making processes in public sector



management environments. Choosing the proper method of the appropriate management-level theory and method of controlling administrative decisions within governmental organizations. Dealing with political, budgetary and personal constraints in achieving organizational goals.

\*HSEP 690. Capstone in Cybersecurity. Semester course; 3 lecture hours. 3 credits.

The Capstone class will provide students a forum to apply learned concepts in experiential, practical settings. Students will be connected with existing agencies, public and private, and will assist these agencies as they develop effective cybersecurity modalities. These real-world experiences will represent the foundation for learning in the class setting.

**Virginia Commonwealth University  
Proposed CIP Code Change Brief**

**Proposal to Change the CIP Code for Economics, M.A.**

**Overview**

This proposal seeks to change the Classification of Instructional Programs (CIP) code for the M.A. degree in Economics from 52.0601 to 45.0603. CIP was developed by the U.S. Department of Education's National Center for Education Statistics (NCES) to facilitate the organization, collection, and reporting of fields of study and program completions.

The recommendation to revise the CIP code for the M.A. degree in Economics derived from faculty discussion in the Economics Department. The Economics Department Graduate Committee examined the current CIP code and determined that it does not accurately reflect the core courses emphasis on econometrics. In 2016, the U.S. Department of Education classified this CIP code as a STEM designation. Degree programs with this CIP code are thus classified as a STEM designation degree.

**Method of Delivery**

Not applicable for this notification.

**Target Implementation Date**

Fall 2019

**Demand and Workforce Development**

Not applicable for this notification.

**External Competition**

There are a number of other institutions using CIUP code 45.0603. Aligning VCU's M.A. program with these other institutions will improve the program's visibility. See full notification Appendix B for a list of degree programs with this CIP code.

**Target Population**

Not applicable for this notification.

**Impact on Existing Programs/Policies**

No existing program will be impacted by this CIP code change.

**Impact on Faculty**

No faculty will be impacted by this CIP code change.

**Funding**

No resources will be impacted by this CIP code change.

**Benefit to the university**

Changing the CIP code to 45.0603 will make the M.A. in Economics more attractive to foreign applicants. The proposed CIP code has been assigned by the Department of Education with a STEM designation. Foreign students enrolled in a graduate program with STEM designation can extend their Optional Practical Training period (OPT) by 24 months. See full notification, Appendix B.

**Next Steps**

January 31 - University Council Academic Affairs and University Policy

February 7 - University Council

February 11 - President's Cabinet

March 22 - Board of Visitors

**Full Notification for SCHEV**

See attached notification.

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## **Nature of Proposed Change**

VCU is requesting a change of the CIP code for the M.A. degree in Economics within the VCU School of Business from 52.0601 to 45.0603.

## **Background**

The recommendation to revise the CIP code for the M.A. degree in Economics derived from faculty discussions in the Economics Department. The Economics Department Graduate Committee examined the CIP code and determined that it does not accurately reflect the intent of the program. Students take a number of core courses in econometrics. The change from CIP code 52.0601 to 45.0603 will better reflect the nature of the existing program.

## **Rationale**

CIP code 45.0603 more accurately describes the M.A. in Economics at VCU. The M.A. program has at its core three econometrics courses that qualify the degree program for STEM classification as identified in the STEM Designated Degree Program List in Appendix A.

There are a number of institutions using CIP code 45.0603 for their Economics M.A. programs. Aligning VCU's M.A. program with these other institutions will improve the program's visibility. Improving the department's visibility will bring additional recognition and prestige to the University. This change will also make our M.A. in Economics more attractive to foreign applicants and more competitive nationally. A list of similar degree programs using CIP code 45.0603 is provided in Appendix B.

Appendix A – STEM Designated Degree Program List

Appendix B – Similar Degree Programs Using CIP 145.0603

## **Curriculum**

There have been no changes to the curriculum as a result of the proposed CIP code change.

The curriculum requirements and the number of credit hours for the degree program will remain the same.

### Curriculum requirements

#### **Core requirements – 18 credits**

ECON 604 Advanced Microeconomic Theory (3)

ECON 607 Advanced Macroeconomic Theory (3)

ECON 612 Econometrics (3)

ECON 614 Mathematical Economics (3)

ECON 641 Economic Time-series Analysis (3)

ECON 642 Panel and Nonlinear Methods in Econometrics (3)

#### **Required electives – 12 credits**

Any graduate-level course(s) in business, economics, public policy, or statistics approved by adviser. (12)

**Total credit hours (minimum) – 30 credits**

Appendix C – Course Descriptions

### **Resources**

The resources to change the name of this program are minimal. No business cards or other stationery are associated with this degree program. Other resources associated with the CIP code change are limited to a notation on the departmental web page. There are no additional costs to revise the webpage and the change can be completed with general webpage updates. No new resources will be requested from the state in order to change the CIP code of the M.A. in Economics.

**Appendix A**  
**STEM Designated Program List**

**STEM Designated Degree  
Program List  
Effective May 10, 2016**

The STEM Designated Degree Program list is a complete list of fields of study that DHS considers to be science, technology, engineering or mathematics (STEM) fields of study for purposes of the 24-month STEM optional practical training extension described at 8 CFR 214.2(f). Under 8 CFR 214.2(f)(10)(ii)(C)(2), a STEM field of study is a field of study “included in the Department of Education’s Classification of Instructional Programs taxonomy within the two-digit series containing engineering, biological sciences, mathematics, and physical sciences, or a related field. In general, related fields will include fields involving research, innovation, or development of new technologies using engineering, mathematics, computer science, or natural sciences (including physical, biological, and agricultural sciences).”

Accordingly, this list designates the following four CIP summary groups/series at the 2-digit CIP code level: Engineering (CIP code 14), Biological and Biomedical Sciences (CIP code 26), Mathematics and Statistics (CIP code 27), and Physical Sciences (CIP code 40). Any new additions to those areas will automatically be included on this STEM Designated Degree Program list. Consistent with the definition of “related field” above, related fields in this list include fields involving research, innovation, or development of new technologies using engineering, mathematics, computer science, or natural sciences. DHS designates these fields at the 6-digit level.

<b>CIP Code Two-Digit Series</b>	<b>2010 CIP Code</b>	<b>CIP Code Title</b>
01	01.0308	Agroecology and Sustainable Agriculture
01	01.0901	Animal Sciences, General
01	01.0902	Agricultural Animal Breeding
01	01.0903	Animal Health
01	01.0904	Animal Nutrition
01	01.0905	Dairy Science
01	01.0906	Livestock Management
01	01.0907	Poultry Science
01	01.0999	Animal Sciences, Other
01	01.1001	Food Science
01	01.1002	Food Technology and Processing
01	01.1099	Food Science and Technology, Other
01	01.1101	Plant Sciences, General
01	01.1102	Agronomy and Crop Science



42	42.2701	Cognitive Psychology and Psycholinguistics
42	42.2702	Comparative Psychology
42	42.2703	Developmental and Child Psychology
42	42.2704	Experimental Psychology
42	42.2705	Personality Psychology
42	42.2706	Physiological Psychology/Psychobiology
42	42.2707	Social Psychology
42	42.2708	Psychometrics and Quantitative Psychology
42	42.2709	Psychopharmacology
42	42.2799	Research and Experimental Psychology, Other
43	43.0106	Forensic Science and Technology
43	43.0116	Cyber/Computer Forensics and Counterterrorism
45	45.0301	Archeology
45	45.0603	Econometrics and Quantitative Economics
45	45.0702	Geographic Information Science and Cartography
49	49.0101	Aeronautics/Aviation/Aerospace Science and Technology, General
51	51.1002	Cytotechnology/Cytotechnologist
51	51.1005	Clinical Laboratory Science/Medical Technology/Technologist
51	51.1401	Medical Scientist
51	51.2003	Pharmaceutics and Drug Design
51	51.2004	Medicinal and Pharmaceutical Chemistry
51	51.2005	Natural Products Chemistry and Pharmacognosy
51	51.2006	Clinical and Industrial Drug Development
51	51.2007	Pharmacoeconomics/Pharmaceutical Economics
51	51.2009	Industrial and Physical Pharmacy and Cosmetic Sciences
51	51.2010	Pharmaceutical Sciences
51	51.2202	Environmental Health
51	51.2205	Health/Medical Physics
51	51.2502	Veterinary Anatomy
51	51.2503	Veterinary Physiology
51	51.2504	Veterinary Microbiology and Immunobiology
51	51.2505	Veterinary Pathology and Pathobiology

**Appendix B**  
**Similar Degree Programs using CIP code 45.0603**

Boston University, Graduate School of Arts & Sciences, M.A. in Economics

Duke University, Trinity College of Arts & Sciences, M.A. in Economics

Georgetown University, Georgetown College, M.S. in Economics

Northeastern University, College of Social Sciences and Humanities, M.A. in Economics

Penn State, College of the Liberal Arts, M.A. Program in Economics

Purdue University, Krannert School of Management, M.S. in Economics

Texas A&M University, Liberal Arts, M.S. in Economics

Tufts University, Graduate School of Arts and Sciences, M.S. in Economics

University of North Dakota, College of Business & Public Administration, M.S. in Applied Economics

University of Wisconsin at Milwaukee, College of Letters & Science, M.A. in Economics

University of Wisconsin at Madison, College of Agricultural & Life Sciences, M.S. in Agricultural & Applied Economics

Yale University, Graduate School, Department of Economics, Masters in International and Development Economics

## Appendix C

### Core Course Descriptions

ECON 604. Advanced Microeconomic Theory. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Prerequisite: ECON 614. Theory of prices and markets; value and distribution. Partial and general equilibrium analysis.

ECON 607. Advanced Macroeconomic Theory. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Prerequisite: ECON 614. National income analysis, monetary and fiscal theory and policy, and general equilibrium analysis.

ECON 612. Econometrics. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Prerequisite: ECON 501. Provides empirical content to the theoretical concepts of the economics by formulating and estimating models. Introduction to simultaneous equation problems in economics and the studies of production, demand, and consumption functions.

ECON 614. Mathematical Economics. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Prerequisites: ECON 203 with a minimum B grade and ECON 211; or ECON 210 and ECON 211. Economic analysis utilizing simple mathematical methods. Includes derivation and exposition of theories and the application of tools to widen the scope and increase the usefulness of economics.

ECON 641. Econometric Time-series Analysis. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Prerequisites: ECON 501 and ECON 614. Provides the analytical and programming tools needed to adeptly handle the statistical analyses of econometric time-series data. Topics include: stationarity, unit-roots, univariate time-series models, vector autoregressions and co-integration. These tools will be used to analyze movements in interest rates, exchange rates and equity markets as well as the transmission of monetary policy actions.

ECON 642. Panel and Nonlinear Methods in Econometrics. 3 Hours.

Semester course; 3 lecture hours. 3 credits. Prerequisites: ECON 612. Includes panel data analysis (fixed and random effects); identification and estimation of nonlinear models, limited dependent variable models (probit, logit, tobit, etc.), duration models; and hypothesis/specification tests. The techniques discussed in class will be used to analyze a variety of empirical questions. The course has an applications rather than a theoretical focus.

**Virginia Commonwealth University  
Proposed Degree Program Closure Brief**

**Proposal to Close the Anatomy and Neurobiology Ph.D.  
in the School of Medicine**

**Overview**

The School of Medicine of Virginia Commonwealth University requests approval to close the Doctor of Philosophy Degree in Anatomy and Neurobiology (Ph.D.) (CIP code: 26.0403). VCU has offered the Doctor of Philosophy in Anatomy and Neurobiology since 2007.

There have been no applications received for the Ph.D. program in Anatomy and Neurobiology since 2010. The last Ph.D. degree in Anatomy and Neurobiology was awarded in Spring 2012.

**Method of Delivery**

N/A

**Target Implementation Date**

Summer 2019

**Demand and Workforce Needs**

There is no demand for this degree program as no applications have been received since 2010.

**External Competition**

N/A

**Target Population**

There are no students currently in this program.

**Impact on Existing Programs**

There will be no impact on existing programs. Currently, students seeking doctoral training are enrolled in the interdepartmental Neuroscience Ph.D. Program.

**Impact on Faculty**

All faculty are reallocated to the Master's degree in Anatomy and Neurobiology or the doctoral degree in Neuroscience.

**Funding**

The resources are reallocated to the Master's program in Anatomy and Neurobiology in the School of Medicine

**Benefit to University**

The university reallocates resources to a viable program that serves a diverse group of students.

**Next Steps**

University Council Academic Affairs and University Policy Committee	2/28/19
University Council	3/14/19
President's Cabinet	4/15/19
Board of Visitors	5/10/19
Submit to SCHEV	5/13/19

**Full Proposal**

The full proposal to be filed with State Council of Higher Education of Virginia is attached.

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## Virginia Commonwealth University

### **Proposed Intent to Discontinue**

Virginia Commonwealth University (VCU) requests to discontinue the Doctor of Philosophy in Anatomy and Neurobiology (Ph.D.) degree program (CIP code: 26.0403). The program is located in the School of Medicine on the Medical College of Virginia (MCV) Campus in Richmond, Virginia.

### **Background**

VCU has offered the Doctor of Philosophy in Anatomy and Neurobiology (Ph.D.) degree program since 2007 in the School of Medicine. Admission to the Ph.D. program was suspended in the Fall 2016 because no new applications had been received since 2010. Termination of the program is supported by the faculty in the Department of Anatomy and Neurobiology and the School of Medicine supports the closure of the program.

### **Rationale for Intent to Discontinue**

With the introduction of the Doctor of Philosophy in Neuroscience (Ph.D.) degree program in 2010, the Ph.D. degree program in Anatomy and Neurobiology has not received any applications. With the exception of one student, all of the other students enrolled in the program at that time elected to transfer to the Ph.D. degree program in Neuroscience. The one student remaining in the Ph.D. degree program in Anatomy and Neurobiology graduated in 2012.

### **Critical Shortage Area**

The Ph.D. degree program in Anatomy and Neurobiology is not in a critical shortage area.

### **Teach-Out Plan**

There are currently no students enrolled in the in Ph.D. in Anatomy and Neurobiology degree program. The last student in the program completed their degree in 2012. The degree program will be discontinued after the summer semester 2019 graduation.

**Virginia Commonwealth University  
Proposed Program Brief**

**Proposal to Create a Bachelor of Science in Education in Early Childhood Education and Teaching**

**Overview**

The Virginia Commonwealth University School of Education seeks to offer a Bachelor of Science in Education in Early Childhood Education and Teaching degree program (CIP 13.1210). The proposed program includes a degree requirement of a minimum of 120 credits. The proposed program is scheduled to be implemented beginning in the fall semester of 2019. The proposal has been prepared according to specialized State Council of Higher Education for Virginia (SCHEV) guidance in response to the General Assembly's 2018 enablement of education degree programs for teacher preparation.

The purpose of the proposed B.S.Ed. in Early Childhood Education and Teaching degree is to prepare undergraduate students for roles as teachers and daycare providers of infants, toddlers, and young children in schools and community daycare/preschool settings. The program will focus on providing students with a solid foundation in child development, educational psychology and the role of the family and society in education. Students will be prepared to teach in diverse classroom settings through purposefully integrated fieldwork and internship experiences. The PK-3 concentration will emphasize working with young learners in inclusive settings and the value of play in early childhood instructional environments. Students will develop skills to advocate for equitable learning opportunities for all children.

**Method of Delivery**

The program will be taught in face-to-face and hybrid formats.

**Target Implementation Date**

Fall 2019.

**Demand and Workforce Development**

School divisions across the Commonwealth of Virginia are facing a critical shortage of fully licensed teachers and that shortage shows no sign of abating. Urban, high-needs school divisions are prone to teacher shortages. The proposal has been prepared in response to the General Assembly's 2018 enablement of education degree programs for teacher preparation. This trend raises concerns for district leaders and VCU's School of Education. As the largest research institution and producer of highly-qualified teachers in the Greater Richmond area, the VCU School of Education plays a pivotal role in addressing teacher shortage in these areas. In the 2018-19 school year, the Virginia Department of Education (VDOE) identified a critical shortage in ten teaching endorsement areas. The list of critical shortage areas in the Commonwealth, which are listed below.

1. Special Education
2. Elementary Education PreK-6
3. Middle Education Grades 6-8
4. Career and Technical Education
5. Mathematics Grades 6-12 (including Algebra 1)
6. School Counselor PreK-12



7. English (Secondary)
8. Science (Secondary)
9. Foreign Language PreK-12
10. Health and Physical Education PreK-12

School divisions on average have received applications from three or fewer qualified candidates for vacancies in these teaching endorsement areas, which has led to the identification of critical shortages. Our proposal seeks to initiate a Bachelor of Science in Education in Early Childhood Education and Teaching degree program that prepares highly-qualified teachers in one of the highest priority areas of critical teacher shortages.

### **External Competition**

Given the critical teacher shortage areas in the Commonwealth of Virginia, other institutions in the Commonwealth of Virginia will be responding to the General Assembly 2018 enablement of education degree programs for teaching preparation. Urban, high-needs school divisions are prone to teacher shortages. As the largest research institution and producer of highly-qualified teachers in the Greater Richmond area, the VCU School of Education plays a pivotal role in addressing teacher shortage in these areas.

### **Target Population**

No specific target population of students will be recruited for the proposed degree program.

### **Impact on Existing Programs/Policies**

This program does not compromise or compete with any other certificate or degree programs at VCU at the undergraduate level.

### **Impact on Faculty**

Faculty appointments in the B.S.Ed. in Early Childhood and Teaching program are established by recommendation of the chair of the Department of Teaching and Learning. The minimum requirement for faculty teaching in this degree require a minimum of a Master's degree in Education or related field in Early Childhood and experience teaching in k-12 or in community organizations. A doctoral degree is preferred.

### **Funding**

There will be reallocations within three departments. The reallocation within the department reflects current faculty within the departments of Teaching and Learning, Foundations, and Counseling and Special Education who currently teach courses in the department who will change their teaching load to cover courses in the proposed undergraduate degree programs. The total reallocation within the School of Education includes faculty in departments outside of the program home who will refocus their teaching effort to include students in those programs into their new and/or existing undergraduate courses. In addition, clerical staff listed for these programs include reallocating the time of a student services employee to oversee clinical placements of these students from her current work of overseeing clinical placements of students in graduate programs that will be significantly decreasing in size and/or closing. New undergraduate advising staff in the target year will be devoting time to serving the students in these programs.

### **Benefit to the University**

Virginia Commonwealth University has a strong commitment to diversity, equity and inclusion as described in its strategic plan. VCU's School of Education has a similar mission and strategic plan to address the needs of Virginia's urban school divisions and the surrounding communities. These programs provide initial licensure coursework and experiences that address the critical needs of students in our urban and high-needs school divisions. We have infused information into our programs to prepare future teachers to address the needs of a diverse group of students, including those who have experienced trauma, those who are English-language learners, those with disabilities who are included in general education classrooms, and those who struggle with learning and who are at risk of being identified with disabilities. This program allows the Virginia Commonwealth University School of Education to address the teacher shortage programs in Virginia by offering students a four-year undergraduate degree in teaching, rather than a five-year master's program.

**Next Steps**

January 21	University Undergraduate Curriculum Committee
February 28	University Council Committee on Academic Affairs and University Policies
March 14	University Council
March 11	President's Cabinet (pending University Council approval)
March 22	Board of Visitors

**Full Proposal**

See attached.

**Bachelor of Science in Education in Early Childhood Education and Teaching (13.1210)**

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## **Description of the Proposed Programs**

### **Program Background**

Virginia Commonwealth University (VCU) requests approval to establish five new undergraduate programs leading to initial licensure as Bachelor of Science in Education (B.S.Ed.) degrees. We are proposing a B.S.Ed. degree in Elementary Education and Teaching (CIP 13.1202); a B.S.Ed. degree in Early Childhood Education and Teaching (CIP 13.1210), a B.S.Ed. degree in Secondary Education and Teaching with a concentration in Engineering Education (CIP 13.1205); a B.S.Ed. degree in Health and Physical Education (CIP 13.1206); and a B.S.Ed. degree in Special Education and Teaching with a concentration in General Education (CIP 13.1001). The proposed B.S.Ed. in Special Education and Teaching with a concentration in General Education will be administered by the Department of Counseling and Special Education while the other four proposed programs will be administered by the Department of Teaching and Learning within the School of Education located on VCU's Monroe Park Campus. These proposed programs are scheduled to be implemented beginning in the fall semester of 2019. The proposal has been prepared according to specialized SCHEV guidance in response to the General Assembly's 2018 enablement of education degree programs for teacher preparation. The purposes of the individual proposed programs are described below.

The purpose of the proposed B.S.Ed. in Elementary Education and Teaching degree is to prepare undergraduate students for roles as teachers of young children in schools and community preschool settings. The program will focus on providing students with a solid foundation in child development, educational psychology, and the role of the family and society in education. Students will be prepared to teach in diverse classroom settings through purposefully integrated fieldwork and internship experiences. The B.S.Ed. in Elementary Education and Teaching prepares graduates to be reflective educators who demonstrate an in-depth understanding of science, social studies, and mathematics pedagogy and content as well as a commitment to balanced literacy approaches. Students will develop skills to advocate for equitable learning opportunities for all children.

The purpose of the proposed B.S.Ed. in Early Childhood Education and Teaching degree is to prepare undergraduate students for roles as teachers and daycare providers of infants, toddlers, and young children in schools and community daycare/preschool settings. The program will focus on providing students with a solid foundation in child development, educational psychology, and the role of the family and society in education. Students will be prepared to teach in diverse classroom settings through purposefully integrated fieldwork and internship experiences. The proposed degree program will emphasize working with young learners in inclusive settings and the value of play in early childhood instructional environments. Students will develop skills to advocate for equitable learning opportunities for all children.

The purpose of the proposed B.S.Ed. in Secondary Education and Teaching with a concentration in Engineering Education is to prepare students to serve as initially licensed education teachers in 6-12 schools (a new licensure area), and to serve as educators and leaders in schools and community-based settings. The program will focus on providing the students with a solid foundation in secondary education, engineering, mathematics, and sciences to meet the

requirements for licensure. Through the core education curriculum, students will become knowledgeable about professional roles and workplace responsibilities while learning basic abilities in the planning and implementation of engineering lessons for students in grades 6-12. The core curriculum instills fundamental knowledge and skills, with opportunities for observation and application in a variety of engineering settings. Through the core engineering, science, and mathematics curriculum, students will develop the content knowledge and skills of those fields in order to deliver relevant and rigorous lessons in engineering and integration of other content areas with engineering. Graduates will be prepared to work in public and private middle and high schools across the Commonwealth of Virginia, with particular focus in urban and other high-need areas. Graduates will be capable of working with diverse learners and adapting instructional programs based on the needs of the students and clients.

The purpose of the proposed B.S.Ed. in Health and Physical Education is to prepare students to serve as licensed health and physical education teachers in PreK-12 schools, and to serve as educators and leaders in schools and community-based settings. The program will focus on providing students with the knowledge and experiences they need to successfully implement national and state health and physical education standards. Students will receive coursework enabling them to be successful in a variety of learning environments. Graduates will be prepared to work in public and private elementary, middle, and high schools across the Commonwealth of Virginia, with particular focus in urban and high-need areas. The health and physical education program consists of rigorous coursework and field experiences that will enable graduates to be leaders in the profession.

The purpose of the proposed B.S.Ed. in Special Education and Teaching with a concentration in General Education is to prepare students to serve as initially licensed special education teachers in K-12 schools, and to serve as educators and leaders in schools and community-based settings. The program will focus on providing students with the tools they need to make a difference in the lives of children, youth, and adults with disabilities. The proposed program will provide students with the knowledge and skills to become licensed special education teachers who work with children with high incidence disabilities, including students with learning disabilities, emotional disturbance and mild to moderate intellectual disability. Students will be able to recognize a child's educational and social problems, to formulate effective and personalized/individualized instruction, and to consult with parents, teachers, and administrators to incorporate accommodations and transitions across the child's educational program. Students will be prepared to teach reading and language, mathematics, and other core content areas, and be prepared to apply classroom and behavior management, and social skills to students with diverse abilities and backgrounds. Graduates will be prepared to work in public and private elementary, middle, and high schools across the Commonwealth of Virginia, with particular focus in urban and high-need areas. Graduates will be capable of working with diverse learners and adapting instructional programs based on the needs of the students and clients.

### **Accreditation**

All five of the proposed initial licensure programs will meet the requirements for accreditation of initial and advanced degree programs leading to teacher licensure through CAEP, the Council for

Accreditation of Educational Programs. VCU's School of Education is in process of collecting data to assess the quality of our programs, in anticipation of submitting the written report to CAEP in 2020, with the possibility of full accreditation effective 2021.

### **Admission Criteria**

Admission to all five of the proposed B.S. in Education programs will be dictated by the admissions policies of Virginia Commonwealth University. Applicants for undergraduate degree programs should be graduates of an accredited high school, anticipating graduation from an accredited high school, or hold the GED Certificate with satisfactory scores and with satisfactory scores on either the SAT Reasoning Test or ACT. Admission to Virginia Commonwealth University is competitive. In accordance with the 2018-2019 Undergraduate Catalog, the Office of Admissions uses the following guidelines to determine whether students may be considered for regular admission:

- Minimum high school core courses: English – 4 units; Math – 3 units (Algebra 1 and either Algebra II or Geometry must be included); Science – 3 units (one must be a laboratory science); Social Sciences – 3 units (history or social sciences or government). Students are encouraged to present at least three units in a modern or ancient language or two units of two foreign languages. Preference is given to candidates who submit the Advanced Studies Diploma or its equivalent.
- Cumulative GPA: Virginia Commonwealth University does not have a minimum GPA at this time. The mid-range for enrolled freshman is 3.34-3.98
- SAT or ACT scores: All applicants younger than 22 years of age must submit SAT or ACT scores. Virginia Commonwealth University does not have minimum SAT or ACT scores at this time. The mid-range for enrolled freshman is 1070 – 1250 for SAT and 19 to 24 for ACT.
- Class rank: A high school senior class rank in the top 50% is desirable.
- TOEFL, IELTS or PTE scores: All applicants whose native language is not English must submit evidence of English language proficiency based on satisfactory scores for the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS) or the Pearson Test of English (PTE). Minimum TOEFL scores are 550 (paper) or 80 (Internet) while the minimum IELTS score is 6.0 and PTE score is 53.
- GED score: The minimum GED score to be considered for admission is 550.

The level and type of high school courses and consistency and trends of grades are also considered. Other factors such as co/extra-curricular activities, community service, personal statement/essay, recommendations, special talents and leadership are also considered. Primary emphasis, however, is placed on academic credentials.

Transfer applicants are considered for admission provided they present evidence of good standing at the last institution attended. To be competitive and to be considered for admission to VCU they should present a minimum cumulative GPA of 2.8 from all accredited institutions. Priority application review will be given to applicants who have completed at least 30 credits at their former institution(s). Transfer candidates must submit SAT or ACT results and also must

meet specific guidelines listed in the freshman undergraduate admission guidelines section of the VCU Undergraduate Bulletin.<sup>1</sup>

## **Teacher Preparation Program**

### Admission to Teacher Preparation

Because the proposed B.S. in Education programs will lead to initial professional licensure, students must both declare the major and be formally accepted into teacher preparation. Upon declaring the major (university admission), students are eligible to take lower-level coursework that will primarily focus on general education/liberal arts coursework, professional studies coursework and initial licensure-area specific coursework. After successfully completing the majority of general education requirements at the end of the sophomore year, students are permitted and encouraged to apply for formal admission into Teacher Preparation, specifying the initial licensure area they wish to be endorsed. In order to make application to the licensure track, students need to show a minimum cumulative grade point average (GPA) of 2.8. Information on admission to the teacher education program can be found on the Student Services Center website at <https://soe.vcu.edu/current-students/forms>.

Requirements for admission to teacher preparation:

- Submission of completed Application to Teacher Preparation form
- Minimum of 2.8 cumulative GPA
- Successful completion of EDUS 202: Diversity, Democracy and Ethics and EDUS 301: Human Growth and Development (seven credits)
- Passing scores on required Praxis core exams (all three sections) or exemption with SAT or ACT scores<sup>2</sup>
- Passing scores on required Virginia Communication and Literacy Assessment (VCLA)
- Successful completion of a background/criminal history check (No record of a felony conviction)
- Completion of the Dispositions Self Rating Survey
- Advisor or department chair recommendation

### **Clinical Internship/Student Teaching Application**

All students are required to complete a full semester of clinical internship (student teaching). Students must complete and submit an application to the clinical internship by the beginning of their junior year in order to be eligible. If students do not complete their applications on time with hard copies of passing score reports, they will not be guaranteed acceptance into a clinical internship. Those not admitted into the Clinical Internship/Student Teaching Experience will have the opportunity to complete their degree as a non-licensure candidate provided they meet all other VCU undergraduate degree requirements.

Requirements for clinical internship/student teaching:

- Formal admission into Teacher Preparation (see above)

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<sup>1</sup> <http://bulletin.vcu.edu/undergraduate/undergraduate-study/admission-university/admission-guidelines/>

<sup>2</sup> Educational Testing Service. [www.ets.org](http://www.ets.org)

- Submission of completed departmental application for a clinical internship by the established deadline
- Successful completion of all other required coursework
- Minimum of 3.0 GPA qualitative and no grade lower than a C education courses
- Passing scores on the Praxis core or exemption with SAT or ACT scores
- Passing scores on the Virginia Communication and Literacy Assessment
- Passing scores on the Praxis II: Content Knowledge exam
- Completion of the online Child Abuse Prevention training and certification of successful completion
- Submission of a tuberculosis screening must accompany the application for clinical internship and must be dated no more than a year from the expected date of completion of a clinical internship
- Completion of Dyslexia and Learning module and certification of successful completion
- Criminal Background Review without a felony conviction
- Descriptive statement on experiences related to children or teaching.
- Successful faculty practicum review

## **Curriculum**

The proposed B.S. in Education programs will each require a minimum of 120 credits. Each program area and/or concentration area requirements were developed to meet the requirements of the Interstate New Teacher Assessment and Support Consortium (InTASC), the Council for the Accreditation of Educator Preparation (CAEP), and the Virginia Department of Education (VDOE) licensure requirements, along with content-specific accreditation standards (National Association of Sport and Physical Education (NASPE) and Council for Exceptional Children (CEC). Proposals to the Virginia Department of Education to be approved licensure degree programs for each of these areas will be submitted by the February 15, 2019 recommended deadline for undergraduate programs proposed to begin in the fall, 2019 semester. Specifics of the curriculum for each of the five proposed B.S.Ed. programs are described below, by program area.

### **Bachelor of Science in Education in Early Childhood Education and Teaching (13.1210)**

The proposed B.S.Ed. in Early Childhood Education and Training will prepare students to be licensed in Early Elementary Education (PK-3). It includes embedded practicum experiences and a 16-week field experience requirement.

The focus of the core curriculum is to provide students with a solid foundation in pedagogical knowledge, content knowledge, understanding the needs of diverse students, and reflective practice. Students will gain knowledge, skills, and abilities that are more specific to a particular educational setting.

Coursework for the proposed B.S.Ed. in Early Childhood Education and Teaching (PK-3 licensure) focuses on teaching methodology and content knowledge in emergent literacy, language development, human development, mathematics, history/social science, civics, economics, and science as required by the Virginia Department of Education. The proposed



degree program embraces the importance of general educators having extensive experience with students who have disabilities that may be served in inclusive early childhood and elementary settings or may yet to be identified. Additional focus on assessment of early childhood development, instructional techniques for very early learners and extensive study of Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds<sup>3</sup> will be included in this concentration. Students in the proposed Early Childhood Education (PK-3) program will have focused field experiences that ensure their ability to implement play-based instructional methods. A focus on meeting the needs of students in urban environments is also highlighted in the program courses and hands-on learning experiences.

New courses in the School of Education are denoted with an asterisk (\*) in the listing below.

### **Program Requirements**

#### **General Education Requirements - 21 credit hours**

The VCU Core Education Program (i.e., general education) consists of 21 credit hours intended to be completed by the end of the sophomore year.

Tier 1: UNIV 111 Focused Inquiry 1 (3)

Tier 1: UNIV 112 Focused Inquiry 2 (3)

Tier 2: Quantitative Literacy Course (3)

Tier 2: Research and academic writing course (3)

Tier 2: Humanities/fine arts course from a university approved list (3)

Tier 2: Social/behavioral sciences course from a university approved list (3)

Tier 2: Natural/physical sciences course from a university approved list (3)

#### **Additional General Education Requirements – 9 credit hours**

One of the following from Chemistry:

CHEM 100                      Introductory Chemistry (3)

CHEM 101                      General Chemistry (3)

CHEM 110                      Chemistry and Society (3)

ECON 203                      Introduction to Economics (3)

HIST 356                      History of Virginia (3)

#### **Degree Program Core Courses- 25 credit hours**

EDUS 202\*                      Diversity, Democracy, and Ethics (4)

EDUS 301                      Human Development and Learning (3)

EDUS 304\*                      Educational Psychology for Educators (2)

SEDP 330                      Survey of Special Education (3)

SEDP/EDUS 401\*              Assessment in Diverse Settings (3)

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<sup>3</sup> Virginia Department of Education's Office of Humanities and Early Childhood, *Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds* (Virginia Department of Education, 2013). Retrieved from <http://www.doe.virginia.gov/early-childhood/curriculum/foundation-blocks.pdf>.

TEDU/SEDP 410*	Building a Community of Learners: Classroom Management (3)
TEDU 413*	Curriculum Methods and Instructional Models (3)
TEDU 452*	Teaching English Language Learners (2)
TEDU 510	Instructional Technology in PK-12 Environments (2)

**Concentration Courses Early Childhood Education (PK – 3) - 65 credits**

**Math:**

MATH 303	Investigations and Geometry (3)
MATH 361	Numbers and Operations (3)
MATH 362	Algebra and Functions (3)
STAT 206	Data Analysis and Statistics for Elementary Educators (3)

**Sciences:**

\*Two of the science content courses below must pair with a 1 credit lab for a total of 2 credits of laboratory coursework in the degree program. Possible laboratory courses are listed in parenthesis following their partner content course. One science course will be required as part of the general education coursework.

**Biology:**

BIOL 101	Biological Concepts (3) BIOZ 101 Lab (1) (Will meet requirement for Tier 2 Natural/Physical Sciences credits)
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One of the following in Physics:

INSC 201	Energy! (3)
INSC 300	Experiencing Science (3)
PHYS 101	Foundation of Physics (3) PHYZ 101 Lab (1)

Optional Chemistry Labs:

CHEZ 101 Lab (1)
CHEZ 110 Lab (1)

One of the following from Earth Science:

ENVS 105	Physical Geology (3) ENVZ 105 Lab (1)
ENVS 201	Earth System Science (3)
ENVS 301	Introduction to Meteorology (3)
ENVS 310	Introduction to Oceanography (3)
URSP 204	Physical Geography (3) URSZ 204 Lab (1)

**Social Studies/ History:**

HIST 103	Survey of American History (3)
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**Teacher Education Courses:**

ECSE 301*	Developmental Assessment for Young Children (3)
ECSE 410*	Play-based Instruction for Inclusive Settings (3)

TEDU 101	Introduction to Teaching (3) credits
TEDU 385*	Teaching Writing through Children's Literature (3)
TEDU 390*	Movement Education (3)
TEDU 411	Integrating the Arts in Curriculum for Young Children (3)
TEDU 416*	Math/Science Methods for Early Childhood Education (4)
TEDU 425*	Emergent and Early Literacy (3)
TEDU 466*	Literacy Assessment & Intervention in the Early/Elementary Classroom (4)
TEDU 471*	Internship I (PK-K) (4)
TEDU 475*	Internship II (1-3) (4)
TEDU 481*	Teaching as a Profession (3) Tier 3: Program Specific Capstone
TEDU 490*	Social Studies Methods for Early Learners (3)

**Total Credits – 120 minimum**

**Bachelor of Science in Education in Early Childhood Education and Teaching            120**

**Clinical Internship/Student Teaching Requirements**

All students in the proposed degree program will have a supervised culminating student teaching placement during the final semester of their senior year, after completing 107 credit hours. Students must meet the requirements as outlined in the student teaching application.

Early Childhood Education (PK-3) Concentration

Students who are completing the proposed Early Childhood Education concentration have a student teaching requirement of approximately 16 weeks divided between two placements in which the student works with a cooperating teacher in a school each day for seven to eight weeks. The placements are divided into a PK/K setting and a 1-3 grade setting. A comprehensive handbook is provided by the Office of Student Services that outlines the policies and requirements for the student teaching experience in addition to course syllabi.<sup>4</sup> A final grade of A-F is assigned by the VCU clinical supervisor.

Appendix A - Sample Plans of Study for full-time students

Appendix B - Course Descriptions

Appendix C - PK-12 Student Teaching sites

Appendix D - Council for Accreditation of Educational Program Standards

Appendix E - Society for Health and Physical Educators (SHAPE) and the National Standards for Initial Health Education Teacher Education

Appendix F - Council for Exceptional Children Standards

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<sup>4</sup> Virginia Commonwealth University's School of Education, *Teaching Intern and Student Teaching Handbook*, (Virginia Commonwealth University, 2018). Retrieve at <https://soe.vcu.edu/media/school-of-education/pdfs/student-forms/Student-Teaching-Intern-Handbook-2018-2019-R.pdf>.

## **Student Retention and Continuation Plan**

All students are required to meet with their academic advisor at least once each semester to discuss academic progress and to update their plan of study. In addition to regular interaction with students, the program faculty also meets at least once each semester to discuss the performance of each student in the program. Grade point average, academic progress in classes, and the professional dispositions each student is displaying in class and through out-of-class field-based learning assignments are reviewed. Faculty note students who are meeting course requirements, turning in quality work on time, working well with the group, and completing their field-based learning assignments, as well as those who may not be doing these things. When faculty mention a student who is not showing progress, the group discusses possible reasons for this and possible solutions. For example, if a student is having a difficult time passing a particular part of a Praxis I Core Academic Skills for Educators (CASE) test (the Mathematics section perhaps), the faculty could direct the student to university tutoring sessions in this area or recommend a specific mathematics course to meet General Education curriculum requirements.

The faculty member who is concerned about a student schedules a meeting with the student to discuss the issue, and that student's advisor is also alerted and may meet with the student as well. If progress or resolution does not occur in a timely manner (e.g., by the end of the course or semester), the student is called to meet with the program faculty as a group. Issue(s) of concern and plans for remediation, including timeline goals for remediation, are enumerated in a document signed by the student and the program coordinator. This serves as a reference for all parties and as a basis for judging improvement in the student's performance.

VCU offers a number of supports and services to students who are experiencing ongoing and/or short-term difficulties and advisors may refer students to the appropriate offices or services for support. These services include the following: Campus Learning Center, Counseling Services, Division for Inclusive Excellence, Division for Student Affairs, Financial Aid, Global Education Office, Health Services, JED, Campus Program, Military Student Services, Sexual Violence Reporting and Resources, Student Accessibility and Educational Opportunity, Student Employment, Transfer Center, TriO, You First at VCU, Wellness Resource Center, and the Writing Center.

Descriptions of these programs and offices along with the services they provide can be found on the VCU webpage for current students (<http://www.vcu.edu/current-students>).

### **Faculty**

Four of these five proposed degree programs will be housed within the Department of Teaching and Learning (B.S. Eds. in Elementary Education and Teaching; Early Childhood Education and Teaching; Secondary Education and Teaching with a concentration in Engineering Education; and Health and Physical Education). Required courses will be taught by faculty in that department, as well as faculty from Foundations of Education and Counseling and Special Education in the School of Education as well as faculty in Humanities and Sciences and/or Engineering.

## **Faculty in B.S. in Education in Elementary Education and Teaching and Early Childhood Education and Teaching**

The B.S.Ed. in Elementary Education and Teaching and B.S.Ed. in Early Childhood Education and Teaching have a great deal of overlap in coursework and are both housed in the Department of Teaching and Learning. Many of the required courses are common across both of these individual programs and students from both will be enrolled in these courses simultaneously. In addition, other program-specific courses are similar in content, but are tailored to the developmental needs of the specific age ranges. Because the content is similar, many of the same faculty in Teaching and Learning will be teaching in both programs.

The Department of Teaching and Learning currently consists of 14 full-time faculty members of which eight faculty will be dedicated to the core education courses of these proposed degrees. Additionally, the department will search for an additional two faculty members by the target year of 2023-2024 to teach in the department as enrollment increases with subsequent admission cohorts. Of the eight current faculty three (3) are tenured and hold doctoral degrees, two (2) are tenure-track faculty holding doctoral degrees and three (3) are full-time term faculty members holding master's degrees with one of the term faculty members currently completing her dissertation. The faculty members dedicated to these two proposed degrees have a combined 70+ years of teaching experience in public schools. The two positions currently in the search process are for doctoral level faculty with degrees in early/elementary education.

Collectively, the current faculty have over 150 publications including published textbooks, peer-reviewed articles in professional journals, and papers. The faculty have served as textbook reviewers as well as manuscript reviewers for professional journals and have made over 380 presentations at professional conferences. They have also directed or co-directed multiple state and federal grants specific to training and research in early childhood, elementary, STEM and literacy education in total of \$7.8+ million. In addition to being generalists in elementary education, one faculty member has expertise in early childhood education, two have expertise in literacy education, one has expertise in mathematics education, and one has expertise in science education. Three additional department faculty will provide instruction in the program with one having expertise in health and physical education, one having expertise in classroom management and integrating the arts and one having expertise in educational technology.

Two faculty members in the Department of Educational Foundations with doctorates in Educational Psychology or a closely related field will teach three courses in these two proposed programs' core requirements (Early Childhood and Teaching and Elementary Education and Teaching). They will also have appropriate teaching experiences to offer instruction in the proposed program.

Two faculty members in the Department of Counseling and Special Education will provide instruction in the programs. Both of the faculty have experience in Early Childhood Special Education (ECSE) and both hold doctoral degrees. One faculty member will teach a survey of special education course as part of the core education requirements. The other faculty member will teach exclusively in the PK-3 Early Childhood concentration covering the two required

ECSE courses. This faculty member is an internationally recognized expert in the field with over 60 publications, 135 presentations and \$7.5 M in grant funding.

Several adjunct faculty members with master's degrees in early/elementary education will also teach required courses in the B.S. in Elementary Education and Teaching degree. Adjunct faculty will teach methods courses that are specific to their classroom teaching experience, licensure and degrees.

Appendix G - "Abbreviated CV's" for Faculty

## Student Assessment

Student learning will be assessed throughout the proposed degree programs using a variety of evaluations and measures. Some of these measures include, but are not limited to, assigned papers, quizzes, tests, and projects assigned during field-based learning and classroom instructional experiences. In field-based learning experiential experiences students will be expected to demonstrate knowledge and skills in a practical, "real world" sense. During the internship and student teaching experiences, students are assessed by on-site professionals as well as by university faculty supervisors. Each of these professionals monitors and notes the students' performance during multiple observations and each of them writes clinical reviews of that performance both as formative and as summative evaluations. Students will also be required to complete a capstone project, agreed upon by the student, the advisor, and the university faculty supervisor.

## Learning Outcomes

### Student Learning Outcomes B.S. in Early Childhood Education and Teaching (PK-3)

The core outcomes of the proposed program are based on national professional guidelines. These outcomes are derived from CCSSO's *Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards* and the *CAEP 2018 K-6 Elementary Teacher Preparation Standards*. Students in the proposed degree program will acquire knowledge and skills about discipline-specific and theoretical concepts critical to begin teaching. They will be able to demonstrate their achievement of the following core learning outcomes:

**Core Outcome 1:** Learner Development. The student will be able to recognize various patterns of learning and development within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. **Assessment Measures:** Students will complete class activities, projects and exams that address child development, literacy development and physical development in EDUS 301, TEDU 425 and TEDU 390.

**Core Outcome 2:** Learning Differences. The student will be able to use knowledge of individual differences and diverse cultures and communities to ensure inclusive learning environments that

enable each learner to meet high standards. **Assessment Measures:** Students are assessed on understanding of individual differences in the following courses: EDUS 301, EDUS 330, SEDP/EDUS 401, TEDU 413, Lesson planning that addresses the needs of all learners is assessed in TEDU 413, TEDU 416, TEDU 425, TEDU 471, TEDU 475, TEDU 490. The impact of culture, family and community on student learning is assessed through evaluations in EDUS 202, TEDU 410 and TEDU 481.

**Core Outcome 3:** Learning Environments. The student will be able to work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. **Assessment Measures:** Students will complete assessments and activities related to classroom management and positive learning environments in EDUS 304, TEDU 410 and TEDU 481. Observation evaluations related to developing positive learning environments are conducted in TEDU 466, TEDU 471 and TEDU 475.

**Core Outcome 4:** Content Knowledge. The student will be able to teach and create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. **Assessment Measures:** Students will complete foundational knowledge assessments in the following courses: EDUS 304, SEDP 330, TEDU 413, and TEDU 425.

**Core Outcome 5:** Application of Content. The student will be able to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. **Assessment Measures:** Students are evaluated on the integration of arts, technology, movement, creative writing and children's literature to engage learners through course activities in TEDU 385, TEDU 390, TEDU 411, and TEDU 510. Foundational knowledge of local and global issues are assessed through examinations and class activities in EDUS 202 and TEDU 490.

**Core Outcome 6:** Assessment. The student will be able to use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. **Assessment Measures:** Students will complete standardized, formal and informal assessments to monitor student progress and create individualized and/or group lesson plans for classrooms and elementary students in the following courses: SEDP/EDUS 401, TEDU 413, TEDU 425, TEDU 466, TEDU 471 and TEDU 475.

**Core Outcome 7:** Planning for Instruction. The student will be able to plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. **Assessment Measures:** Students will create content focused lesson plans and units to support all students as they access the general curriculum and/or participate in remediation/enrichment activities during the following courses: TEDU 413, TEDU 416, TEDU 425, TEDU 471, TEDU 475, and TEDU 490.

**Core Outcome 8:** Instructional Strategies. The student will be able to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. **Assessment Measures:** Students will create lesson or unit plans during the following courses TEDU 413, TEDU 416, TEDU 425, TEDU 471, TEDU 475, and TEDU 490. Students will be assessed on their teaching performances during lessons that they

have designed and implemented in the following courses: TEDU 466, TEDU 471, and TEDU 475.

**Core Outcome 9: Professional Learning and Ethical Practice.** The student will be able to engage in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Assessment Measures:** Students will participate in self-reflection activities throughout *all* courses in the program as part of the School of Education's commitment to its Conceptual Framework and overarching belief that reflective practitioners become the strongest educators. Continued professional learning is encouraged through the program requirement to attend at least one professional conference during the program. Reflections are formally written and assessed in the following courses: TEDU 416, TEDU 425, TEDU 471, TEDU 475, and TEDU 490.

**Core Outcome 10: Leadership and Collaboration.** The student will be able to seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. **Assessment Measures:** Students are assessed on leadership, taking responsibility for learning, and collaboration through disposition evaluations at the program midpoint and during student internship experiences. The midpoint evaluation reflects student performance across the first half of the course work while the final evaluation is associated with the TEDU 471, TEDU 475 and TEDU 481 courses.

In addition to the InTASC standards the proposed degree will address the standards outlined through CAEP and required for accreditation.

**Core Outcome 11:** The student will be able to use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children's strengths and needs and how to motivate their learning. **Assessment Measures:** Students will complete class activities, projects and exams that address child development, literacy development and physical development in EDUS 301, TEDU 425 and TEDU 390.

**Core Outcome 12:** The student will be able to demonstrate and apply understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, and social studies. **Assessment Measures:** Students will create lesson or unit plans during the following courses TEDU 413, TEDU 416, TEDU 425, TEDU 471, TEDU 475, and TEDU 490.

**Core Outcome 13:** The student will be able to assess students, plan instruction and design classroom contexts for learning. Students use formative and summative assessment to monitor students' learning and guide instruction. Students plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners' diversity. Students foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation, and promote students social and emotional development. **Assessment**



**Measures:** Students will complete assessments and activities related to classroom management and positive learning environments in EDUS 304, TEDU 410 and TEDU 481. Observation evaluations related to developing positive learning environments are conducted in TEDU 466, TEDU 471 and TEDU 475. Students will create content focused lesson plans and units to support all students as they access the general curriculum and/or participate in remediation/enrichment activities during the following courses: TEDU 413, TEDU 416, TEDU 425, TEDU 471, TEDU 475, and TEDU 490.

**Core Outcome 14:** The student will be able to make informed decisions about instruction guided by knowledge of children and assessment of children’s learning that result in the use of a variety of effective instructional practices that employ print, and digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective instructional practices. Students use explicit instruction and effective feedback as appropriate, and use whole class discussions to support and enhance children’s learning. Students use flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved learning for every child. **Assessment Measures:** Students will complete class activities, projects and exams that address child development, literacy development and physical development in EDUS 301, TEDU 425 and TEDU 390. Students will be assessed on their ability to make informed instructional decision, use of grouping and individual and small group instruction in TEDU 466, TEDU 471 and TEDU 475.

### **Program Assessment**

The School of Education will assess and evaluate the proposed programs after the initiation year. The School will conduct and report annual assessments of program outcomes in accordance with Virginia Commonwealth University’s Assessment Policy. Reviews at the School and University levels consist of:

- Annual analysis of results of the end-of-program evaluation data to determine students’ satisfaction with the teaching/learning process.
- Analysis and reporting of annual retention and attrition rates to assure optimal success of enrollees.
- Job placement analysis to assure that the program remains current to the workforce needs.
- Analysis of the dissemination of results of student research, presentations, and grant proposals.

An institutional review of the degree program’s mission, goals, learning outcomes, and student successes will occur on a seven-year cycle. This review, directed by Academic Affairs and the Office of Planning and Decision Support, will use institutional data, student and alumni surveys, and learning outcomes assessment to write an Academic Program Review (APR) report that will describe how program goals and learning outcomes have been achieved. The proposed B.S.Ed. programs are scheduled to submit its first Academic Program Review report seven years after program initiation, in 2026.

In addition to unit and University-level monitoring and review, all licensure programs will also be required to maintain VDOE program approval with submission of biennial reports to demonstrate state benchmark standards.

In accordance with the VDOE's requirement that approved programs maintain national program accreditation, all licensure concentrations in the B.S.Ed. program will be required to complete a Council for the Accreditation of Educator Preparation (CAEP) unit review every seven years.<sup>5</sup>

### **Benchmarks of Success**

The following initial benchmarks will be used to gauge the growth and success of the five B.S. in Education programs:

- Enrollment will reach at least 400 students across all five programs by the target year (2023-2024).
- Ninety percent (90%) of students in the program will pass national or state test standards for their licensure concentration. These measures are the Praxis II exam (national) or VCLA (state), which are mandated by the Virginia Department of Education for licensure.
- Within four years of formal admission to the program, 80% of the admitted students will graduate.
- Eighty percent (80%) of students who seek employment will be hired within one year of graduation.
- Of those graduates who found employment, eighty percent (80%) will be teaching in Virginia public schools.
- Ninety percent (90%) of alumni who complete our VCU alumni survey will rate their preparation as being either good or excellent.
- Sixty percent (60%) of students who apply to graduate school will be accepted into a Master's degree program.
- Ninety percent (90%) of employers of our graduates will report that they are likely or very likely to hire another graduate of our program (based on the response to annual employer surveys).
- VCU's School of Education will increase its production of fully licensed educators by fifty percent (50%) by the target year.
- VCU programs will increase the enrollment of under-represented minority students by fifty percent (50%) by the target year.

The B.S.Ed. undergraduate faculty will review the program assessment data annually to assess student satisfaction and track progress in terms of each stated benchmark. If any of the benchmarks of success are not being met, the faculty will re-evaluate and determine appropriate strategies to reach the benchmarks. For example, if less than 80% of the students are not passing the Praxis II exams, one potential strategy would be to have faculty sit for these exams to better determine the content students need to possess and to review the curriculum and course-by-course content accordingly to ensure success.

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<sup>5</sup> <http://caepnet.org/accreditation/about-accreditation/what-is-accreditation>

## **Relationship to Existing Virginia Commonwealth University's Degree Programs**

Currently, Virginia Commonwealth University does not offer any undergraduate programs that lead to licensure in Virginia. These proposed programs have been developed based on a new directive by the Governor that allows undergraduate majors that lead to initial licensure to be offered in a School or College of Education. This was identified as one important strategy for addressing the critical shortage of licensed teachers in the Commonwealth of Virginia. This section will address any relationship to existing degree programs for these four proposed degree programs.

### **Bachelor of Science in Education in Elementary Education and Teaching and Bachelor of Science in Education in Early Childhood Education and Teaching**

These two proposed degree programs have a relationship to a five year accelerated degree program in Early and Elementary Education that has been offered at Virginia Commonwealth University since 2007. This program is the Liberal Studies in Early and Elementary Education; students who graduate from this program earn both a Bachelor's degree in Inter-disciplinary Studies (BIS) and a Master's degree in Teaching (MT) in five years. It is a strong interdisciplinary program and students take courses from faculty in VCU's College of Humanities and Sciences as well as the School of Education. This proposed undergraduate degree program will replace that five year program which will be discontinued once all students currently enrolled in the program either graduate through the program or transfer into the proposed undergraduate program once approved. Students enrolled in the proposed undergraduate program will still take courses in both the College of Humanities and Sciences as well as the School of Education.

#### Justification for the Proposed Program

##### **Response to Current Needs (Specific Demands)**

School divisions across the Commonwealth of Virginia are facing a critical shortage of fully licensed teachers and that shortage shows no sign of abating. Urban, high-needs school divisions are prone to teacher shortages. For example, in August 2018, a month before the school year resumed, Richmond Public Schools (RPS) had nearly 100 vacancies in staffing, with 85 of those vacancies in teaching positions. Even more alarming, most of these vacancies were at the elementary level with 53 teaching positions in RPS' elementary sites. Unfortunately, this shortage is not new to RPS. The year prior in August 2017, RPS had 109 total vacant teaching positions. This trend also holds true for neighboring divisions in the Tri-Cities area of Petersburg, Hopewell and Dinwiddie. In 2016, VDOE reported that the Tri-Cities area had more than a 1,000 vacant teaching positions leading up to the school year, an increase by 200 from the previous year. In 2016-17, there were more than 300 vacant special education positions and 200 vacant elementary education positions in the Tri-Cities area. This trend raises concerns for district leaders and VCU's School of Education. As the largest research institution and producer of highly-qualified teachers in the Greater Richmond area, the VCU School of Education plays a pivotal role in addressing teacher shortage in these areas. In the 2018-19 school year, the

Virginia Department of Education (VDOE) identified a critical shortage in ten teaching endorsement areas. The list of critical shortage areas in the Commonwealth, which are listed below.

1. Special Education
2. Elementary Education PreK-6
3. Middle Education Grades 6-8
4. Career and Technical Education
5. Mathematics Grades 6-12 (including Algebra 1)
6. School Counselor PreK-12
7. English (Secondary)
8. Science (Secondary)
9. Foreign Language PreK-12
10. Health and Physical Education PreK-12

School divisions on average have received applications from three or fewer qualified candidates for vacancies in these teaching endorsement areas, which has led to the identification of critical shortages. Our proposal seeks to initiate three programs that prepare highly-qualified teachers in two of the highest priority areas of critical teacher shortages: Special Education and Elementary Education (both the Early Childhood and Teaching and the Elementary Education and Teaching address these two critical shortage areas). First, the need for elementary education teachers is growing in Virginia and currently has the second highest number of unfilled positions (200) in Virginia (with special education being the highest at 300+) (Annual Report, 2018 available at <http://www.doe.virginia.gov/boe/reports/index.shtml>). In addition, the critical shortage area of Health and Physical Education is included in Virginia Commonwealth's proposal for new undergraduate programs. Lastly, our proposed program in Secondary Education with a concentration in Engineering Education is our plan for addressing both the need for Mathematics and Science teachers at the Secondary level.

### **Why Virginia Commonwealth University?**

Virginia Commonwealth University has a strong commitment to diversity, equity and inclusion as described in its strategic plan. VCU's School of Education has a similar mission and strategic plan to address the needs of Virginia's urban school divisions and the surrounding communities. These programs provide initial licensure coursework and experiences that address the critical needs of students in our urban and high-needs school divisions. We have infused information into our programs to prepare future teachers to address the needs of a diverse group of students, including those who have experienced trauma, those who are English-language learners, those with disabilities who are included in general education classrooms, and those who struggle with learning and who are at risk of being identified with disabilities.

The School of Education has existing collaborative partnerships with Virginia School Divisions surrounding Richmond (Region I), as well as other divisions across the Commonwealth, particularly for clinical/student teaching placements for our graduate students. These will continue for the students who enroll in the proposed B.S.Ed. programs in Elementary Education

and Teaching, Early Childhood and Teaching, Health and Physical Education, Secondary Education and Teaching with a concentration in Engineering Education and Special Education and Teaching with a concentration in General Education.

Appendix H – Letters of Support

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA**  
**SUMMARY OF PROJECTED ENROLLMENTS IN PROPOSED PROGRAM**

**Projected enrollment: B.S. Ed. in Early Childhood and Teaching**

Year 1		Year 2		Year 3		Year 4 Target Year (2-year institutions)			Year 5 Target Year (4-year institutions)		
2019 - 2020		2020 - 2021		2021 - 2022		2022 - 2023			2023 - 2024		
HDCT	FTES	HDCT	FTES	HDCT	FTES	HDCT	FTES	GRAD	HDCT	FTES	GRAD
<u>30</u>	<u>30</u>	<u>54</u>	<u>54</u>	<u>78</u>	<u>78</u>	<u>102</u>	<u>102</u>	<u>    </u>	<u>102</u>	<u>102</u>	<u>24</u>

Assumptions:

Retention percentage: 80%

Percentage of full-time students 100% Percentage of part-time students 0%

Full-time students credit hours per semester: 15

Full-time students graduate in 4 years

Enrollment in summer and/or winter session is not required.

Projected Resource Needs for the Proposed Programs

**Resource Needs**

Virginia Commonwealth University, the School of Education, and the Departments of Teaching and Learning and Counseling and Special Education have the resources needed to initiate and sustain the following proposed degree programs: Elementary Education and Teaching; Early Childhood Education and Teaching; Secondary Education and Teaching with a concentration in Engineering Education; Health and Physical Education; and Special Education and Teaching General. The following subsections detail the resources required to operate the programs from their initiation in the fall 2019 through the target year 2023-24. Assessments of need for full-time, part-time, and adjunct faculty are based on a ratio of 1.0 FTE of instructional effort for every 20 FTE students in lower division courses and 1.0 FTE of instructional effort for 14 FTE students in upper division courses (including any required graduate courses needed for licensure). The proposed programs will require a total of 3.85 FTE faculty in 2019-20, rising to 26.65 FTE by the target year of 2023-24.

### **Full-time Faculty**

For the initiation year one (1) faculty member from the Department of Foundations of Education will provide .65 FTE. By target year, an additional 10 faculty members from the Department of Foundations of Education, the Department of Teaching and Learning, and the Department of Counseling and Special Education will provide 10 FTE for a total of 10.65 full-time FTE. Of these, 8.65 FTE are reallocations and 2.0 FTE are new faculty lines.

The Dean of the School of Education has committed resources for another 4 faculty members (2.0 FTE) who will be available to teach in the proposed undergraduate degree programs in the Department of Teaching and Learning and the Department of Counseling and Special Education. The new faculty members will be hired at the rank of Assistant Professor with a combined salary of \$300,000 and benefits of \$118,200.

### **Part-time Faculty**

For the initiation year, two (2) faculty members from the Departments of Teaching and Learning, two (2) faculty members from the Department of Counseling and Special Education, and three (3) faculty from the Department of Foundations of Education will provide 2.0 FTE. By the target year, an additional 6.50 will be added for a total FTE of part-time faculty will rise to 8.50 FTE. These FTE are reallocations.

### **Adjunct Faculty**

For the initiation year, adjunct faculty will provide 1.20 FTE for the proposed degree program. For the target year this will add 6.30 FTE for a total of 7.50 FTE. Adjunct instructors will be across most departments and Schools/Colleges of the university including SOE Departments of Teaching and Learning, Counseling and Special Education, and Foundations of Education and Colleges of Humanities and Sciences and Engineering. Currently, adjunct faculty in the School of Education receive \$3000 in salary per course.

### **Graduate Assistants**

No graduate assistants are required to initiate or sustain proposed degree programs.

### **Classified Positions**

Classified support for these proposed programs will come from a reallocation of .60 FTE for a clerical staff person who will arrange clinical placements for students in the undergraduate degree programs.

An undergraduate advisor will be needed for the initiation year at .80 FTE. For the target year, an additional advisor at .70 FTE will be added. This represents a salary of \$50,716 and related fringe benefits are \$19,981 in the initiation year, with salaries of \$113,416 and fringe benefits of \$37,688 in the target year.

### **Targeted Financial Aid**

No targeted financial aid is needed to initiate and sustain the proposed degree program.

**Equipment (including computers)**

No new equipment, including computers, is needed to initiate or sustain the proposed degree program. The equipment resources are sufficient to initiate and sustain this proposed degree program. For new hires, existing furniture and equipment (including computers) will be provided.

**Library**

No additional library resources are required to initiate or sustain the proposed degree programs. VCU's James Branch Cabell Library has resources that include journals, magazines, electronic materials, and other publications for education. In addition, students and faculty can borrow items not in the VCU collection through inter-library loans.

**Telecommunications**

No additional telecommunication resources are needed to initiate and sustain this proposed degree program. Telecommunications equipment is provided by the School and University, often through funds from student technology fees. For new hires, existing telecommunications services and devices will be used.

**Space**

No new or additional space is required to initiate or sustain the proposed new degree program. There is adequate space on VCU's campus for classrooms, meetings, and current and future offices. The space resources are sufficient to initiate and sustain this proposed degree program.

**Other Resources (specify)**

No other resources other than those described above are needed to initiate and sustain this proposed degree program.



**Resource Needs: Part A – D**

**Part A: Answer the following questions about general budget information.**

- Has or will the institution submit an addendum budget request to cover one-time costs? Yes \_\_\_\_\_ No  X
- Has or will the institution submit an addendum budget request to cover operating costs? Yes \_\_\_\_\_ No  X
- Will there be any operating budget requests for this program that would exceed normal operating budget guidelines (for example, unusual faculty mix, faculty salaries, or resources)? Yes \_\_\_\_\_ No  X
- Will each type of space for the proposed program be within projected guidelines? Yes  X  No \_\_\_\_\_
- Will a capital outlay request in support of this program be forthcoming? Yes \_\_\_\_\_ No  X

**Part B-1: Fill in the number of FTE positions needed for the B.S.Ed. Degree Programs**

	Program Initiation Year		Expected by Target Enrollment Year	
	2019 - 2020		2023 - 2024	
	On-going and reallocated	Added (New)	Added (New)***	Total FTE positions
Full-time faculty FTE*	0.65		10.00	10.65
Part-time faculty FTE**	2.00		6.50	8.50
Adjunct faculty	1.20		6.30	7.50
Graduate assistants (HDCT)				0.00
Classified positions	0.60	0.80	0.70	2.10
<b>TOTAL</b>	<b>4.45</b>	<b>0.80</b>	<b>23.50</b>	<b>28.75</b>

\*Faculty dedicated to the program. \*\*Faculty effort can be in the department or split with another unit.

\*\*\* Added **after** initiation year

**Part C: Estimated resources to initiate and operate the proposed B.S. Ed. Degree Programs**

	Program Initiation Year		Expected by Target Enrollment Year	
	2019- 2020		2023- 2024	
Full-time faculty	0.65	0.00	10.00	10.65
salaries	\$48,750		\$750,750	\$799,500
fringe benefits	\$19,208		\$295,796	\$315,003
Part-time faculty (faculty FTE split with unit(s))	2.00	0.00	6.50	8.50
salaries	\$150,750		\$516,740	\$667,490
fringe benefits	\$59,396		\$203,596	\$262,991
Adjunct faculty	1.20	0.00	6.30	7.50
salaries	\$3,600		\$18,900	\$22,500
fringe benefits	\$292		\$1,531	\$1,823
Graduate assistants	0.00	0.00	0.00	0.00
salaries				\$0
fringe benefits				\$0
Classified Positions	0.60	0.80	0.70	2.10
salaries	\$19,800	\$26,400	\$23,100	\$69,300
fringe benefits	\$7,801	\$10,402	\$9,101	\$27,304
<b>Personnel cost</b>				
salaries	\$222,900	\$26,400	\$1,309,490	\$1,558,790
fringe benefits	\$86,696	\$10,402	\$510,023	\$607,121
Total personnel cost	\$309,596	\$36,802	\$1,819,513	\$2,165,911
Equipment				\$0
Library				\$0
Telecommunication costs				\$0
Other costs				\$0
<b>TOTAL</b>	<b>\$309,596</b>	<b>\$36,802</b>	<b>\$1,819,513</b>	<b>\$2,165,911</b>

**Part D: Certification Statement(s)**

The institution will require additional state funding to initiate and sustain this program.

Yes \_\_\_\_\_  
 Signature of Chief Academic Officer  
 No \_\_\_\_\_  
 Signature of Chief Academic Officer

If “no,” please complete items 1, 2, and 3 below.

**1. Estimated \$\$ and funding source to initiate and operate the programs.**

Funding Source	Program initiation year 2019-2020	Target enrollment year 2023-2024
Reallocation within the department ( <i>Note below the impact this will have within the department.</i> )	\$16,728	\$789,353
Reallocation within the school or college ( <i>Note below the impact this will have within the school or college.</i> )	\$292,868	\$570,030
Reallocation within the institution ( <i>Note below the impact this will have within the institution.</i> )	\$0	\$0
Other funding sources ( <i>Specify and note if these are currently available or anticipated.</i> )	\$36,802	\$460,130

**2. Statement of Impact/Other Funding Sources. A separate detailed explanation of funding is required for each source used and a statement of impact on existing resources.**

**Reallocation within the department**

There will be reallocations within the Departments of Teaching and Learning, Foundations, and Counseling and Special Education. Faculty who currently teach graduate courses in the departments will change their teaching load to cover courses in the proposed undergraduate degree programs. It is planned that the initial teaching licensure program in elementary education will be closed once students currently in the program graduate from those programs. For special education, it is believed that enrollment in the graduate initial licensure program will decrease substantially and possibly close given the initiation of this initial licensure program at the undergraduate level. Other faculty in the two departments will be teaching undergraduate courses that are required for all new undergraduate programs so they will be including students from all four of these areas into their courses.

**Reallocation within the school or college**

The total reallocation within the School of Education includes faculty in departments outside of the program home who will refocus their teaching effort to include students in those programs into their new and/or existing undergraduate courses. In addition, clerical staff listed for these programs include reallocating the time of a student services employee to oversee clinical placements of these students from her current work of overseeing clinical placements of students in graduate programs that will be significantly decreasing in size and/or closing. New undergraduate advising staff in the target year will be devoting time to serving the students in these programs.

**Reallocation within the institution**

The total reallocation within the institution includes faculty from the College of Engineering as well as the College of Humanities and Sciences who will be including students from these programs in courses that already exist in their Colleges, or adjunct instructors who will teach new courses required for the programs.

**Other funding sources**

**3. Secondary Certification.**

If resources are reallocated from another unit to support this proposal, the institution will not subsequently request additional state funding to restore those resources for their original purpose.

\_\_\_\_\_ Agree \_\_\_\_\_  
Signature of Chief Academic Officer

\_\_\_\_\_ Disagree \_\_\_\_\_  
Signature of Chief Academic Officer

## Appendix A - Sample Plan of Study

### B.S. Ed. in Early Childhood and Teaching (Full-time Student)

Year	Fall Semester (credits)	Spring Semester (credits)
<b>Freshman</b>	Tier I General Education Requirement– UNIV 111 (3)	Tier I General Education Requirement – UNIV 112 (3)
	Tier II General Education Requirement– Quantitative Literacy course from approved list (e.g., MATH 131) (3)	Tier II General Education Requirement Humanities/Fine Arts (e.g. RELS 108) (3)
	Tier II General Education Requirement – Natural/Physical Sciences (BIOL 101)* (3)  <i>Two of the science content courses taken in this degree program must include a 1 credit lab- Optional BIOZ101 (1)</i>	HIST 103 Survey of American History (3)
	Tier II General Education Requirement - Social/Behavior Science (e.g. POLI 103) (3)	CHEM 100 Introductory Chemistry <b>OR</b> CHEM 101 General Chemistry <b>OR</b> CHEM 110 Chemistry and Society (3)* <i>Two of the science content courses taken in this degree program must include a 1 credit lab- Optional CHEZ101 (1) OR CHEZ 110 (1)</i>
	SOE General Education Requirement: TEDU 101 Introduction to Teaching (3)	EDUS 202 Diversity, Democracy, and Ethics (4)
<b>Credit Hours</b>	<b>15/16 credit hours*</b>	<b>16/17 credit hours*</b>
<b>Sophomore</b>	Tier II General Education Requirement – Research and Academic Writing UNIV 200 (3)	MATH 362 Algebra and Functions (3)
	MATH 361 Numbers and Operations (3)	ENVS 105 Physical Geology <b>OR</b> ENVS 201 Earth System Science <b>OR</b> ENVS 301 Introduction to Meteorology, <b>OR</b> ENVS 310

		Introduction to Oceanography <b>OR</b> URSP 204 Physical Geography(3)* <i>Two of the science content courses taken in this degree program must include a 1 credit lab- Optional ENVZ 105 (1), URSZ 204 (1)</i>
	PHYS 101 Foundations of Physics <b>OR</b> INSC 201 Energy!, <b>OR</b> INSC 300 Experiencing Science (3)* <i>Two of the science content courses taken in this degree program must include a 1 credit lab- Optional PHYZ101(1)</i>	SEDP 330 Survey of Special Education (3)
	EDUS 301 Human Growth and Development (3)	<i>Additional Required General Education:</i> ECON 203 Introduction to Economics (3)
	TEDU 390 Movement Education (3)	<i>Additional Required General Education:</i> HIST 356 History of Virginia (3)
<b>Credit Hours</b>	<b>15/16 credit hours*</b>	<b>15/16 credit hours*</b>
<b>401Junior</b>	MATH 303 Investigations in Geometry (3)	STAT 206 Data Analysis and Statistics for Elementary Educators (3)
	TEDU 385 Teaching Writing through Children’s Literature (3)	ECSE 301 Developmental Assessment for Young Children (3)
	TEDU 413 Curriculum Methods and Instructional Models (3)	EDUS 304 Educational Psychology for Educators (2)
	SEDP/EDUS 401 Assessment in Diverse Settings (3)	TEDU 466 Literacy Assessment and Intervention in the Early/ Elementary Classroom (4)
	TEDU 425 Emergent Literacy (3)	SOE General Education Requirement: TEDU 411 Integrating the Arts (3)
<b>Credit Hours</b>	<b>15 credit hours</b>	<b>15 credit hours</b>
<b>Senior</b>	TEDU/SEDP 410 Building a Community of Learners: Classroom Management (3)	TEDU 471 Internship I (PK-K) (4)

	TEDU 510 Instructional Technology in PK-12 Environments (2)	TEDU 475 Internship II (1-3) (4)
	TEDU 416 Math/Science Methods for Early Childhood Education (4)	TEDU 452 Teaching English Language Learners (2)
	ECSE 410 Play-based Instruction for Inclusive Settings (3)	Tier III General Education Requirement: Capstone TEDU 481 Teaching as a Profession (3)
	TEDU 490 Social Studies Methods for Early Learners (2)	
<b>Credit Hours</b>	<b>14 credit hours</b>	<b>13 credit hours</b>
<b>Total Credit Hours – 120</b>		

*\*Two of the science content courses must include a 1 credit lab for a total of 2 credits of lab work during the program. (May include 2 of the following labs BIOZ101, CHEZ101, CHEZ110, PHYZ101, ENVZ 105, URSZ 204)*

Credit Hours – Freshman – Fall Term - 15 - 16  
 Credit Hours – Freshman – Spring Term - 16 - 17  
 Credit Hours – Sophomore – Fall Term - 15- 16  
 Credit Hours – Sophomore – Spring Term - 15 - 16  
 Credit Hours – Junior – Fall Term - 15  
 Credit Hours – Junior – Spring Term - 15  
 Credit Hours – Senior – Fall Term - 14  
 Credit Hours – Senior – Spring Term - 13  
**TOTAL CREDIT HOURS - 120**

## Appendix B - Course Descriptions

### **B.S.Ed.in Education in Elementary Education and Teaching**

### **B.S.Ed. in Early Childhood Education and Teaching**

#### **Core Courses**

EDUS 202\*\*. Diversity, Democracy, and Ethics. 4 Hours. Semester course; 4 hours. 4 credits. This course engages students in critical exploration of public education in the United States within sociocultural, historical, and philosophical contexts. It examines the relationships between our increasingly diverse society and education in a democracy. Students will be taught the ethical obligations of educational professionals and how to become active agents for democratic, equity-oriented schools. In addition, the course will explore legal and policy aspects of education.

EDUS 301. Human Development and Learning. 3 Hours. Semester course; 3 lecture hours. 3 credits. A study of human development through the lifespan with special emphasis on child and adolescent psychology, the nature of learning, and basic concepts of learning theories.

EDUS 304\*. Educational Psychology for Educators. 2 Hours. (delivered online, face to face, or hybrid). Semester course; 2 lecture hours. 2 credits. The application of psychological principles to the teaching-learning process, with special emphasis on theories of learning and development. This course explores the application of psychological principles to the teaching-learning process, with special emphasis on learning and development. Intended specifically for pre- and in-service educators, the course will require students to apply theory and research in educational psychology to their prior, current, and future teaching experiences.

SEDP 330. Survey of Special Education. 3 Hours. Semester course; 3 lecture hours. 3 credits. Presents an overview of the historical basis and regulatory requirements related to special education, including the individual education program as a legal document and the rights and responsibilities of parents, teachers and schools. The characteristics of learners with disabilities and their educational and medical implications are also examined, as well as the cultural, familial and ethical issues involved.

SEDP/EDUS 401\*. Assessment in Diverse Setting. 3 hours. Semester course; 3 lecture hours. 3 credits. This course explores all aspects of assessment that a teacher encounters in prek-12 educational settings. The course will discuss current assessment theories, approaches, and instruments used to measure the performance of the children and students representing the diverse learners in today's classrooms; including students with and without disabilities, English language learners, and students representing a range of cultural backgrounds. Assessments at all stages of instruction (before, during, and after), including formal and informal assessments and their applications in an inclusive educational setting will be addressed. Particular attention is paid to the ways in which teachers can gather and use assessments to make data-informed decisions for effective instruction and intervention leading to optimal child development and student achievement. Specifically, the course will explore the relationships among content standards, instruction and assessment as well as ways to use a variety of assessments to monitor to student progress. The course emphasizes making valid inferences from assessments in a variety of formats, understanding the legal and policy context of assessment, and the implications for



appropriate grading practices and decision-making. Course content and assignments will promote critical thinking and problem solving skills.

TEDU/SEDP 410\*. Building a Community of Learners: Classroom Management. 3 hours. Semester course; 3 lecture hours. 3 credits. The course is designed to encompass Pre-K through 12 classroom management theory and application, motivation theory and application, diversity, socio-emotional development, trauma informed care and restorative justice for regular education and special education students.

TEDU 413\*. Curriculum Methods and Instructional Models. 3 hours. Semester course; 3 lecture hours. 3 credits. In accordance with the VCU School of Education Conceptual Framework (CF), “Educator as Critically Reflective Practitioner,” students will partake in various activities that provide and promote opportunities that invite reflective practices. A study of developmentally appropriate curriculum methods for teaching PK- 12th children, including lesson planning, curriculum selection and use of instructional models, selecting appropriate support materials, and celebrating diversity. This course is a 3 credit, 40 hour lecture style class that also includes a 20 hour field placement experience as well.

TEDU 452\*. Teaching English Language Learners. 2 hours. Semester course; 2 lecture hours. 2 credits. This course is designed to help teachers who plan to teach English and other content areas to Pk-12 students who are speakers of other languages. The course includes attention to social and cultural contexts, the diversity of emergent bilingual students in the United States, legal and policy contexts, models of ESL programs, and advocacy for students. We also develop skills in lesson preparation and delivery for emergent bilingual students, both within ESL classrooms as well as in other content area classrooms.

TEDU 510. Instructional Technology in PK-12 Environments. Semester course; 2 lecture hours. 2 credits. An introduction to effectively integrating technology into pK-12 instruction to improve student learning outcomes. Students will have hands-on experiences with a variety of current instructional technologies and learn how to integrate these technologies into their practice using research-driven theoretical frameworks. This hybrid course includes both online and face-to-face learning activities; it also models technology-rich face-to-face instruction for students as well as hybrid and fully online instructional methods. Students will design technology-rich instructional modules that can be utilized to improve student learning in their content areas, as well as develop personal learning networks that will continue to provide them with informal and independent learning opportunities well after the conclusion of the course.

### **Courses for both Early Childhood PK-3 and Elementary Education PK-6**

BIOL 101. Biological Concepts. 3 Hours. Semester course; 3 lecture hours. 3 credits. A topical approach to basic biological principles. Topics include molecular aspects of cells, bioenergetics, photosynthesis, cellular respiration, cellular and organismal reproduction, genetics and evolution, and ecology. Not applicable for credit toward the major in biology.

CHEM 100. Introductory Chemistry. 3 Hours. Semester course; 3 lecture and 1 problem session hour. 3 credits. Prerequisite: students must be eligible to take [MATH 131](#) or higher. A course in

the elementary principles of chemistry for individuals who do not meet the criteria for enrollment in [CHEM 101](#); required for all students without a high school chemistry background who need to take [CHEM 101](#)-102. These credits may not be used to satisfy any chemistry course requirements in the College of Humanities and Sciences.

CHEM 101. General Chemistry. 3 Hours. Continuous courses; 3 lecture and 1 recitation hour. 3-3 credits. Prerequisite: [CHEM 100](#) with a grade of C or higher, or high school chemistry and a satisfactory combination of Math SAT score and high school GPA. Pre- or corequisite: [MATH 151](#). Prerequisite for [CHEM 102](#): [CHEM 101](#) with a grade of C or higher. Fundamental principles and theories of chemistry, including qualitative analysis.

CHEM 110. Chemistry and Society. 3 Hours. Semester course; 3 lecture hours. 3 credits. The basic principles of chemistry are presented through the use of decision-making activities related to real-world societal issues. Not applicable for credit toward the B.S. in Chemistry.

ECON 203. Introduction to Economics. 3 Hours. Semester course; 3 lecture hours. 3 credits. A survey of economic principles, institutions and problems. The course is designed to provide basic economic understanding for students who do not expect to major in economics or in the School of Business. Not applicable for credit toward economics and business majors. Also note that students may receive credit for only two of the following three courses: [ECON 203](#), [210](#) or [211](#).

ENVS 105. Physical Geology. 3 Hours. Semester course; 3 lecture hours. 3 credits. A descriptive approach to physical geology dealing with the history and structure of the earth, catastrophic events and geology as it relates to the contemporary environment. An optional laboratory, [ENVZ 105](#), may be taken with this course.

ENVS 201. Earth System Science. 3 Hours. Semester course; 2 lecture and 2 laboratory hours. 3 credits. An introduction to the processes of and linkages among the major systems that drive planet Earth. The biosphere, geosphere, hydrosphere, atmosphere and sociosphere are presented as dynamic and interdependent systems. Labs/discussion sections will include both computer modeling of integrated systems and lab activities/field trip(s) at the Rice Center for Environmental Life Sciences.

ENVS 301. Introduction to Meteorology. 3 Hours. Semester course; 3 lecture hours. 3 credits. An introductory course designed to provide the student with an overview of the structures and processes that cause weather. These include atmospheric circulations and the weather patterns that we observe. Emphasis will be placed upon the tracking and display of weather phenomena, as well as their forecast movement and impact.

ENVS 310. Introduction to Oceanography. 3 Hours. Semester course; 3 lecture hours. 3 credits. An introductory course designed to provide the student with an overview of the structures and processes of the world's oceans. These include the systems that impact the oceans: the hydrosphere, the atmosphere, the geosphere, the biosphere and the sociosphere. Emphasis will be placed upon hands-on techniques for understanding these systems, including online simulations and in-class activities.

HIST 103. Survey of American History. 3 Hours. Semester courses; 3 lecture hours. 3, 3 credits. A survey of American civilization from prehistory to the present, emphasizing the events, ideas and institutions that have shaped, influenced and defined America's place in the world. First semester: to Reconstruction. Second semester: Reconstruction to present.

HIST 356. History of Virginia I. 3 Hours. Semester course; 3 lecture hours. 3 credits. Focuses on the central themes, events and personalities of the state's history from the pre-colonial period to 1865.

INSC 201. Energy!. 3 Hours. Semester course; 3 lecture hours. 3 credits. Prerequisite: [MATH 131](#), [141](#), [151](#), [200](#), or higher; or MGMT 171, 212, or 301; or [STAT 208](#), [210](#), [212](#), or higher; or satisfactory score on the VCU Mathematics Placement Test within the one-year period immediately preceding the beginning of the course. A study of global energy demands, how they are being met, environmental consequences and alternative energy sources.

INSC 300. Experiencing Science. 3 Hours. Semester course; 5 studio hours. 3 credits. Prerequisites: 4 credits in biology, 3 credits in physical science, 3 credits in mathematics, and [STAT 208](#), [210](#), [212](#), or 312. Study of the methods and processes used by scientists in investigations. Guided, active replication of great discoveries in major scientific disciplines in physical science, life science and earth science.

MATH 303. Investigations in Geometry. 3 Hours. Semester course; 2 lecture and 3 laboratory hours. 3 credits. Prerequisite: [MATH 361](#). Restricted to students majoring in the liberal studies for early and elementary education in the Bachelor of Interdisciplinary Studies program. A study of topics in Euclidean geometry to include congruence, similarity, measurement, coordinate geometry, symmetry and transformation in both two and three dimensions. These topics will be investigated using manipulatives and computer software.

MATH 361. Numbers and Operations. 3 Hours. Semester course; 3 lecture hours. 3 credits. Prerequisite: [TEDU 101](#) and either [MATH 131](#) or satisfactory score on the VCU Mathematics Placement Test within the one-year period immediately preceding the beginning of the course. Ways of representing numbers, relationships between numbers, number systems, the meanings of operations and how they relate to one another, and computation within the number systems as a foundation for algebra. Structured observations and tutoring of elementary-level students. Restricted to students majoring in the liberal studies concentration for early and elementary education in the Bachelor of Interdisciplinary Studies program.

MATH 362. Algebra and Functions. 3 Hours. Semester course; 3 lecture hours. 3 credits. Prerequisite: [MATH 361](#). Topics include algebraic concepts, linear, quadratic, exponential, logarithmic, trigonometric functions including graphical modeling of physical phenomena. Attention will be given to the use of graphing technology, the transition from arithmetic to algebra, working with quantitative change, and the description and prediction of change. Structured observations and tutoring of elementary-level students. Restricted to B.I.S. students in the liberal studies for early and elementary education concentration.

PHYS 101. Foundations of Physics. 3 Hours. Semester course; 3 lecture hours. 3 credits. For non-science majors. Introduction to the fundamental ideas of physics. The course covers selected topics in mechanics, heat, optics, electricity and magnetism and modern physics. Not applicable toward the physics major. An optional laboratory may be taken with this course. See PHYZ 101L.

POLI 103. U.S. Government. 3 Hours. Semester course; 3 lecture hours. 3 credits. A study of American national government focusing on its underlying political ideas, constitutional basis, major institutions and their interaction in the determination of public policy.

STAT 206. Data Analysis and Statistics for Elementary Education. 3 Hours. Semester course; 3 lecture hours. 3 credits. Enrollment is restricted to students majoring in liberal studies for early and elementary education who have received a passing score on the PRAXIS I exam. Understanding probability, describing data both graphically and numerically, regression/correlation, common distributions and interpretation, item analysis for tests, interpreting test scores and educational studies, experimental design and limitations, comparing results using t-tests. This course relies heavily on using a graphing calculator as a data-analysis tool. Students may receive credit toward graduation for only one of [STAT 206](#), [STAT 208](#), [STAT 210](#), [STAT 212](#), STAT 312 or [SCMA 301](#).

TEDU 101. Introduction to Teaching. 3 Hours. Semester course; 3 lecture hours. 3 credits. Provides undergraduate students with an introduction to teaching and learning in elementary settings. Students will explore current educational reforms and their influences on elementary schools and students. Service-learning activities will enable students to gain firsthand experiences in urban elementary classrooms.

TEDU 390\*. Movement Education. 3 Hours. Semester course; 2 lecture and 2 laboratory hours. 3 credits. This service-learning course will examine the physiological changes that occur in the brain as a result of moderate physical activity and the relationship to increased cognition. Students will also examine how to develop movement-based lessons to complement existing curricula across all content areas. Students enrolled in this course will receive a movement education certification upon completion of the course requirements. Methods and curriculum planning in physical education for the elementary school teacher and physical education specialist. Emphasis is placed on using activities and games to foster the growth and development of the child with a focus on the psychomotor and affective domains.

TEDU 411. Integrating the Arts in Curriculum for Young Children. 3 Hours. Semester course; 3 lecture hours. 3 credits. Provides pre-service teachers with an understanding of how experiences in visual art, music, drama and movement can be used to support the growth and development of children ages 3 to 8. Students will learn of the importance of all of the arts for children's cognitive, socio-emotional and psychomotor development. Emphasis will be given to integrating developmentally appropriate experiences in the arts into early childhood curriculum.

TEDU 466\*. Literacy Assessment and Intervention in the Early/ Elementary Classroom. 3 Hours. Semester course; 3 lecture hours. 3 credits. This course studies reading problems by focusing on reading diagnosis and intervention related to classroom settings. This course

involves evaluating and tutoring individual students with reading difficulties. Emphasis is placed on making decisions based upon students' individual needs and critical reflection to improve instruction. Throughout the semester, you will develop skills as an educator who is a critically reflective practitioner using the VCU School of Education Conceptual Framework (CF) as a guide. Completion of a supervised practicum is a requirement of the course.

TEDU 481\*. Teaching as a Profession. 3 Hours. Semester course; 3 lecture hours. 3 credits. This course is a companion piece to the student internship in elementary education. Its major purposes are to cultivate the knowledge, dispositions and skills of a critically reflective practitioner into actual teaching practice. To do so, this class provides opportunities for interns to describe, analyze, and evaluate the curricular, instructional, and management decisions they make during their internship. In addition, this course focuses on professionalism and ethical standards, as well as personal integrity in the teaching profession.

URSP 204. Physical Geography: Geomorphology and Soils. 3 Hours. Semester courses; 3 lecture hours. 3 credits. Analysis of the interrelated systems of the earth. Content includes earth materials, tectonics, weathering, erosion, landforms and soils.

### **Teacher Education Courses for Early Childhood and Teaching (PK-3)**

ECSE 301\*. Developmental Assessment for Young Children. 3 Hours. Semester course; 3 lecture hours. 3 credits. The purpose of this course is to equip early childhood professionals with strong foundational knowledge and application skills in screening and assessment of young children birth through age eight in inclusive settings. The focus of the course is to introduce formal and informal developmental assessment through a variety of formats and approaches. In addition, students will learn structured and unstructured observations of young children with or without disabilities in inclusive settings. Survey, review, and critique of standardized and non-standardized tests as well as the use of test data in planning instruction will be covered. This course provides experiences to increase awareness of, and knowledge about, a variety of assessment procedures appropriate for use with children birth through age eight. Students completing the course will be prepared to make professional decisions regarding the screening, assessment, and ongoing evaluation of typically developing children and children with or at risk for disabilities.

ECSE 410\*. Play-based Instruction for Inclusive Settings. 3 Hours. Semester course; 3 lecture hours. 3 credits. This course is designed to introduce students to the sources, concepts, theory, and integrated approaches to play-based instruction for young children with or without disabilities from diverse backgrounds, including school, home, and community settings. Young children's development and learning are viewed as integral components of play. Various approaches to formal and informal play will be addressed through a hybrid format of course delivery that includes face to face lectures, online discussions and reflections, onsite observations, and case-based inquiries. This course particularly values the critical role of families in child development, therefore emphasize family involvement in play-based instructions across all settings.

TEDU 385\*. Teaching Writing through Children's Literature. 3 Hours. Semester course; 3 lecture hours. 3 credits. This course will focus on the art of teaching writing through the use of quality children's literature. The course is designed to give students an appreciation of the value of children's literature, examine current trends, and explore the use of literature across the genres as tools for developing readers and writers. In addition, students will learn to construct a successful community of writers in PK and elementary classrooms. We will critically examine theory, techniques, and strategies in the context of how children learn to think and write. A focus on pedagogical and rhetorical theory will include an examination of personal writing processes.

TEDU 416\*. Math/Science Methods for Early Childhood Education. 4 hours. Semester course; 4 3.5 hour lecture and .5 hours field experience. 4 credits. TEDU 416 is a combined math and science early and elementary methods course that focuses on the teaching of mathematics and science in a PK through 3rd grade classroom. The course is a lecture/ hands-on course connected with a practicum experience in a local PK-3rd grade classroom. This course is designed to teach pre-service teachers how to plan, implement, and assess strong student centered mathematics and science lessons in today's diverse classrooms. Activities and assignments will focus on research based practices, effectively using a variety of instructional strategies, and using hands-on experiences to help students develop their understanding of abstract math and science concepts. The class will help to position the pre-service teacher as a reflective decision maker.

TEDU 425\*. Emergent and Early Literacy. 3 Hours. Semester course; 3 lecture hours. 3 credits. This course provides an introduction to the theories, concepts, pedagogical approaches, methods, and materials used to promote early literacy acquisition and development. Within the framework of the stages of literacy development, students will develop competency in the components of emergent literacy including language development, phonological and phonemic awareness, phonics, fluency, comprehension, vocabulary and writing. Application of course content in preschool and early elementary classrooms will encourage critical reflection on pedagogical approaches as students meet the diverse language and learning needs of young children ages birth to eight.

TEDU 471\*. Internship I (PK-K). 4 hours. Semester course; 4 field experience hours. 4 credits. This internship serves as the teacher candidate's culminating clinical experience. It provides students with an opportunity to demonstrate what they have learned during their professional academic preparation. In addition, it serves as an opportunity for public school and VCU personnel to evaluate and strengthen teacher candidates' application of theory to practice in an early childhood classroom setting. In TEDU 471, teacher candidates complete a full-time 7-8 week placement in a PK/K classroom and assume full responsibility for planning and implementing instruction under the tutelage of a cooperating teacher for a minimum of two weeks.

TEDU 475\*. Internship II (1-3). 4 hours. Semester course; 4 field experience hours. 4 credits. This internship serves as the teacher candidate's culminating clinical experience. It provides students with an opportunity to demonstrate what they have learned during their professional academic preparation. In addition, it serves as an opportunity for public school and VCU personnel to evaluate and strengthen teacher candidates' application of theory to practice in an

early childhood classroom setting. In TEDU 475, teacher candidates complete a full-time 7-8 week placement in a 1-3 grade classroom and assume full responsibility for planning and implementing instruction under the tutelage of a cooperating teacher for a minimum of two weeks.

TEDU 490\*. Social Studies Methods for Early Learners. 2 hours. Semester course; 1.75 lecture .25 field experience. 2 credits. This course's design is centered on helping the pre-service PK-3 early childhood/elementary teacher examine the purpose of social studies education, the connections between the social studies discipline and other curricular areas, and the persisting issues in social studies education in an equitable way for all learners. The course will introduce students to an integrative reflective planning process and a variety of instructional strategies and materials. Its ultimate goal is to prepare students to understand the role of the teacher as a reflective decision maker.

### **Teacher Education Courses for Elementary Education and Teaching (Pk-6)**

TEDU 426. Teaching Reading and Other Language Arts. 3 Hours. Semester course; 3 lecture hours. 3 credits. Presents teaching strategies and materials in reading and the other language arts based on current theory and research. Emphasizes the interrelatedness of listening, speaking, reading and writing and the importance of naturalistic language experiences.

TEDU 417\*. Early/ Elementary Science Methods. 3 Hours. Semester course; 3 lecture hours. 3 credits. An undergraduate course designed to renew and/or expand teacher's knowledge and skills in the teaching of science in the elementary classroom and the community. New materials and materials will be examined in the light of current trends, research findings and professional recommendations.

TEDU 422\*. Early / Elementary Math Methods. 3 Hours. Semester course; 3 lecture hours. 3 credits. TEDU 422 is an early and elementary mathematics methods course that focuses on the teaching of mathematics in the PK through 6th grade classroom. This course is designed to teach pre-service teachers how to plan, implement, and assess strong student based mathematics lessons in today's diverse classrooms. Activities and assignments will focus on research based practices, effectively using a variety of instructional strategies, and using math manipulatives to help students discuss their thinking. The class will help to position the pre-service teacher as a reflective decision maker.

TEDU 496\*. Early / Elementary Social Studies Methods. 3 Hours. Semester course; 2.75 lecture and .25 field experience hours. 3 credits. This course's design is centered on helping the Pk-6 teacher examine the purpose of social studies education, the connections between the social studies discipline and other curricular areas, and the persisting issues in social studies education in an equitable way for all learners. The course will introduce students to an integrative reflective planning process and a variety of instructional strategies and materials. Its ultimate goal is to prepare students to understand the role of the teacher as a reflective decision maker.

TEDU 389. The Teaching of Writing Skills. 3 Hours. Semester course; 3 lecture hours. 3 credits. Studies the theory and methods for teaching writing to students in middle and secondary

schools. Teaches strategies for prewriting, composing, peer revision, evaluation and topic construction. Includes extensive journal and essay writing.

TEDU 386. Children's Literature I. 3 Hours. Semester course; 3 lecture hours. 3 credits. Designed to give students an appreciation of children's literature; includes biography, fable, myth, traditional and modern fanciful tales and poetry, as well as a survey of the history of children's literature.

TEDU 472\*. Internship I (PK-2). 4 Hours. Semester course; 4 field experience hours. 4 credits. Enrollment is restricted to students with passing scores on VCLA and Praxis II. This internship serves as the teacher candidate's culminating clinical experience. It provides students with an opportunity to demonstrate what they have learned during their professional academic preparation. It also serves as an opportunity for public school and VCU personnel to evaluate and strengthen teacher candidates' application of theory to practice in an elementary classroom. Teacher candidates complete a full-time seven-to-eight-week placement in a pre-K/kindergarten to 2nd grade classroom.

TEDU 474\*. Internship II (3-5). 4 Hours. Semester course; 4 field experience hours. 4 credits. This internship serves as the teacher candidate's culminating clinical experience. It provides students with an opportunity to demonstrate what they have learned during their professional academic preparation. In addition it serves as an opportunity for public school and VCU personnel to evaluate and strengthen teacher candidates' application of theory to practice in an elementary classroom. Teacher candidates complete a full-time seven-to-eight-week placement in a 3rd through 5th grade classroom. For this internship there is sometimes an option to be placed in a sixth grade classroom as well.



**Appendix C - PK-12 Student Teaching Sites**

<b>Chesterfield County</b>	<b>Henrico County</b>	<b>Hanover County</b>	<b>Richmond City</b>
<u>Hopkins ES</u> 6000 Hopkins Road North Chesterfield, VA 23234	<u>Three Chopt ES</u> 1600 Skipwith Road Henrico, VA 23229	<u>Kersey Creek ES</u> 10004 Learning Lane Mechanicsville, VA 23116	<u>Patrick Henry ES</u> 3411 Semmes Ave, Richmond, VA 23225
<u>Clover Hill ES</u> 5700 Woodlake Village Pkwy Midlothian, VA 23112	<u>Ruby Carver ES</u> 1801 Lauderdale Drive Henrico, VA 23238	<u>Cool Spring ES</u> 9964 Honey Meadows Road Mechanicsville, VA 23116	<u>Miles Jones ES</u> 200 Beaufont Hill Drive Richmond, VA 23225
<u>Enon ES</u> 2001 E. Hundred Rd Chester, VA 23836	<u>Highland Springs HS</u> 600 Pleasant Street Highland Springs, VA 23075	<u>Battlefield Park ES</u> 5501 Mechanicsville Turnpike Mechanicsville, VA 23111	<u>JL Francis ES</u> 5146 Snead Road Richmond, VA 23224
<u>Salem Church ES</u> 9600 Salem Church Road Richmond, Virginia, 23237	<u>Nucklos Farm ES</u> 12351 Graham Meadows Drive Henrico, VA 23233	<u>Rural Point ES</u> 7161 Studley Road Mechanicsville, VA 23116	<u>Westover Hills ES</u> 1211 Jahnke Road Richmond, VA 23225
<u>Gordon ES</u> 11701 Gordon School Road North Chesterfield, VA 23236	<u>Adams ES</u> 600 Laburnum Avenue Henrico, VA 23223	<u>Beaverdam ES</u> 15485 Beaverdam School Road Beaverdam, VA 23015	<u>Chimborazo ES</u> 3000 East Marshall Street Richmond, VA 23223

<b>Chesterfield County</b>	<b>Henrico County</b>	<b>Hanover County</b>	<b>Richmond City</b>
<u>Watkins ES</u> 501 Coalfield Road Midlothian, VA 23114	<u>Maybeury ES</u> 901 Maybeury Drive Henrico, VA 23229	<u>Hanover HS</u> 10307 Chamberlayne Road Mechanicsville, VA 23116	<u>Elizabeth Redd ES</u> 5601 Jahnke Road Richmond, VA 23225
<u>Bettie Weaver ES</u> 3600 James River Road Midlothian, VA 23113	<u>Harvie ES</u> 3401 Harvie Road Henrico, VA 23223	<u>Chickahominy MS</u> 9450 Atlee Station Road Mechanicsville, VA 23116	<u>Holton ES</u> 1600 West Laburnum Avenue Richmond, VA 23227
<u>Elizabeth Scott ES</u> 813 Beginners Trail Loop Chester, VA 23836	<u>Springfield Park ES</u> 4301 Fort McHenry Parkway Glen Allen, VA 23060	<u>Patrick Henry HS</u> 12449 W. Patrick Henry School Ashland, VA 23005	<u>JB Fisher ES</u> 3701 Garden Road Richmond, VA 23235
<u>Hopkins ES</u> 6000 Hopkins Road North Chesterfield, VA 23234	<u>Gayton ES</u> 12481 Church Road Henrico, VA 23233	<u>Atlee HS</u> 9414 Atlee Station Road Mechanicsville, VA 23116	<u>JB Cary ES</u> 3021 Maplewood Avenue Richmond, VA 23221
<u>Robious ES</u> 2801 Robious Crossing Drive Midlothian, VA 23113	<u>Pinchbeck ES</u> 1275 Gaskins Road Henrico, VA 23238	<u>Lee Davis HS</u> 7052 Mechanicsville Turnpike Mechanicsville, VA 23111	<u>Bellevue ES</u> 2301 East Grace Street Richmond, VA 23223

<b>Chesterfield County</b>	<b>Henrico County</b>	<b>Hanover County</b>	<b>Richmond City</b>
<u>Marguerite Christian ES</u> 14801 Woods Edge Road South Chesterfield, VA 23834	<u>JR Tucker HS</u> 2910 Parham Road Henrico, VA 23294	<u>Elmont ES</u> 12007 Cedar Lane Ashland, VA 23005	<u>Elkhardt-Thompson MS</u> 7825 Forest Hill Avenue Richmond, VA 23225
<u>Clover Hill HS</u> 13301 Kellet Green Lane Midlothian, VA 23112	<u>Glen Allen HS</u> 10700 Staples Mill Road Glen Allen, VA 23060	<u>Laurel Meadow ES</u> 8248 Lee-Davis Road Mechanicsville, VA 23111	<u>John Marshall HS</u> 4225 Old Brook Road Richmond, VA 23227
<u>James River HS</u> 3700 James River Road Midlothian, VA 23113	<u>Fairfield MS</u> 5121 Nine Mile Road Henrico, VA 23223	<u>Liberty MS</u> 13496 Liberty School Road Ashland, VA 23005	<u>Armstrong HS</u> 2300 Cool Lane Richmond, VA 23223
<u>Swift Creek MS</u> 3700 Old Hundred Road Midlothian, VA 23112	<u>Pocahontas MS</u> 12000 Three Chopt Road Henrico, VA 23233	<u>Mechanicsville ES</u> 7425 Mechanicsville Elementary Drive Mechanicsville, VA 23111	<u>Thomas Jefferson HS</u> 4100 West Grace Street Richmond, VA 23230
<u>Falling Creek MS</u> 4724 Hopkins Road North Chesterfield, VA 23234	<u>Moody MS</u> 7800 Woodman Road Henrico, VA 23233	<u>Pearson's Corner ES</u> 8290 New Ashcake Road Mechanicsville, VA 23116	<u>Binford MS</u> 1701 Floyd Avenue Richmond, VA 23221
<u>Midlothian HS</u> 401 Charter Colony Parkway Midlothian, VA 23114	<u>Varina HS</u> 7053 Messer Road Henrico, VA 23231	<u>South Anna ES</u> 13122 Walton's Tavern Road Montpelier, VA 23192	<u>George Wythe HS</u> 4314 Crutchfield Street Richmond, VA 23225

<b>Chesterfield County</b>	<b>Henrico County</b>	<b>Hanover County</b>	<b>Richmond City</b>
<u>Monacan HS</u> 11501 Smoketree Drive North Chesterfeild, VA 23236	<u>Highland Springs HS</u> 15 S Oak Ave Highland Springs, VA 23075	<u>Gandy ES</u> 201 Archie Cannon Drive Ashland, VA 23005	<u>Redd ES</u> 5601 Jahnke Road Richmond, VA 23225
<u>LC Bird HS</u> Courthouse Road Chesterfeild, VA 23832	<u>Henrico HS</u> 302 Azalea Ave Henrico, VA 23227		<u>Blackwell Preschool Cnt</u> 300 E 15th St Richmond, VA 23224
<u>Grange Hall ES</u> 19301 Hull Street Road Moseley, VA 2312	<u>Pemberton ES</u> 1400 Pemberton Road Henrico, VA 23238		
<u>Crenshaw ES</u> 11901 Bailey Bridge Road Midlothian, VA 23112	<u>Springfield Park ES</u> 4301 Fort McHenry Parkway Glen Allen, VA 23060		
<u>Evergreen ES</u> 1701 E. Evergreen Parkway Midlothian, VA 23114	<u>Echo Lake ES</u> 5200 Francistown Road Glen Allen, VA 23060		
<u>Bon Air ES</u> 8701 Polk Street North Chesterfield, VA 23235	<u>Deep Run HS</u> 4801 Twin Hickory Road Glen Allen, VA 23059		

<b>Chesterfield County</b>	<b>Henrico County</b>	<b>Hanover County</b>	<b>Richmond City</b>
<u>Ecoff ES</u> 5200 Ecoff Avenue Chester, Virginia 23831	<u>Seven Pines ES</u> 301 Beulah Road Sandston, VA 23150		
<u>Crestwood ES</u> 7600 Whittington Drive Richmond, VA 23225	<u>Henrico HS</u> 302 Azalea Ave Henrico, VA 23227		
<u>Reams Road ES</u> 10141 Reams Road Richmond, VA 23236	<u>Quioccasin MS</u> 9400 Quioccasin Road Henrico, VA 23238		
<u>Davis ES</u> 8801 Nettlewood Drive Henrico, VA 23229	<u>Freeman HS</u> 8701 Three Chopt Road Henrico, VA 23229		
<u>Woolridge ES</u> 5401 Timberbluff Parkway Midlothian, VA. 23112	<u>Shady Grove ES</u> 12200 Wyndham Lake Drive Glen Allen, VA 23059		
<u>Greenfield ES</u> 10751 Savoy Road North Chesterfield, VA 23235	<u>Twin Hickory ES</u> 4900 Twin Hickory Lake Drive Glen Allen, VA 23059		

<b>Chesterfield County</b>	<b>Henrico County</b>	<b>Hanover County</b>	<b>Richmond City</b>
<u>Manchester MS</u> 7401 Hull Street Road Richmond, VA 23235			
<u>LC Bird HS</u> 1201 Courthosue Road Chesterfeild, VA 23832			
<u>Davis MS</u> 601 Corvus Court Chester, VA 23836			
<u>Monacan HS</u> 11501 Smoketree Drive North Chesterfeild, VA 23236			
<u>James River HS</u> 3700 James River Road Midlothian, VA 23113			
<u>Matoaca HS</u> 17700 Longhouse Lane Chesterfeild, VA 23838			
<u>Salem Church ES</u> 9600 Salem Church Road Richmond, Virginia, 23237			
<u>Carver MS</u> 3800 Cougar Trail Chester, VA 23831			

<b>Chesterfield County</b>	<b>Henrico County</b>	<b>Hanover County</b>	<b>Richmond City</b>
<u>Bailey Bridge MS</u> 12501 Bailey Bridge Road Midlothian, VA 23112			
<u>Chalkley ES</u> 3301 Turner Road Chesterfield, VA 23832			
<u>Carver MS</u> 3800 Cougar Trail Chester, VA 23831			

## **Appendix D - Council for Accreditation and Educator Preparation (CAEP)**

All proposed degree programs were developed to meet CAEP standards. Content and Pedagogical Knowledge is reflected in the program of study which ensures that candidates have knowledge of research and evidence-based practices to promote understanding of the teaching profession and to measure progress of students. This standard also ensure that candidates can demonstrate commitment to college and career readiness standards and meet standards of professional associations and accrediting bodies. Retrieved on January 31, 2019, at this link: [2013 CAEP Standards](#).

Standard 1. Content and Pedagogical Knowledge - The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Standard 2. Clinical Partnerships and Practice - The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

Standard 3. Candidate Quality, Recruitment, and Selectivity - The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

Standard 4. Program Impact - The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Standard 5. Provider Quality Assurance and Continuous Improvement - The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.



## **Appendix E - Society for Health and Physical Educators (SHAPE America)**

The B.S.Ed. in Secondary Education program meets the SHAPE standards to prepare educators who demonstrate content expertise for effective PreK-12 physical and health education, and are physically literate to enhance the physical and health fitness of students. The program also seeks to prepare educators who're culturally responsive and possess professional ethics.

Retrieved on January 31, 2019, at this link: <http://www.ncate.org/~media/Files/caep/program-review/2017-shape-america-full-pete-standards-r.pdf?la=en>.

Standard 1. Content and Foundational Knowledge - Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective PreK-12 physical education program.

Standard 2. Skillfulness and Health-Related Fitness - Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.

Standard 3. Planning and Implementation - Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.

Standard 4. Instructional Delivery and Management - Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, and instructional and managerial skills to enhance student learning.

Standard 5. Assessment of Student Learning - Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.

Standard 6. Professional Responsibility - Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

## Appendix F - Council for Exceptional Children (CEC)

The proposed B.S.Ed. in Special Education and Teaching General program was developed to meet the [CEC standards](#) for initial preparation and specialty areas for special education educators. The proposed program scheme meets these standards including understanding learning differences, building inclusive and culturally-responsive learning environments, curricular content expertise and measurement theory and assessments to evaluate student learning. Retrieved on January 31, 2019, at this link:  
<https://www.cec.sedp.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Explanation.pdf>.

Standard 1. *Learner Development and Individual Differences* - Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Standard 2. *Learning Environments* - Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Standard 3. *Curricular Content Knowledge* - Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

Standard 4. *Assessment* - Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.

Standard 5. *Instructional Planning and Strategies* - Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

Standard 6. *Professional Learning and Ethical Practice* - Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Standard 7. *Collaboration* - Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences

## **Appendix G - Faculty Curriculum Vitae (Abbreviated)**

Lisa Abrams, PhD in Educational Research, Measurement and Evaluation, 2001, Boston College, Associate Professor of Foundations of Education. Specialization: Classroom assessment, Test-Based accountability policies.

Nora Alder, EdD in Educational Research, 1996, University of Nevada, Las Vegas, Associate Professor of teaching and Learning. Specialization: Caring student/teacher relationships and urban schooling and teacher education.

Christine Bae, PhD in Educational Psychology, 2012, University of Florida, Assistant Professor, Educational Psychology, Department of Foundations of Education. Specialization: Cognition, reasoning, problem-solving, motivation, STEM teaching and learning.

Al Byers, PhD in Curriculum and Instruction, 2010, Virginia Polytechnic Institute and State University, Visiting Scholar for STEM Education. Specialization: STEM education, online and blended teacher professional learning, online communities of practice.

Chin-Chih Chen, PhD in Educational Psychology, 2008, University of Minnesota, Assistant Professor of Special Education & Disability Policy. Specialization: High incidence disabilities; elementary level at risk students.

Jason Chow, PhD in Special Education, 2016, Vanderbilt University, Assistant Professor of Special Education & Disability Policy. Specialization: Mitigating the adverse effects of language and behavioral deficits in educational contexts.

Lisa Cipolletti, MEd in Reading, 2001, Virginia Commonwealth University, Assistant Professor of Teaching and Learning. Specialization: Children's Literature in the elementary classroom, early literacy development, methods to provide formative feedback to pre-service teachers.

Ross Collin, PhD in Curriculum and Instruction, 2009, University of Wisconsin-Madison, Associate Professor of Teaching and Learning. Specialization: English education and literacy; critical theory; discourse; social, political and economic contexts of schooling; urban education.

Katherine Dabney, PhD in Science Education, 2012, The University of Virginia, Assistant Professor of Teaching and Learning. Specialization: Formal and informal educational experiences that influence achievement, literacy and eventually persistence in science-related career fields, especially among underrepresented groups in STEM.

Serra De Arment, PhD in Education, 2016, Virginia Commonwealth University, Assistant Professor of Special Education. Specialization: Teacher preparation and development in early childhood and K-12 special education, collaborative and inclusive teaching practices, universal design for learning, technology-based enhancements for course delivery in higher education.

Laura Domalik, MEd in Curriculum and Instruction, 1996, Virginia Commonwealth University, Assistant Professor and Elementary Program Chair, Department of Teaching and Learning.

Specialization: Practicum experiences to prepare pre-service teachers in becoming strong first year teachers, teaching in an urban setting, pre-service mathematics education.

Henry Donahue, PhD in Biology, 1986, University of California, Santa Barbara, Professor and Chair, Department of Biomedical Engineering. Specialization: Bone, mechanobiology, regenerative medicine, effects of space travel on bone and muscle, gap junctions, osteoblast, osteocyte, osteoclast.

Elizabeth Edmondson, PhD in Curriculum and Instruction, 2005, Clemson University, Principal Investigator, VISTA ELIS at VCU, Teaching and Learning. Specialization: Teacher Classroom Dialogue, Teacher Professional Development, Teacher Retention, and Culturally Responsive Practices.

Laleh Golshahi, PhD in Mechanical Engineering, 2012, University of Alberta, Assistant Professor, Department of Mechanical and Nuclear Engineering. Specialization: Aerosol science and in vitro-in vivo correlations for respiratory support, diagnosis and inhalation therapy.

Frank Gulla, M.S. in Mechanical Engineering, 2012, Virginia Commonwealth University, Assistant Professor, Department of Mechanical and Nuclear Engineering. Specialization: Engineering Education, Process Control Engineering, Manufacturing Engineering, and Total Quality Management.

Alison King, PhD in Education, 2017, Virginia Commonwealth University, Assistant Professor of Special Education. Specialization: Early childhood and early intervention professional preparation; policy initiatives affecting transition practices for students with disabilities.

W. Monty Jones, PhD in Instructional Technology, 2014, The University of Virginia, Assistant Professor of Instructional Technology, Department of Teaching and Learning. Specialization: K-12 teacher learning of technology integration, online teaching, teacher preparation for online teaching, digital fabrication.

Reza Mohammadi, PhD in Mechanical Engineering, 2008, University of Alberta, Assistant Professor, Department of Mechanical and Nuclear Engineering. Specialization: Materials Science and Engineering, Surface Engineering, Wetting Phenomena, Metal Forming, Materials Chemistry.

Karla Mossi, PhD in Mechanical Engineering, 1998, Old Dominion University, Associate Professor and Graduate Program Director, Department of Mechanical and Nuclear Engineering. Specialization: Design, construction and characterization of composites and study their applications in energy harvesting, flow control and integrated sensing and actuation.

William Muth, PhD in Literacy Education, 2004, George Mason University, Associate Professor of Teaching and Learning. Specialization: Literacy, adult learning and intergenerational relationships from multiple perspectives, including sociocultural, phenomenological, post structural and critical approaches to prison-based literacy and learning.

Bradley Nichols, PhD in Mechanical Engineering, 2017, The University of Virginia, Assistant Professor, Department of Mechanical and Nuclear Engineering. Specialization: Measurements and Instrumentation, System Identification, Vibrations, Rotordynamics, Turbomachinery, Dynamics and Control Systems, Mechatronics.

Hillary Parkhouse, PhD in Education, 2016, University of North Carolina at Chapel Hill, Assistant Professor of Teaching and Learning. Specialization: Critical pedagogy, urban schooling, youth activism, citizenship education, social justice education, secondary teacher education, global education.

Supathorn Phongikaroon, PhD in Chemical Engineering, 2001, University of Maryland, College Park, Associate Professor and Director of Nuclear Engineering Programs. Specialization: Pedagogy and experimental studies in used nuclear fuel reprocessing via novel detection techniques.

Joan Rhodes, PhD in Education, 1998, Virginia Commonwealth University, Department Chair and Professor of Teaching and Learning. Specialization: Literacy education, digital literacy, the use of social media, and the impact of study abroad experiences on educators.

Valerie Robnolt, PhD in Reading Education, 2004, The University of Virginia, Associate Professor of Teaching and Learning. Specialization: Professional development and literacy processes, including supporting teachers to improve instruction for English language learners and to implement Response to Intervention (RTI).

LaRon Scott, EdD in Administrator Leadership for Teaching and Learning/Special Education, 2011, Walden University, Assistant Professor of Special Education & Disability Policy. Specialization: Secondary education and transition.

Kurt Stemhagen, PhD in Social Foundations/Philosophy of Education, 2004, The University of Virginia, Associate Professor of Foundations of Education. Specialization: philosophy of mathematics education.

Gary Tepper, PhD in Engineering Sciences, 1993, University of California at San Diego, Professor and Chair, Department of Mechanical and Nuclear Engineering. Specialization: Radiation detection and measurement.

Erdem Topsakal, PhD in Electrical and Communications Engineering, 1996, Istanbul Technical University, Professor and Chair, Department of Electrical and Computer Engineering. Specialization: Microwave Early Cancer Detection and Monitoring, Microwave Hyperthermia and Ablation, Wireless Medical Telemetry (Implantable and Body-centric) and E-Health, Medical Applications of Microfluidics (Microfluidic Antennas and Sensors), Novel Microwave Antennas and Arrays, Computational Electromagnetics, Military Applications of Electromagnetics, Analytical Methods in Electromagnetics.

Misti Wajciechowski, EdD in Kinesiology, expected 2019, The University of North Carolina at Greensboro, Assistant Professor of Teaching and Learning. Specialization: Connection between health, wellness and exercise to academic success.

Christine Walther-Thomas, PhD in Special Education, 1990, University of Kansas, Professor of Special Education & Disability Policy. Specialization: School reform; institutions of higher education-community partnerships; teacher leadership development; doctoral education and institutions of higher education faculty development.

Yaoying Xu, PhD in Special Education, 2003, University of Nevada, Las Vegas, Professor of Special Education & Disability Policy. Specialization; Early Childhood Special Education; social cultural and linguistic diversity.

Sharon Zumbrunn, PhD in Psychological Studies in Education, 2010, University of Nebraska-Lincoln, Associate Professor of Educational Psychology, Foundations of Education. Specialization: Understanding relationships among students' learning, self-regulation, motivation and emotional well-being in the classroom, with a primary focus on writing.

## Appendix H - Letters of Support (Specific Demand)



### COMMONWEALTH of VIRGINIA

James F. Lane, Ed.D.  
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION  
P.O. BOX 2120  
Richmond, Virginia 23218-2120

Office: (804) 225-2023  
Fax: (804) 371-2099

January 23, 2019

Dr. Michael Rao  
President  
Virginia Commonwealth University  
Oliver Hall, Room 2090  
1015 W. Main Street, Box 842020  
Richmond, Virginia 23284

Dear President Rao,

In addressing the teacher shortage and the preparation of teachers, we are reaching out to leaders of Virginia colleges and universities.

Virginia, as well as the nation, is experiencing shortages of teachers, and many school divisions continue to have unfilled positions. Last spring, the provosts of our public universities identified the teacher shortage in the Commonwealth as one of the most significant issues in our state affecting economic development. A report prepared for the Provosts in 2018 concludes that, "...reversing the trend in teacher shortages is essential for the Commonwealth's future economic growth and prosperity."

To expand pathways for teacher education preparation programs, legislation was passed by the General Assembly in 2018 that allows institutions of higher education the option to offer four-year bachelor's degree programs in teacher education. The Board of Education *Regulations Governing the Review and Approval of Education Programs in Virginia* outline the requirements for program approval, including that professional education programs in Virginia shall obtain and maintain national accreditation from the Council for the Accreditation of Educator Preparation (CAEP).

We fully concur that the development of undergraduate major programs of study in teacher education in our nationally accredited colleges and schools of education is an important strategy to help address the challenges of the statewide teacher shortages we face in the Commonwealth.

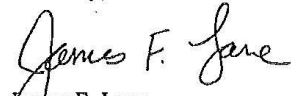
We encourage your institution to consider developing an undergraduate major program of study in teacher education within your accredited college/school of education. Many colleges/schools of education in Virginia already have begun the process of undergraduate program design and development. Our hope is that new undergraduate programs with education majors can begin in fall 2019.

January 23, 2019  
Page Two

We look forward to having as many new undergraduate educator preparation programs as possible approved by the Virginia Board of Education and the State Council of Higher Education for Virginia (SCHEV) this spring, and some institutions have already communicated that the development of their programs is under way. The Virginia Board of Education and SCHEV, at our request and with our collaboration, are finalizing the necessary steps to accelerate the state's review process for these programs. Program applications would need to be submitted by February 15, 2019, for review this spring. We understand that this process would require colleges and universities to accelerate their own internal review process in order to submit programs for approval.

Thank you and your faculty for your work preparing instructional personnel for the schools in the Commonwealth. We also thank you for considering expansion of your programs to include undergraduate teacher education programs. Best wishes as you continue to support public education in Virginia.

Sincerely,



James F. Lane  
Superintendent of Public Instruction



Atif Qarni  
Secretary of Education





**VCU**

**Virginia Commonwealth University  
Office of the President**

910 West Franklin Street  
Box 842512  
Richmond, Virginia 23284-2512

**804 828-1200 • Fax: 804 828-7532**  
TDD: 1-800-828-1120  
president@vcu.edu

January 29, 2019

Dr. James Lane  
Superintendent of Public Instruction  
Department of Education  
Commonwealth of Virginia  
Post Office Box 2120  
Richmond, Virginia 23218-2120

The Honorable Atif Qarni  
Secretary of Education  
Office of the Governor  
Commonwealth of Virginia  
Post Office Box 1475  
Richmond, Virginia 23218

Dear Superintendent Lane and Secretary Qarni:

Thank you for your commitment to addressing the teacher shortage by expanding the opportunities for teacher preparation in the Commonwealth. Virginia Commonwealth University is proud to be among the institutions of higher education in Virginia that has begun the process of developing an undergraduate degree in our School of Education. We look forward to implementing this program in fall 2019.

Thank you for your leadership in this important initiative, which will benefit all of our citizens.

Best wishes.

Sincerely,

Michael Rao  
President  
VCU and VCU Health System

copies: Dr. Gail Hackett, Provost and Senior Vice President for Academic Affairs  
Dr. Deborah Noble-Triplett, Senior Vice Provost for Academic Affairs  
Dr. Andrew Daire, Dean, School of Education



**VCU**

College of Humanities  
and Sciences

**College of Humanities and Sciences  
Office of the Dean**

Blanton House, Room 104  
828 W. Franklin St.  
P.O. Box 842019  
Richmond, VA 23284-2019  
Phone: 804-827-0857

February 26, 2019

RE: Proposed B.S. in Education

Dear Dean Daire and School of Education Curriculum Committee,

I am writing this letter to extend support for the proposed B.S. in Education. I certainly want the College of Humanities and Sciences to partner and support an initiative to prepare our future teachers in four years as an effort to address the teacher shortage in Virginia.

The College of Humanities and Sciences is interested in this collaboration with the School of Education to prepare our students who express interest in teaching as a profession. I support these new degree programs and I look forward to a continued partnership to ensure our success in providing the best preparation for our students to become future teachers.

Sincerely,

Montserrat Fuentes, Dean  
College of Humanities and Sciences



## HANOVER COUNTY PUBLIC SCHOOLS


200 Berkley Street  
Ashland, Virginia 23005-1399  
Phone: (804) 365-4500  
Fax: (804) 365-4680

TTY: (804) 798-7571

[www.hcps.us](http://www.hcps.us)  
[hanover@hcps.us](mailto:hanover@hcps.us)

*Michael B. Gill, Ed. D.*  
*Superintendent of Schools*

**TO:** Dr. Andrew Daire, School of Education Dean  
Virginia Commonwealth University

**FROM:** Dr. Mike Gill, Superintendent of Schools  
Hanover County Public Schools 

**RE:** New Undergraduate Programs - Virginia Commonwealth University

**DATE:** February 5, 2019

On behalf of Hanover County Public Schools (HCPS), I am writing to indicate my strong support of the Virginia Commonwealth University's (VCU) School of Education proposal for new undergraduate programs to the Virginia Department of Education. VCU's proposal to create new Bachelor of Science in Education (B.S.Ed.) programs in Early and Elementary Education, Secondary Engineering, Special Education, and Health and Physical Education, aligns with HCPS' mission to prepare high-quality educators to teach students to compete in a global society.

Historically, VCU has met the needs of local school divisions in Region I, Central Virginia, by preparing skilled and diverse educators to teach in high-need schools. Closing the achievement and opportunity gap for our students starts within the classroom. We are committed to investing in Tier 1 instruction, which begins with a high-quality teacher workforce. This proposal will benefit our school division in many ways. First, it would allow us to increase the number of high-quality teachers in our schools, which is a divisional priority. The proposal would also address challenges with filling vacancies in critical shortage areas, including Special Education, Elementary Education, and Health and Physical Education.


At a time when teacher shortage is increasing due to the decline in enrollment in teacher preparation programs, VCU is leading the charge to address this issue by creating innovative programs that will attract future educators. Programs like the B.S.Ed. in Secondary Engineering will train prospective teachers to bring STEM-enriched learning experiences to our classrooms. In the B.S.Ed. Early and Elementary Education program, future educators will be prepared to teach HCPS' young learners through pedagogical training offered from an extensive curriculum that builds emergent literacy skills in young children. Prospective educators enrolled in the Special Education program will be knowledgeable of special education laws and policies, theories for educating children with special needs and frameworks for addressing academic and behavioral challenges, such as Multi-Tiered System of Support (MTTS).

HCPS wishes to continue its long-term and successful partnership with VCU and are pleased to submit this letter of support for the creation of new undergraduate programs that will prepare high-quality teachers in the aforementioned areas. We are committed to partnering with VCU to offer rich field experiences to its students, support hiring of graduates from its programs and provide technical support and mentorship to promote retention of new teachers. Partnership agreements will be solidified to ensure that collaboration activities are achieved.

The VCU's School of Education is well-regarded and ranks #26 in Best Education Schools according to the U.S. News and World report. Based on its proven record of success, we are confident that the proposed VCU teacher education undergraduate programs will have a significant impact on our ability to recruit high-quality teachers to our division. We believe that the proposed programs are timely and relevant to our needs as a school division. We are committed to partnering with VCU to prepare educators who are knowledgeable and skilled to meet the needs of the local community. Again, we commend the VCU's School of Education for its innovative stewardship to address the teacher shortage issue in the Commonwealth, and more specifically in Region 1. Thank you for considering this important proposal. We look forward to hearing that the proposal is successful and to continuing our collaboration with VCU.



TO: Dr. Andrew Daire  
Dean, School of Education  
Virginia Commonwealth University

FROM: Kathy Glazer, President  
Virginia Early Childhood Foundation 

RE: New Undergraduate Programs  
Virginia Commonwealth University

DATE: February 11, 2019

On behalf of Virginia Early Childhood Foundation (VECF), I would like to offer our strong support of Virginia Commonwealth University (VCU) School of Education's proposal for new undergraduate programs to the Virginia Department of Education. VCU's proposal to create new Bachelor of Science in Education (B.S.Ed.) programs in Early and Elementary Education aligns with VECF's work to upskill the early educator workforce as a strategy to ensure that Virginia's young children are ready for school and life.

This proposal will benefit Virginia's early childhood space in many ways. First, it would allow us to increase the number of early childhood educators working with children birth-five who hold degrees that are relevant to their work with young children. According to our recent workforce survey (2017), a full 43% of this workforce in the Commonwealth holds less than a baccalaureate degree. This degree program would also allow VCU to help meet the challenge of staffing state- and federally-funded preschool classrooms (such as Head Start and VPI) with degreed educators. Finally, the proposal would address challenges with filling vacancies in critical shortage areas in elementary education. We believe this program will be valuable both to pre-service PreK-3 educators and to incumbent educators who work with children birth-five who wish to continue their professional growth.

VECF has worked closely with representatives from VCU School of Education during the planning phase for this degree program. We have been most pleased with the collaboration between VCU and various community college representatives to ensure a seamless pathway between associate and baccalaureate degree programs. This collaborative work has convinced VECF that graduates from Virginia's community colleges will be prepared with coursework and experiences that will allow them to transfer into VCU's new program and to be successful students at the baccalaureate level, and, more importantly, effective educators. We wish to continue this partnership and are excited to see this program come to fruition.

We believe that the proposed program in Early & Elementary Education is timely and relevant to the Commonwealth's needs for a competent and knowledgeable early educator workforce. We commend VCU School of Education for being among the first in the state to propose such a program. We look forward to hearing that the proposal is successful and to continuing our collaboration with VCU.





# VCU

## School of Education

**TO:** Dr. Colleen Thoma  
Associate Dean of Academic Affairs and Graduate Studies  
Virginia Commonwealth University, School of Education

**FROM:** Dr. Andrew Daire, Dean  
Virginia Commonwealth University, School of Education

**RE:** B.S.Ed. Undergraduate Programs  
Virginia Commonwealth University, School of Education

**DATE:** January 28, 2019

This letter represents my full endorsement and support of the Virginia Commonwealth University (VCU) School of Education's proposal for new Bachelor of Science in Education (B.S.Ed.) programs in Special Education, Early and Elementary Education, Secondary Engineering, and Health and Physical Education. I have read the proposal thoroughly and endorse it with great enthusiasm. The addition of the proposed programs will help to address an important policy issue that's a programmatic foci area of our mission: preparing high-quality educators to combat the increasing teacher shortage.

The programs represented in the proposal serve a dire need to prepare teachers to fill positions in critical shortage areas, including Special Education, Early and Elementary Education and STEM related fields. These program offerings are relevant and innovative to meet the growing need in surrounding counties. The B.S.Ed. in Special Education program will prepare future educators who're knowledgeable of special education laws, policies and learning theories for educating children with special needs. Whereas, the B.S.Ed. in Early and Elementary Education program will prepare teachers to build the foundational skills for young learners in K-6, with pedagogical training to teach a broad range of subjects to elementary students with an emphasis on building emergent literacy skills to close the early literacy achievement gap. The B.S.Ed. program in Secondary Engineering is one of its kinds at VCU. This innovative program will foster collaboration between the VCU School of Education and the College of Engineering to increase the number of quality secondary STEM teachers in the Commonwealth.

We look forward to engaging in a successful partnership with local school division partners to launch these new programs to enhance the quality of the teacher workforce. We are committed to supporting our school division partners to promote effective Tier 1 instruction, starting with knowledgeable and highly-skilled teachers. It is with great pleasure that I provide my full support for this proposal. I have no doubt that these programs can and will make a meaningful impact in school divisions in the Greater Richmond region and beyond.



RICHMOND  
PUBLIC SCHOOLS

February 8, 2018

Dr. Andrew Daire  
Dean, School of Education  
Virginia Commonwealth University  
1015 W. Main Street, Box 842020  
Oliver Hall, Room 2090  
Richmond, Virginia 23284-2020

RE: New Undergraduate Programs  
Virginia Commonwealth University

Dear Dr. Daire:

On behalf of Richmond Public Schools (RPS), I am writing to indicate my strong support of the Virginia Commonwealth University's (VCU) School of Education proposal for new undergraduate programs to the Virginia Department of Education. VCU's proposal to create new Bachelor of Science in Education (B.S.Ed.) programs in Early and Elementary Education, Secondary Engineering, Special Education, and Health and Physical Education, aligns with RPS' mission to prepare high-quality educators to teach students to compete in a global society.

Historically, VCU has met the needs of local school divisions in Region 1, Central Virginia, by preparing skilled and diverse educators to teach in high-needs schools. Closing the achievement and opportunity gap for our students starts within the classroom. We are committed to investing in Tier 1 instruction, which begins with a high-quality teacher workforce. This proposal will benefit our school division in many ways. First, it would allow us to increase the number of high-quality teachers in our schools, which is a divisional priority. The proposal would also address challenges with filling vacancies in critical shortage areas, including Special Education, Elementary Education, and Health and Physical Education.

At a time when teacher shortage is increasing due to the decline in enrollment in teacher preparation programs, VCU is leading the charge to address this issue by creating innovative programs that will attract future educators. Programs like the B.S.Ed. in Secondary Engineering will train prospective teachers to bring STEM-enriched learning experiences to our classrooms. In the B.S.Ed. Early and Elementary Education program, future educators will be prepared to teach RPS' young learners through pedagogical training offered from an extensive curriculum that builds emergent literacy skills in young children.



Dr. Andrew Daire  
February 11, 2019  
Page -2-

Prospective educators enrolled in the Special Education program will be knowledgeable of special education laws and policies, theories for educating children with special needs and frameworks for addressing academic and behavioral challenges, such as Multi-Tiered Systems of Support (MTTS).

RPS wishes to continue its long-term and successful partnership with VCU and we are pleased to submit this letter of support for the creation of new undergraduate programs that will prepare high-quality teachers in the aforementioned areas. We are committed to partnering with VCU to offer rich field experiences to its students, support hiring of graduates from its programs and provide technical support and mentorship to promote retention of new teachers. Partnership agreements will be solidified to ensure that collaboration activities are achieved.

The VCU's School of Education is well-regarded and ranks #26 in Best Education Schools according to the U.S. News and World report. Based on its proven record of success, we are confident that proposed VCU teacher education undergraduate programs will have a significant impact on our ability to recruit high-quality teachers to our division. We believe that the proposed programs are timely and relevant to our needs as a school division. We are committed to partnering with VCU to prepare educators who are knowledgeable and skilled to meet the needs of the local community. Again, we commend VCU's School of Education for its innovative stewardship to address the teacher shortage issue in the Commonwealth and more specifically in Region 1. Thank you for considering this important proposal. We look forward to hearing that the proposal is successful and to continuing our collaboration with VCU.

Sincerely,



Jason Kamras  
Superintendent

# HENRICO COUNTY PUBLIC SCHOOLS

DR. AMY E. CASHWELL  
SUPERINTENDENT OF SCHOOLS



POST OFFICE BOX 23120  
HENRICO, VIRGINIA 23223-0420  
(804) 652-3600

February 4, 2019

Dr. Andrew Daire  
Dean, School of Education  
Virginia Commonwealth University  
1015 W. Main Street, Box 842020  
Oliver Hall, Room 2090  
Richmond, VA 23284-2020

Dear Dr. Daire:

On behalf of Henrico County Public Schools (HCPS), I am writing to indicate my support of Virginia Commonwealth University's (VCU) School of Education proposal for new undergraduate programs to the Virginia Department of Education. VCU's proposal to create new Bachelor of Science in Education (B.S.Ed.) programs in Early and Elementary Education, Secondary Engineering, Special Education, and Health and Physical Education, aligns with HCPS's mission to prepare high-quality educators to teach students to compete in a global society.

Historically, VCU has met the needs of local school divisions in central Virginia, Region 1, by preparing skilled and diverse educators to teach in high-need schools. Closing the achievement and opportunity gap for our students starts within the classroom. We are committed to investing in Tier 1 instruction, which begins with a high-quality teacher workforce. This proposal will benefit our school division in many ways. First, it would allow us to increase the number of high-quality teachers in our schools, which is a divisional priority. The proposal would also address challenges with filling vacancies in critical shortage areas, including special education, elementary education, and health and physical education.

At a time when teacher shortage is increasing due to the decline in enrollment in teacher preparation programs, VCU is leading the charge to address this issue by creating programs that will attract future educators. Programs like the B.S.Ed. in Secondary Engineering will train prospective teachers to bring STEM-enriched learning experiences to our classrooms aligned to our Deeper Learning Model and the attributes and skills outlined in our Henrico Learner Profile. In the B.S.Ed. Early and Elementary Education program, future educators will be prepared to teach HCPS's young learners through pedagogical training offered from an extensive curriculum that builds emergent literacy skills in young children. Prospective educators enrolled in the Special Education program will be knowledgeable of special education laws and policies, theories for educating children with special needs and frameworks for addressing academic and behavioral challenges, such as the Virginia's Tiered System of Support (VTSS).



Dr. Andrew Daire

Page 2

February 4, 2019

HCPS wishes to continue its long-term and successful partnership with VCU and is pleased to submit this letter of support for the creation of new undergraduate programs that will prepare high-quality teachers in the aforementioned areas. We are committed to partnering with VCU to offer rich field experiences to its students, support hiring of graduates from its programs and provide technical support and mentorship to promote retention of new teachers. Partnership agreements will be solidified to ensure that collaboration activities are achieved.

The VCU's School of Education is well-regarded and ranks #26 in Best Education Schools according to the U.S. News and World Report. Based on its proven record of success, we are confident that the proposed VCU teacher education undergraduate programs will have a significant impact on our ability to recruit high-quality teachers to our division. We believe that the proposed programs are timely and relevant to our needs as a school division. We are committed to partnering with VCU to prepare educators who are knowledgeable and skilled to meet the needs of the local community. Again, we commend VCU's School of Education for its stewardship to address the teacher shortage issue in the Commonwealth, and more specifically in Region 1. Thank you for considering this important proposal. We look forward to hearing that the proposal is successful and to continuing our collaboration with VCU.

Respectfully,

A handwritten signature in black ink that reads "A. E. Cashwell". The signature is written in a cursive, flowing style.

Amy E. Cashwell, Ed.D.  
Superintendent

**Mervin B. Daugherty, Ed.D.**  
Superintendent



804.748.1434  
superintendent@ccpsnet.net

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Chesterfield County Public Schools  
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February 11, 2019

Dr. Andrew Dairc  
Dean, School of Education  
Virginia Commonwealth University

Dear Dr. Dairc,

On behalf of Chesterfield County Public Schools (CCPS), I am writing to indicate my strong support of the Virginia Commonwealth University's (VCU) School of Education proposal for new undergraduate programs to the Virginia Department of Education. VCU's proposal to create new Bachelor of Science in Education (B.S.Ed.) programs in Early and Elementary Education, Secondary Engineering, Special Education, and Health and Physical Education, aligns with CCPS's mission to prepare high-quality educators to teach students to compete in a global society.

Historically, VCU has met the needs of local school divisions in Region 1, Central Virginia, by preparing skilled and diverse educators to teach in high-need schools. Closing the achievement and opportunity gap for our students starts within the classroom. We are committed to investing in Tier 1 instruction, which begins with a high-quality teacher workforce. This proposal will benefit our school division in many ways. First, it would allow us to increase the number of high-quality teachers in our schools, which is a divisional priority. The proposal would also address challenges with filling vacancies in critical shortage areas, including Special Education, Elementary Education, and Health and Physical Education.

At a time when teacher shortage is increasing due to the decline in enrollment in teacher preparation programs, VCU is leading the charge to address this issue by creating innovative programs that will attract future educators. Programs like the B.S.Ed. in Secondary Engineering will train prospective teachers to bring STEM-enriched learning experiences to our classrooms. In the B.S.Ed. Early and Elementary Education program, future educators will be prepared to teach CCPS's young learners through pedagogical training offered from an extensive curriculum that builds emergent literacy skills in young children. Prospective educators enrolled in the Special Education program will be knowledgeable of special education laws and policies, theories for educating children with special needs and frameworks for addressing academic and behavioral challenges, such as Multi-Tiered System of Support (MTTS).

CCPS wishes to continue its long-term and successful partnership with VCU and are pleased to submit this letter of support for the creation of new undergraduate programs that will prepare high-quality teachers in the aforementioned areas. We are committed to partnering with VCU to offer rich field experiences to its students, support hiring of graduates from its programs and provide technical support and mentorship to promote retention of new teachers. Partnership agreements will be solidified to ensure that collaboration activities are achieved.

The VCU's School of Education is well-regarded and ranks #26 in Best Education Schools according to the U.S. News and World report. Based on its proven record of success, we are confident that the proposed VCU teacher education undergraduate programs will have a significant impact on our ability to recruit high-quality teachers to our division. We believe that the proposed programs are timely and relevant to our needs as a school division. We are committed to partnering with VCU to prepare educators who are knowledgeable and skilled to meet the needs of the local community. Again, we commend the VCU's School of Education for its innovative stewardship to address the teacher shortage issue in the Commonwealth, and more specifically in Region 1. Thank you for considering this important proposal. We look forward to hearing that the proposal is successful and to continuing our collaboration with VCU.

Respectfully,



Mervin B. Daugherty, Ed.D.  
Superintendent



TO: Dr. Andrew Daire  
Dean, School of Education  
Virginia Commonwealth University

FROM: Dr. William Fiege, Vice President *WCF*  
Office of Learning and Student Success  
John Tyler Community College

RE: New Undergraduate Programs  
Virginia Commonwealth University

DATE: February 13, 2019

On behalf of John Tyler Community College (JTCC), I am writing to indicate my strong support of the Virginia Commonwealth University's (VCU) School of Education proposal for new undergraduate programs to the Virginia Department of Education. VCU's proposal to create new Bachelor of Science in Education (B.S.Ed.) programs in Early and Elementary Education, Secondary Engineering, Special Education, and Health and Physical Education, aligns with JTCC's mission to prepare high-quality educators to teach students to compete in a global society.

In fact, JTCC recently revised its teacher education programs to provide a better pathway for future educators into four-year university education programs. Once VCU's programs are officially approved, we look forward to establishing major maps to guide students through the bachelor's degree programs at VCU with the first two years at Tyler. Having defined pathways will guide students through their intended education major and minimize the total costs and credits needed to complete their degrees.

At a time when teacher shortage is increasing due to the decline in enrollment in teacher preparation programs, VCU is leading the charge to address this issue by creating innovative programs that will attract future educators. Programs like the B.S.Ed. in Secondary Engineering will train prospective teachers to bring STEM-enriched learning experiences. In the B.S.Ed. Early and Elementary Education program, future educators will be prepared to teach students through pedagogical training offered from an extensive curriculum that builds emergent literacy skills in young children. Prospective educators enrolled in the Special Education program will be knowledgeable of special education laws and policies, theories for educating children with special needs and frameworks for addressing academic and behavioral challenges, such as Multi-Tiered System of Support (MTTS). JTCC will help prepare students in the first two years for these upper level education courses through an enriched general education program and a field experience within our EDU 200 course.

JTCC wishes to continue its long-term and successful partnership with VCU and are pleased to submit this letter of support for the creation of new undergraduate programs that will prepare high-quality teachers in the aforementioned areas. We are committed to partnering with VCU to provide educational pathways to support increasing the talent pool of teachers within our region. We look forward to hearing that the proposal is successful and to continuing our collaboration with VCU.

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**Virginia Commonwealth University  
Proposed Program Brief**

**Proposal to Create a Bachelor of Science in Education Elementary Education and Teaching**

**Overview**

The Virginia Commonwealth University School of Education seeks to offer a Bachelor of Science in Education (B.S.Ed.) in Elementary Education and Teaching degree program (CIP 13.1202). The proposed program includes a degree requirement of a minimum of 120 credits.

The proposed program is scheduled to be implemented beginning in the fall semester of 2019. The proposal has been prepared according to specialized State Council of Higher Education for Virginia (SCHEV) guidance in response to the General Assembly's 2018 enablement of education degree programs for teacher preparation.

The purpose of the proposed B.S.Ed. in Elementary Education and Teaching degree is to prepare undergraduate students for roles as teachers of young children in schools and community preschool settings. The program will focus on providing students with a solid foundation in child development, education psychology and the role of the family and society in education. Students will be prepared to teach in diverse classroom settings through purposefully integrated fieldwork and internship experiences. The B.S.Ed. in Elementary Education and Teaching prepares graduates to be reflective educators who demonstrate an in-depth understanding of science, social studies, and mathematics pedagogy and content as well as a commitment to balanced literacy approaches. Students will develop skills to advocate for equitable learning opportunities for all children.

**Method of Delivery**

The program will be taught in face-to-face and hybrid formats.

**Target Implementation Date**

Fall 2019.

**Demand and Workforce Development**

School divisions across the Commonwealth of Virginia are facing a critical shortage of fully licensed teachers and that shortage shows no sign of abating. Urban, high-needs school divisions are particularly prone to teacher shortages. The proposal has been prepared in response to the General Assembly's 2018 enablement of education degree programs for teacher preparation. This trend raises concerns for district leaders and VCU's School of Education. As the largest research institution and producer of highly-qualified teachers in the Greater Richmond area, the VCU School of Education plays a pivotal role in addressing the teacher shortage in these areas. In the 2018-19 school year, the Virginia Department of Education (VDOE) identified a critical shortage in ten teaching endorsement areas, which are listed below.

1. Special Education

2. Elementary Education PreK-6
3. Middle Education Grades 6-8
4. Career and Technical Education
5. Mathematics Grades 6-12 (including Algebra 1)
6. School Counselor PreK-12
7. English (Secondary)
8. Science (Secondary)
9. Foreign Language PreK-12
10. Health and Physical Education PreK-12

School divisions on average have received applications from three or fewer qualified candidates for vacancies in these teaching endorsement areas. This proposal seeks to initiate a Bachelor of Science in Education in Elementary Education and Teaching degree program that prepares highly-qualified teachers in one of the highest priority areas of critical teacher shortage.

### **External Competition**

Given the critical teacher shortage in the Commonwealth of Virginia, other institutions in the Commonwealth of Virginia will be responding to the General Assembly 2018 enablement of education degree programs for teaching preparation. As the largest research institution and producer of highly-qualified teachers in the Greater Richmond area, the VCU School of Education plays a pivotal role in addressing teacher shortage in these areas, particularly in urban, high-needs school divisions that are more prone to teacher shortages.

### **Target Population**

No specific target population of students will be recruited for the proposed degree program.

### **Impact on Existing Programs/Policies**

The School of Education and the College of Humanities and Sciences will collaborate to support the initiative to prepare future teachers in four years as an effort to address the teacher shortage in the Commonwealth of Virginia.

### **Funding**

There will be reallocations of current faculty within the departments of Teaching and Learning, Foundations, and Counseling and Special Education. The teaching loads for these faculty will change to include courses in the proposed undergraduate degree programs. This reallocation within the School of Education will include faculty in departments outside of the program home who will refocus their teaching effort to include students in those programs into their new and/or existing undergraduate courses. In addition, clerical staff listed for these programs include reallocating the time of a student services employee to oversee clinical placements of these students from her current work of overseeing clinical placements of students in graduate

programs that will be significantly decreasing in size and/or closing. New undergraduate advising staff in the target year will be devoting time to serving the students in these programs.

### **Benefit to the University**

Virginia Commonwealth University has a strong commitment to diversity, equity and inclusion as described in its strategic plan. VCU's School of Education has a similar mission and strategic plan to address the needs of Virginia's urban school divisions and the surrounding communities. These programs provide initial licensure coursework and experiences that address the critical needs of students in our urban and high-needs school divisions. The School of Education has infused information into the programs to prepare future teachers to address the needs of a diverse group of students, including those who have experienced trauma, those who are English-language learners, those with disabilities who are included in general education classrooms, and those who struggle with learning and who are at risk of being identified with disabilities. This program allows the Virginia Commonwealth University School of Education to address the teacher shortage programs in Virginia by offering students a four-year undergraduate degree in teaching, rather than a five-year master's program.

### **Next Steps**

January 21	University Undergraduate Curriculum Committee
February 28	University Council Committee on Academic Affairs and University Policies
March 14	University Council
March 11	President's Cabinet (pending University Council approval)
March 22	Board of Visitors

### **Full Proposal**

See attached.

**Bachelor of Science in Education in Elementary Education and Teaching (13.1202)**

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## Description of the Proposed Programs

### **Program Background**

Virginia Commonwealth University (VCU) requests approval to establish five new undergraduate programs leading to the Bachelor of Science in Education (B.S.Ed.) degrees. We are proposing a B.S.Ed. degree in Elementary Education and Teaching (CIP 13.1202); a B.S. Ed. degree in Early Childhood Education and Teaching (CIP 13.1210), a B.S.Ed. degree in Secondary Education and Teaching with a concentration in Engineering Education (CIP 13.1205); a B.S.Ed. degree in Health and Physical Education (CIP 13.1206); and a B.S.Ed. degree in Special Education and Teaching with a concentration in General Education (CIP 13.1001). The proposed B.S. Ed. in Special Education and Teaching with a concentration in General Education will be administered by the Department of Counseling and Special Education while the other four proposed programs will be administered by the Department of Teaching and Learning within the School of Education located on VCU's Monroe Park Campus. These proposed programs are scheduled to be implemented beginning in the fall semester of 2019. The proposal has been prepared according to specialized SCHEV guidance in response to the General Assembly's 2018 enablement of education degree programs for teacher preparation. The purposes of the individual proposed programs are described below.

The purpose of the proposed B.S.Ed. in Elementary Education and Teaching degree is to prepare undergraduate students for roles as teachers of young children in schools and community preschool settings. The program will focus on providing students with a solid foundation in child development, educational psychology, and the role of the family and society in education. Students will be prepared to teach in diverse classroom settings through purposefully integrated fieldwork and internship experiences. The B.S.Ed. in Elementary Education and Teaching prepares graduates to be reflective educators who demonstrate an in-depth understanding of science, social studies, and mathematics pedagogy and content as well as a commitment to balanced literacy approaches. Students will develop skills to advocate for equitable learning opportunities for all children.

The purpose of the proposed B.S.Ed. in Early Childhood and Teaching degree is to prepare undergraduate students for roles as teachers and daycare providers of infants, toddlers, and young children in schools and community daycare/preschool settings. The program will focus on providing students with a solid foundation in child development, educational psychology, and the role of the family and society in education. Students will be prepared to teach in diverse classroom settings through purposefully integrated fieldwork and internship experiences. The proposed degree program will emphasize working with young learners in inclusive settings and the value of play in early childhood instructional environments. Students will develop skills to advocate for equitable learning opportunities for all children.

The purpose of the proposed B.S.Ed. in Secondary Education and Teaching, with a concentration in Engineering Education is to prepare students to serve as initially licensed education teachers in 6-12 schools (a new licensure area), and to serve as educators and leaders in schools and community-based settings. The program will focus on providing the students with a solid foundation in secondary education, engineering, mathematics and sciences to meet the

requirements for licensure. Through the core education curriculum, students will become knowledgeable about professional roles and workplace responsibilities while learning basic abilities in the planning and implementation of engineering lessons for students in grades 6-12. The core curriculum instills fundamental knowledge and skills, with opportunities for observation and application in a variety of engineering settings. Through the core engineering, science, and mathematics curriculum, students will develop the content knowledge and skills of those fields in order to deliver relevant and rigorous lessons in engineering and integration of other content areas with engineering. Graduates will be prepared to work in public and private middle and high schools across the Commonwealth of Virginia, with particular focus in urban and other high-need areas. Graduates will be capable of working with diverse learners and adapting instructional programs based on the needs of the students and clients.

The purpose of the proposed B.S.Ed. in Health and Physical Education is to prepare students to serve as licensed health and physical education teachers in PreK-12 schools, and to serve as educators and leaders in schools and community-based settings. The program will focus on providing students with the knowledge and experiences they need to successfully implement national and state health and physical education standards. Students will receive coursework enabling them to be successful in a variety of learning environments. Graduates will be prepared to work in public and private elementary, middle, and high schools across the Commonwealth of Virginia, with particular focus in urban and high-need areas. The health and physical education program consists of rigorous coursework and field experiences that will enable graduates to be leaders in the profession.

The purpose of the proposed B.S.Ed. in Special Education and Teaching with a concentration in General Education is to prepare students to serve as initially licensed special education teachers in K-12 schools, and to serve as educators and leaders in schools and community-based settings. The program will focus on providing students with the tools they need to make a difference in the lives of children, youth and adults with disabilities. The proposed program will provide students with the knowledge and skills to become licensed special education teachers who work with children with high incidence disabilities, including students with learning disabilities, emotional disturbance and mild to moderate intellectual disability. Students will be able to recognize a child's educational and social problems, to formulate effective and personalized/individualized instruction, and to consult with parents, teachers and administrators to incorporate accommodations and transitions across the child's educational program. Students will be prepared to teach reading and language, mathematics, and other core content areas, and be prepared to apply classroom and behavior management, and social skills to students with diverse abilities and backgrounds. Graduates will be prepared to work in public and private elementary, middle, and high schools across the Commonwealth of Virginia, with particular focus in urban and high-need areas. Graduates will be capable of working with diverse learners and adapting instructional programs based on the needs of the students and clients.

### **Accreditation**

All five of these proposed initial licensure programs will meet the requirements for accreditation of initial and advanced degree programs leading to teacher licensure through CAEP, the Council

for Accreditation of Educational Programs. VCU's School of Education is in process of collecting data to assess the quality of our programs, in anticipation of submitting the written report to CAEP in 2020, with the possibility of full accreditation effective 2021.

### **Admission Criteria**

Admission to all five of the proposed B.S. in Education programs will be dictated by the admissions policies of Virginia Commonwealth University. Applicants for undergraduate degree programs should be graduates of an accredited high school, anticipating graduation from an accredited high school, or hold the GED Certificate with satisfactory scores and with satisfactory scores on either the SAT Reasoning Test or ACT. Admission to Virginia Commonwealth University is competitive. In accordance with the 2018-2019 Undergraduate Catalog, the Office of Admissions uses the following guidelines to determine whether students may be considered for regular admission:

- Minimum high school core courses: English – 4 units; Math – 3 units (Algebra 1 and either Algebra II or Geometry must be included); Science – 3 units (one must be a laboratory science); Social Sciences – 3 units (history or social sciences or government). Students are encouraged to present at least three units in a modern or ancient language or two units of two foreign languages. Preference is given to candidates who submit the Advanced Studies Diploma or its equivalent.
- Cumulative GPA: Virginia Commonwealth University does not have a minimum GPA at this time. The mid-range for enrolled freshman is 3.34-3.98
- SAT or ACT scores: All applicants younger than 22 years of age must submit SAT or ACT scores. Virginia Commonwealth University does not have minimum SAT or ACT scores at this time. The mid-range for enrolled freshman is 1070 – 1250 for SAT and 19 to 24 for ACT.
- Class rank: A high school senior class rank in the top 50% is desirable.
- TOEFL, IELTS or PTE scores: All applicants whose native language is not English must submit evidence of English language proficiency based on satisfactory scores for the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS) or the Pearson Test of English (PTE). Minimum TOEFL scores are 550 (paper) or 80 (Internet) while the minimum IELTS score is 6.0 and PTE score is 53.
- GED score: The minimum GED score to be considered for admission is 550.

The level and type of high school courses and consistency and trends of grades are also considered. Other factors such as co/extra-curricular activities, community service, personal statement/essay, recommendations, special talents and leadership are also considered. Primary emphasis, however, is placed on academic credentials.

Transfer applicants are considered for admission provided they present evidence of good standing at the last institution attended. To be competitive and to be considered for admission to VCU they should present a minimum cumulative GPA of 2.8 from all accredited institutions. Priority application review will be given to applicants who have completed at least 30 credits at their former institution(s). Transfer candidates must submit SAT or ACT results and also must

meet specific guidelines listed in the freshman undergraduate admission guidelines section of the VCU Undergraduate Bulletin.<sup>1</sup>

### **Teacher Preparation Program**

#### Admission to Teacher Preparation

Because the proposed B.S. in Education programs will lead to initial professional licensure, students must both declare the major and be formally accepted into teacher preparation. Upon declaring the major (university admission), students are eligible to take lower-level coursework that will primarily focus on general education/liberal arts coursework, professional studies coursework and initial licensure-area specific coursework. After successfully completing the majority of general education requirements at the end of the sophomore year, students are permitted and encouraged to apply for formal admission into Teacher Preparation, specifying in which initial licensure area they wish to be endorsed. In order to make application to the licensure track, students need to show a minimum cumulative grade point average (GPA) of 2.8. Information on admission to the teacher education program can be found on the Student Services Center website at <https://soe.vcu.edu/current-students/forms>.

Requirements for admission to teacher preparation:

- Submission of completed Application to Teacher Preparation form
- Minimum of 2.8 cumulative GPA
- Successful completion of EDUS 202: Diversity, Democracy and Ethics and EDUS 301: Human Growth and Development (seven credits)
- Passing scores on required Praxis core exams (all three sections) or exemption with SAT or ACT scores<sup>2</sup>
- Passing scores on required Virginia Communication and Literacy Assessment (VCLA)
- Successful completion of a background/criminal history check (No record of a felony conviction)
- Completion of the Dispositions Self Rating Survey
- Advisor or department chair recommendation

### **Clinical Internship/Student Teaching Application**

All students are required to complete a full semester of clinical internship (student teaching). Students must complete and submit an application to the clinical internship by the beginning of their junior year in order to be eligible. If students do not complete their applications on time with hard copies of passing score reports, they will not be guaranteed acceptance into a clinical internship. Those not admitted into the Clinical Internship/Student Teaching Experience will have the opportunity to complete their degree as a non-licensure candidate provided they meet all other VCU undergraduate degree requirements.

Requirements for clinical internship/student teaching:

- Formal admission into Teacher Preparation (see above)

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<sup>1</sup> <http://bulletin.vcu.edu/undergraduate/undergraduate-study/admission-university/admission-guidelines/>

<sup>2</sup> Educational Testing Service. <http://www.ets.org>

- Submission of completed departmental application for a clinical internship by the established deadline
- Successful completion of all other required coursework
- Minimum of 3.0 GPA qualitative and no grade lower than a C education courses
- Passing scores on the Praxis core or exemption with SAT or ACT scores
- Passing scores on the Virginia Communication and Literacy Assessment
- Passing scores on the Praxis II: Content Knowledge exam
- Completion of the online Child Abuse Prevention training and certification of successful completion
- Submission of a tuberculosis screening must accompany the application for clinical internship and must be dated no more than a year from the expected date of completion of a clinical internship
- Completion of Dyslexia and Learning module and certification of successful completion
- Criminal Background Review without a felony conviction
- Descriptive statement on experiences related to children or teaching.
- Successful faculty practicum review

## **Curriculum**

The proposed B.S. in Education programs will each require a minimum of 120 credits. Each program area and/or concentration area requirements were developed to meet the requirements of the Interstate New Teacher Assessment and Support Consortium (InTASC), the Council for the Accreditation of Educator Preparation (CAEP), and the Virginia Department of Education (VDOE) licensure requirements, along with content-specific accreditation standards (National Association of Sport and Physical Education (NASPE) and Council for Exceptional Children (CEC). Proposals to the Virginia Department of Education to be approved licensure degree programs for each of these areas will be submitted by the February 15, 2019 recommended deadline for undergraduate programs proposed to begin in the fall, 2019 semester. Specifics of the curriculum for each of the five proposed B.S.Ed. programs are described below, by program area.

### **Bachelor of Science in Education in Elementary Education and Teaching (13.1202)**

The proposed B.S.Ed. in Elementary Education and Teaching will prepare students to be licensed in Elementary Education (PK-6). It includes embedded practicum experiences and a 16-week field experience requirement.

The focus of the core curriculum is to provide students with a solid foundation in pedagogical knowledge, content knowledge, understanding the needs of diverse students, and reflective practice. Students will gain knowledge, skills, and abilities that are more specific to a particular educational setting.

Coursework for the proposed Elementary Education (PK-6 licensure) degree program focuses on teaching methodology as well as the content knowledge in literacy, mathematics, history/social science, civics, economics, and science required by the Virginia Department of

Education using the Virginia Standards of Learning<sup>3</sup> as the foundation for lessons and activities. The proposed degree program includes experiences working with children in public school classrooms in grades PK-6 with particular emphasis on enhancing pre-service educators' content and pedagogical knowledge for elementary placements. A focus on meeting the needs of students in urban environments is also highlighted in the program courses and hands-on learning experiences.

Embedded in the curriculum are field-based learning experiences, meaning that students spend time in schools and community agencies gaining practical knowledge. Teaching methodology courses are a prime example of this, as teacher candidates will work with students in preschool and elementary schools as a part of their preparation for a teaching career. Students will spend 40-60 clock hours in multiple embedded field-based practicum experiences which prepare them for their student teaching semester.

Three new courses were developed as part of the core education requirements. Seven new courses were developed for the Elementary Education (PK-6) degree program.

New courses in the School of Education are denoted with an asterisk (\*) in the listing below.

### **Program Requirements**

#### **General Education Requirements - 21 credit hours**

The VCU Core Education Program (i.e., general education) consists of 21 credit hours intended to be completed by the end of the sophomore year.

Tier 1: UNIV 111 Focused Inquiry 1 (3)

Tier 1: UNIV 112 Focused Inquiry 2 (3)

Tier 2: Quantitative Literacy Course (3)

Tier 2: Research and academic writing course (3)

Tier 2: Humanities/fine arts course from a university approved list (3)

Tier 2: Social/behavioral sciences course from a university approved list (3)

Tier 2: Natural/physical sciences course from a university approved list (3)

#### **Additional General Education Requirements – 9 credit hours**

One of the following from Chemistry:

CHEM 100            Introductory Chemistry (3)

CHEM 101            General Chemistry (3)

CHEM 110            Chemistry and Society (3)

ECON 203            Introduction to Economics (3)

HIST 356             History of Virginia (3)

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<sup>3</sup> Virginia Department of Education's Standards of learning (Virginia Department of Education, 2017). Retrieved from [http://www.doe.virginia.gov/testing/sol/standards\\_docs/english/index.shtml](http://www.doe.virginia.gov/testing/sol/standards_docs/english/index.shtml).

## **Degree Program Core Courses- 25 credit hours**

EDUS 202*	Diversity, Democracy, and Ethics (4)
EDUS 301	Human Growth and Development (3)
EDUS 304*	Educational Psychology for Educators (2)
SEDP 330	Survey of Special Education (3)
SEDP/EDUS 401*	Assessment in Diverse Settings (3)
TEDU/SEDP 410*	Building a Community of Learners: Classroom Management (3)
TEDU 413*	Curriculum Methods and Instructional Models (3)
TEDU 452*	Teaching English Language Learners (2)
TEDU 510	Instructional Technology in PK-12 Environments (2)

## **Concentration Courses Elementary Education (PK – 6) - 65 credits**

### **Math:**

MATH 361	Numbers and Operations (3)
MATH 362	Algebra and Functions (3)
MATH 303	Investigations and Geometry (3)
STAT 206	Data Analysis and Statistics for Elementary Educators (3)

### **Sciences:**

\*Two of the science content courses below must pair with a 1 credit lab for a total of 2 credits of laboratory coursework in the degree program. Possible laboratory courses are listed in parenthesis following their partner content course.

### **Biology:**

BIOL 101	Biological Concepts (3) BIOZ 101 Lab (1) (Will count as Tier II Natural/Physical Sciences requirement)
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### **Optional Chemistry Labs:**

CHEZ 101 Lab (1)
CHEZ 110 Lab (1)

### **One of the following in Physics:**

INSC 201	Energy! (3)
INSC 300	Experiencing Science (3)
PHYS 101	Foundation of Physics (3) PHYZ 101 Lab (1)

### **One of the following from Earth Science:**

ENVS 105	Physical Geology (3) ENVZ 105 Lab (1)
ENVS 201	Earth System Science (3)
ENVS 301	Introduction to Meteorology (3)
ENVS 310	Introduction to Oceanography (3)
URSP 204	Physical Geography (3) URSZ 204 Lab (1)

### **Social Studies/ History:**

HIST 103	Survey of American History (3)
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**Teacher Education Courses:**

TEDU 101	Introduction to Teaching (3)
TEDU 390*	Movement Education (3)
TEDU 411	Integrating the Arts in Curriculum for Young Children (3)
TEDU 426	Teaching Reading and Other Language Arts (3)
TEDU 417*	Early/ Elementary Science Methods (3)
TEDU 422*	Early / Elementary Math Methods (3)
TEDU 496*	Early / Elementary Social Studies Methods (3)
TEDU 466*	Literacy Assessment and Intervention in the Early/Elementary Classroom (4)
TEDU 389	The Teaching of Writing Skills (3)
TEDU 386	Children’s Literature I (3)
TEDU 472*	Internship I (PK-2) (4)
TEDU 474*	Internship II (3-5) (4)
TEDU 481*	Teaching as a Profession (3) Tier 3: Program Specific Capstone

**Total Credits – 120 minimum**

**Bachelor of Science in Education in Elementary Education and Teaching** **120**

**Clinical Internship/Student Teaching Requirements**

All students in the proposed degree program will have a supervised culminating student teaching placement during the final semester of their senior year, after completing 107 credit hours. Students must meet the requirements as outlined in the student teaching application.

Elementary Education (PK-6) Concentration

Students who are completing the proposed Elementary Education concentration have a student teaching requirement of approximately 16 weeks divided between two placements in which the student works with a cooperating teacher in a school each day for seven to eight weeks. The placements are divided into a PK-2 grade setting and a 3-5 grade setting. A comprehensive handbook is provided by the Office of Student Services that outlines the policies and requirements for the student teaching experience in addition to course syllabi. A final grade of A-F is assigned by the VCU clinical supervisor.

Students who are not admitted to the internship experience will be allowed to complete Bachelor’s degree requirements and complete the major without the endorsement for state licensure with special approval from the Department Chair.

Appendix A - Sample Plans of Study for fulltime students

Appendix B - Course Descriptions

Appendix C - PK-12 Student Teaching sites

Appendix D - Council for Accreditation of Educational Program Standards

Appendix E - Society for Health and Physical Educators (SHAPE) and the National Standards for Initial Health Education Teacher Education

Appendix F - Council for Exceptional Children Standards



## **Student Retention and Continuation Plan**

All students are required to meet with their academic advisor at least once each semester to discuss academic progress and to update their plan of study. In addition to regular interaction with students, the program faculty also meets at least once each semester to discuss the performance of each student in the program. Grade point average, academic progress in classes, and the professional dispositions each student is displaying in class and through out-of-class field-based learning assignments are reviewed. Faculty note students who are meeting course requirements, turning in quality work on time, working well with the group, and completing their field-based learning assignments, as well as those who may not be doing these things. When faculty mention a student who is not showing progress, the group discusses possible reasons for this and possible solutions. For example, if a student is having a difficult time passing a particular part of a Praxis I Core Academic Skills for Educators (CASE) test (the Mathematics section perhaps), the faculty could direct the student to university tutoring sessions in this area or recommend a specific mathematics course to meet General Education curriculum requirements.

The faculty member who is concerned about a student schedules a meeting with the student to discuss the issue, and that student's advisor is also alerted and may meet with the student as well. If progress or resolution does not occur in a timely manner (e.g., by the end of the course or semester), the student is called to meet with the program faculty as a group. Issue(s) of concern and plans for remediation, including timeline goals for remediation, are enumerated in a document signed by the student and the program coordinator. This serves as a reference for all parties and as a basis for judging improvement in the student's performance.

VCU offers a number of supports and services to students who are experiencing ongoing and/or short-term difficulties and advisors may refer students to the appropriate offices or services for support. These services include the following: Campus Learning Center, Counseling Services, Division for Inclusive Excellence, Division for Student Affairs, Financial Aid, Global Education Office, Health Services, JED, Campus Program, Military Student Services, Sexual Violence Reporting and Resources, Student Accessibility and Educational Opportunity, Student Employment, Transfer Center, TriO, You First at VCU, Wellness Resource Center, and the Writing Center.

Descriptions of these programs and offices along with the services they provide can be found on the VCU webpage for current students (<http://www.vcu.edu/current-students>).

### **Faculty**

Four of these five proposed degree programs will be housed within the Department of Teaching and Learning (B.S.Eds. in Elementary Education and Teaching; Early Childhood Education and Teaching; Secondary Education and Teaching with a concentration in Engineering Education; and Health and Physical Education). Required courses will be taught by faculty in that department, as well as faculty from Foundations of Education and Counseling and Special Education in the School of Education as well as faculty in Humanities and Sciences and/or Engineering.

## **Faculty in B.S. in Education in Elementary Education and Teaching and Early Childhood Education and Teaching**

The B.S.Ed. in Elementary Education and Teaching and B.S.Ed. in Early Childhood Education and Teaching have a great deal of overlap in coursework and are both housed in the Department of Teaching and Learning. Many of the required courses are common across both of these individual programs and students from both will be enrolled in these courses simultaneously. In addition, other program-specific courses are similar in content, but are tailored to the developmental needs of the specific age ranges. Because the content is similar, many of the same faculty in Teaching and Learning will be teaching in both programs.

The Department of Teaching and Learning currently consists of 14 full-time faculty members of which eight faculty will be dedicated to the core education courses of these proposed degrees. Additionally, the department will search for an additional two faculty members by the target year of 2023-2024 to teach the additional courses in the department as enrollment increases with subsequent admission cohorts. Of the eight current faculty three (3) are tenured and hold doctoral degrees, two (2) are tenure-track faculty holding doctoral degrees and three (3) are full-time term faculty members holding master's degrees with one of the term faculty members currently completing her dissertation. The faculty members dedicated to the these two proposed degrees have a combined 70+ years of teaching experience in public schools. The two positions currently in the search process are for doctoral level faculty with degrees in early/elementary education.

Collectively, the current faculty have over 150 publications including published textbooks, peer-refereed articles in professional journals, and papers. The faculty have served as textbook reviewers as well as manuscript reviewers for professional journals and have made over 380 presentations at professional conferences. They have also directed or co-directed multiple state and federal grants specific to training and research in early childhood, elementary, STEM and literacy education in total of \$7.8+ million. In addition to being generalists in elementary education, one faculty member has expertise in early childhood education, two have expertise in literacy education, one has expertise in mathematics education, and one has expertise in science education. Three additional department faculty will provide instruction in the program with one having expertise in health and physical education, one having expertise in classroom management and integrating the arts and one having expertise in educational technology.

Two faculty members in the Department of Educational Foundations with doctorates in Educational Psychology or a closely related field will teach three courses in these two proposed programs' core requirements (Early Childhood and Teaching and Elementary Education and Teaching). They will also have appropriate teaching experiences to offer instruction in the proposed program.

Two faculty members in the Department of Counseling and Special Education will provide instruction in the programs. Both of the faculty have experience in Early Childhood Special Education (ECSE) and both hold doctoral degrees. One faculty member will teach a survey of special education course as part of the core education requirements. The other faculty member will teach exclusively in the PK-3 Early Childhood concentration covering the two required

ECSE courses. This faculty member is an internationally recognized expert in the field with over 60 publications, 135 presentations and \$7.5 M in grant funding.

Several adjunct faculty members with master's degrees in early/elementary education will also teach required courses in the B.S. in Elementary Education and Teaching degree. Adjunct faculty will teach methods courses that are specific to their classroom teaching experience, licensure and degrees.

## Appendix G - "Abbreviated CV's" for Faculty

### Student Assessment

Student learning will be assessed throughout the proposed degree programs using a variety of evaluations and measures. Some of these measures include, but are not limited to, assigned papers, quizzes, tests, and projects assigned during field-based learning and classroom instructional experiences. In field-based learning experiential experiences students will be expected to demonstrate knowledge and skills in a practical, "real world" sense. During the internship and student teaching experiences, students are assessed by on-site professionals as well as by university faculty supervisors. Each of these professionals monitors and notes the students' performance during multiple observations and each of them writes clinical reviews of that performance both as formative and as summative evaluations. Students will also be required to complete a capstone project, agreed upon by the student, the advisor, and the university faculty supervisor.

### Learning Outcomes

#### Student Learning Outcomes: B.S.Ed. in Elementary Education and Teaching (PK-6)

The core outcomes of the proposed program are based on national professional guidelines. These outcomes are derived from CCSSO's *Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards* and the *CAEP 2018 K-6 Elementary Teacher Preparation Standards*. Students in the proposed degree program will acquire knowledge and skills about discipline-specific and theoretical concepts critical to begin teaching. They will be able to demonstrate their achievement of the following core learning outcomes:

**Core Outcome 1:** Learner Development. The student will be able to recognize various patterns of learning and development within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implement developmentally appropriate and challenging learning experiences. **Assessment Measures:** Students will complete class activities, projects and exams that address child development, literacy development and physical development in EDUS 301, TEDU 426 and TEDU 390.

**Core Outcome 2:** Learning Differences. The student will be able to use knowledge of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. **Assessment Measures:** Students

are assessed on understanding of individual differences in the following courses: EDUS 301, EDUS 330, SEDP 402, TEDU 414, Lesson planning that addresses the needs of all learners is assessed in TEDU 414, TEDU 417, TEDU 426, TEDU 422, TEDU 472, TEDU 476, TEDU 491. The impact of culture, family and community on student learning is assessed through evaluations in EDUS 202, TEDU 410 and TEDU 481.

**Core Outcome 3: Learning Environments.** The student will be able to work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. **Assessment Measures:** Students will complete assessments and activities related to classroom management and positive learning environments in EDUS 304, TEDU 410 and TEDU 481. Observation evaluations related to developing positive learning environments are conducted in TEDU 466, TEDU 472 and TEDU 476.

**Core Outcome 4: Content Knowledge.** The student will be able to teach and create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. **Assessment Measures:** Students will complete foundational knowledge assessments in the following courses: EDUS 304, SEDP 330, TEDU 414, and TEDU 426.

**Core Outcome 5: Application of Content.** The student will be able to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. **Assessment Measures:** Students are evaluated on the integration of arts, technology, movement, creative writing and children's literature to engage learners through course activities in TEDU 386, TEDU 389, TEDU 390, TEDU 411, and TEDU 510. Foundational knowledge of local and global issues are assessed through examinations and class activities in EDUS 202 and TEDU 491.

**Core Outcome 6: Assessment.** The student will be able to use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. **Assessment measures:** Students will complete standardized, formal and informal assessments to monitor student progress and create individualized and/or group lesson plans for classrooms and elementary students in the following courses: SEDP 402, TEDU 414, TEDU 426, TEDU 466, TEDU 472 and TEDU 476.

**Core Outcome 7: Planning for Instruction.** The student will be able to plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. **Assessment Measures:** Students will create content focused lesson plans and units to support all students as they access the general curriculum and/or participate in remediation/enrichment activities during the following courses: TEDU 414, TEDU 417, TEDU 426, TEDU 422, TEDU 472, TEDU 476, and TEDU 491.

**Core Outcome 8: Instructional Strategies.** The student will be able to use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. **Assessment Measures:** Students will create lesson or unit plans during the following courses TEDU 414, TEDU 417, TEDU 426, TEDU 422, TEDU 472, TEDU 476, and TEDU 491. Students will be

assessed on their teaching performances during lessons that they have designed and implemented in the following courses: TEDU 466, TEDU 472, and TEDU 476.

**Core Outcome 9: Professional Learning and Ethical Practice.** The student will be able to engage in ongoing professional learning and use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Assessment Measures:** Students will participate in self-reflection activities throughout all courses in the program as part of the School of Education's commitment to its Conceptual Framework and overarching belief that reflective practitioners become the strongest educators. Continued professional learning is encouraged through the program requirement to attend at least one professional conference during the program. Reflections are formally written and assessed in the following courses: TEDU 417, TEDU 426, TEDU 422, TEDU 472, TEDU 476, and TEDU 491.

**Core Outcome 10: Leadership and Collaboration.** The student will be able to seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. **Assessment Measures:** Students are assessed on leadership, taking responsibility for learning, and collaboration through disposition evaluations at the program midpoint and during student internship experiences. The midpoint evaluation reflects student performance across the first half of the course work while the final evaluation is associated with the TEDU 472, TEDU 476 and TEDU 481 courses.

In addition to the InTASC standards the proposed degree will address the standards outlined through CAEP and required for accreditation.

**Core Outcome 11:** The student will be able to use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children's strengths and needs and how to motivate their learning. **Assessment Measures:** Students will complete class activities, projects and exams that address child development, literacy development and physical development in EDUS 301, TEDU 426 and TEDU 390.

**Core Outcome 12:** The student will be able to demonstrate and apply understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, and social studies. **Assessment Measures:** Students will create lesson or unit plans during the following courses TEDU 414, TEDU 417, TEDU 426, TEDU 422, TEDU 472, TEDU 476, and TEDU 491.

**Core Outcome 13:** The student will be able to assess students, plan instruction and design classroom contexts for learning. Students use formative and summative assessment to monitor students' learning and guide instruction. Students plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners' diversity. Students foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students

that generate motivation, and promote students social and emotional development. **Assessment Measures:** Students will complete assessments and activities related to classroom management and positive learning environments in EDUS 304, TEDU 410 and TEDU 481. Observation evaluations related to developing positive learning environments are conducted in TEDU 466, TEDU 472 and TEDU 476. Students will create content focused lesson plans and units to support all students as they access the general curriculum and/or participate in remediation/enrichment activities during the following courses: TEDU 414, TEDU 417, TEDU 426, TEDU 422, TEDU 472, TEDU 476, and TEDU 491.

**Core Outcome 14:** The student will be able to make informed decisions about instruction guided by knowledge of children and assessment of children’s learning that result in the use of a variety of effective instructional practices that employ print, and digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective instructional practices. Students use explicit instruction and effective feedback as appropriate, and use whole class discussions to support and enhance children’s learning. Students use flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved learning for every child. **Assessment Measures:** Students will plan transition infused lessons and plans for students with disabilities in the following courses: SEDP 311, SEDP 495. Students will complete class activities, projects and exams that address child development, literacy development and physical development in EDUS 301, TEDU 426 and TEDU 390. Students will be assessed on their ability to make informed instructional decision, use of grouping and individual and small group instruction in TEDU 466, TEDU 472 and TEDU 476.

### **Program Assessment**

The School of Education will assess and evaluate the proposed programs after the initiation year. The School will conduct and report annual assessments of program outcomes in accordance with Virginia Commonwealth University’s Assessment Policy. Reviews at the School and University levels consist of:

- Annual analysis of results of the end-of-program evaluation data to determine students’ satisfaction with the teaching/learning process.
- Analysis and reporting of annual retention and attrition rates to assure optimal success of enrollees.
- Job placement analysis to assure that the program remains current to the workforce needs.
- Analysis of the dissemination of results of student research, presentations, and grant proposals.

An institutional review of the degree program’s mission, goals, learning outcomes, and student successes will occur on a seven-year cycle. This review, directed by Academic Affairs and the Office of Planning and Decision Support, will use institutional data, student and alumni surveys, and learning outcomes assessment to write an Academic Program Review (APR) report that will describe how program goals and learning outcomes have been achieved. The proposed B.S.Ed. programs are scheduled to submit its first Academic Program Review report seven years after program initiation, in 2026.

In addition to unit and University-level monitoring and review, all licensure programs will also be required to maintain VDOE program approval with submission of biennial reports to demonstrate state benchmark standards.

In accordance with the VDOE's requirement that approved programs maintain national program accreditation, all licensure concentrations in the B.S.Ed. program will be required to complete a Council for the Accreditation of Educator Preparation (CAEP) unit review every seven years.<sup>4</sup>

### **Benchmarks of Success**

The following initial benchmarks will be used to gauge the growth and success of the five B.S. in Education programs:

- Enrollment will reach at least 400 students across all five programs by the target year (2023-2024).
- Ninety percent (90%) of students in the program will pass national or state test standards for their licensure concentration. These measures are the Praxis II exam (national) or VCLA (state), which are mandated by the Virginia Department of Education for licensure.
- Within four years of formal admission to the program, 80% of the admitted students will graduate.
- Eighty percent (80%) of students who seek employment will be hired within one year of graduation.
- Of those graduates who found employment, eighty percent (80%) will be teaching in Virginia public schools.
- Ninety percent (90%) of alumni who complete our VCU alumni survey will rate their preparation as being either good or excellent.
- Sixty percent (60%) of students who apply to graduate school will be accepted into a Master's degree program.
- Ninety percent (90%) of employers of our graduates will report that they are likely or very likely to hire another graduate of our program (based on the response to annual employer surveys).
- VCU's School of Education will increase its production of fully licensed educators by fifty percent (50%) by the target year.
- VCU programs will increase the enrollment of under-represented minority students by fifty percent (50%) by the target year.

The B.S.Ed. undergraduate faculty will review the program assessment data annually to assess student satisfaction and track progress in terms of each stated benchmark. If any of the benchmarks of success are not being met, the faculty will re-evaluate and determine appropriate strategies to reach the benchmarks. For example, if less than 80% of the students are not passing the Praxis II exams, one potential strategy would be to have faculty sit for these exams to better determine the content students need to possess and to review the curriculum and course-by-course content accordingly to ensure success.

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<sup>4</sup> <http://caepnet.org/accreditation/about-accreditation/what-is-accreditation>

## **Relationship to Existing Virginia Commonwealth University's Degree Programs**

Currently, Virginia Commonwealth University does not offer any undergraduate programs that lead to licensure in Virginia. These proposed programs have been developed based on a new directive by the Governor that allows undergraduate majors that lead to initial licensure to be offered in a School or College of Education. This was identified as one important strategy for addressing the critical shortage of licensed teachers in the Commonwealth of Virginia. This section will address any relationship to existing degree programs for these four proposed degree programs.

### **Bachelor of Science in Education in Elementary Education and Teaching and Bachelor of Science in Education in Early Childhood Education and Teaching**

These two proposed degree programs have a relationship to a five year accelerated degree program in Early and Elementary Education that has been offered at Virginia Commonwealth University since 2007. This program is the Liberal Studies in Early and Elementary Education; students who graduate from this program earn both a Bachelor's degree in Inter-disciplinary Studies (BIS) and a Master's degree in Teaching (MT) in five years. It is a strong interdisciplinary program and students take courses from faculty in VCU's College of Humanities and Sciences as well as the School of Education. This proposed undergraduate degree program will replace that five year program which will be discontinued once all students currently enrolled in the program either graduate through the program or transfer into the proposed undergraduate program once approved. Students enrolled in the proposed undergraduate program will still take courses in both the College of Humanities and Sciences as well as the School of Education.

### Justification for the Proposed Program

#### **Response to Current Needs (Specific Demands)**

School divisions across the Commonwealth of Virginia are facing a critical shortage of fully licensed teachers and that shortage shows no sign of abating. Urban, high-needs school divisions are prone to teacher shortages. For example, in August 2018, a month before the school year resumed, Richmond Public Schools (RPS) had nearly 100 vacancies in staffing, with 85 of those vacancies in teaching positions. Even more alarming, most of these vacancies were at the elementary level with 53 teaching positions in RPS' elementary sites. Unfortunately, this shortage is not new to RPS. The year prior in August 2017, RPS had 109 total vacant teaching positions. This trend also holds true for neighboring divisions in the Tri-Cities area of Petersburg, Hopewell and Dinwiddie. In 2016, VDOE reported that the Tri-Cities area had more than a 1,000 vacant teaching positions leading up to the school year, an increase by 200 from the previous year. In 2016-17, there were more than 300 vacant special education positions and 200 vacant elementary education positions in the Tri-Cities area. This trend raises concerns for district leaders and VCU's School of Education. As the largest research institution and producer of highly-qualified teachers in the Greater Richmond area, the VCU School of Education plays a



pivotal role in addressing teacher shortage in these areas. In the 2018-19 school year, the Virginia Department of Education (VDOE) identified a critical shortage in ten teaching endorsement areas. The list of critical shortage areas in the Commonwealth are listed below.

1. Special Education
2. Elementary Education PreK-6
3. Middle Education Grades 6-8
4. Career and Technical Education
5. Mathematics Grades 6-12 (including Algebra 1)
6. School Counselor PreK-12
7. English (Secondary)
8. Science (Secondary)
9. Foreign Language PreK-12
10. Health and Physical Education PreK-12

School divisions on average have received applications from three or fewer qualified candidates for vacancies in these teaching endorsement areas, which has led to the identification of critical shortages. Our proposal seeks to initiate three programs that prepare highly-qualified teachers in two of the highest priority areas of critical teacher shortages: Special Education and Elementary Education (both the Early Childhood and Teaching and the Elementary Education and Teaching address these two critical shortage areas). First, the need for elementary education teachers is growing in Virginia and currently has the second highest number of unfilled positions (200) in Virginia (with special education being the highest at 300+) (Annual Report, 2018 available at <http://www.doe.virginia.gov/boe/reports/index.shtml>). In addition, the critical shortage area of Health and Physical Education is included in Virginia Commonwealth's proposal for new undergraduate programs. Lastly, our proposed program in Secondary Education with a concentration in Engineering Education is our plan for addressing both the need for Mathematics and Science teachers at the Secondary level.

### **Why Virginia Commonwealth University?**

Virginia Commonwealth University has a strong commitment to diversity, equity and inclusion as described in its strategic plan. VCU's School of Education has a similar mission and strategic plan to address the needs of Virginia's urban school divisions and the surrounding communities. These programs provide initial licensure coursework and experiences that address the critical needs of students in our urban and high-needs school divisions. We have infused information into our programs to prepare future teachers to address the needs of a diverse group of students, including those who have experienced trauma, those who are English-language learners, those with disabilities who are included in general education classrooms, and those who struggle with learning and who are at risk of being identified with disabilities.

The School of Education has existing collaborative partnerships with Virginia School Divisions surrounding Richmond (Region I), as well as other divisions across the Commonwealth, particularly for clinical/student teaching placements for our graduate students. These will continue for the students who enroll in the proposed B.S. Ed. programs in Elementary Education

and Teaching, Early Childhood and Teaching, Health and Physical Education, Secondary Education and Teaching with a concentration in Engineering Education, and Special Education and Teaching with a concentration in General Education.

Appendix H – Letters of Support

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**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA**  
**SUMMARY OF PROJECTED ENROLLMENTS IN PROPOSED PROGRAM**

**Projected enrollment: B.S. Ed. in Elementary Education and Teaching**

Year 1		Year 2		Year 3		Year 4 Target Year (2-year institutions)			Year 5 Target Year (4-year institutions)		
2019 - 2020		2020 - 2021		2021 – 2022		2022 - 2023			2023 - 2024		
HDCT	FTES	HDCT	FTES	HDCT	FTES	HDCT	FTES	GRAD	HDCT	FTES	GRAD
<u>50</u>	<u>50</u>	<u>90</u>	<u>90</u>	<u>130</u>	<u>130</u>	<u>170</u>	<u>170</u>	<u>    </u>	<u>170</u>	<u>170</u>	<u>40</u>

Assumptions:

Retention percentage: 80%

Percentage of full-time students 100% Percentage of part-time students 0%

Full-time students credit hours per semester: 15

Full-time students graduate in 4 years

Projected Resource Needs for the Proposed Programs

**Resource Needs**

Virginia Commonwealth University, the School of Education, and the Departments of Teaching and Learning and Counseling and Special Education have the resources needed to initiate and sustain the following proposed degree programs: Elementary Education and Teaching; Early Childhood Education and Teaching; Secondary Education and Teaching with a concentration in Engineering Education; Health and Physical Education; and Special Education and Teaching General. The following subsections detail the resources required to operate the programs from their initiation in the fall 2019 through the target year 2023-24. Assessments of need for full-time, part-time, and adjunct faculty are based on a ratio of 1.0 FTE of instructional effort for every 20 FTE students in lower division courses and 1.0 FTE of instructional effort for 14 FTE students in upper division courses (including any required graduate courses needed for licensure). The proposed programs will require a total of 3.85 FTE faculty in 2019-20, rising to 26.65 FTE by the target year of 2023-24.

### **Full-time Faculty**

For the initiation year one (1) faculty member from the Department of Foundations of Education will provide .65 FTE. By target year, an additional 10 faculty members from the Department of Foundations of Education, the Department of Teaching and Learning, and the Department of Counseling and Special Education will provide 10 FTE for a total of 10.65 full-time FTE. Of these, 8.65 FTE are reallocations and 2.0 FTE are new faculty lines.

The Dean of the School of Education has committed resources for another 4 faculty members (2.0 FTE) who will be available to teach in the proposed undergraduate degree programs in the Department of Teaching and Learning and the Department of Counseling and Special Education. The new faculty members will be hired at the rank of Assistant Professor with a combined salary of \$300,000 and benefits of \$118,200.

### **Part-time Faculty**

For the initiation year, two (2) faculty members from the Departments of Teaching and Learning, two (2) faculty members from the Department of Counseling and Special Education, and three (3) faculty from the Department of Foundations of Education will provide 2.0 FTE. By the target year, an additional 6.50 will be added for a total FTE of part-time faculty will rise to 8.50 FTE. These FTE are reallocations.

### **Adjunct Faculty**

For the initiation year, adjunct faculty will provide 1.20 FTE for the proposed degree program. For the target year this will add 6.30 FTE for a total of 7.50 FTE. Adjunct instructors will be across most departments and Schools/Colleges of the university including SOE Departments of Teaching and Learning, Counseling and Special Education, and Foundations of Education and Colleges of Humanities and Sciences and Engineering. Currently, adjunct faculty in the School of Education receive \$3000 in salary per course.

### **Graduate Assistants**

No graduate assistants are required to initiate or sustain proposed degree programs.

### **Classified Positions**

Classified support for these proposed programs will come from a reallocation of .60 FTE for a clerical staff person who will arrange clinical placements for students in the undergraduate degree programs.

An undergraduate advisor will be needed for the initiation year at .80 FTE. For the target year, an additional advisor at .70 FTE will be added. This represents a salary of \$50,716 and related fringe benefits are \$19,981 in the initiation year, with salaries of \$113,416 and fringe benefits of \$37,688 in the target year.

### **Targeted Financial Aid**

No targeted financial aid is needed to initiate and sustain the proposed degree program.

**Equipment (including computers)**

No new equipment, including computers, is needed to initiate or sustain the proposed degree program. The equipment resources are sufficient to initiate and sustain this proposed degree program. For new hires, existing furniture and equipment (including computers) will be provided.

**Library**

No additional library resources are required to initiate or sustain the proposed degree programs. VCU's James Branch Cabell Library has resources that include journals, magazines, electronic materials, and other publications for education. In addition, students and faculty can borrow items not in the VCU collection through inter-library loans.

**Telecommunications**

No additional telecommunication resources are needed to initiate and sustain this proposed degree program. Telecommunications equipment is provided by the School and University, often through funds from student technology fees. For new hires, existing telecommunications services and devices will be used.

**Space**

No new or additional space is required to initiate or sustain the proposed new degree program. There is adequate space on VCU's campus for classrooms, meetings, and current and future offices. The space resources are sufficient to initiate and sustain this proposed degree program.

**Other Resources (specify)**

No other resources other than those described above are needed to initiate and sustain this proposed degree program.

**Resource Needs: Part A – D**

**Part A: Answer the following questions about general budget information.**

- Has or will the institution submit an addendum budget request to cover one-time costs? Yes \_\_\_\_\_ No   X
- Has or will the institution submit an addendum budget request to cover operating costs? Yes \_\_\_\_\_ No   X
- Will there be any operating budget requests for this program that would exceed normal operating budget guidelines (for example, unusual faculty mix, faculty salaries, or resources)? Yes \_\_\_\_\_ No   X
- Will each type of space for the proposed program be within projected guidelines? Yes   X   No \_\_\_\_\_
- Will a capital outlay request in support of this program be forthcoming? Yes \_\_\_\_\_ No   X

**Part B-1: Fill in the number of FTE positions needed for the B.S.Ed. Degree Programs**

	Program Initiation Year		Expected by Target Enrollment Year	
	2019 - 2020		2023 - 2024	
	On-going and reallocated	Added (New)	Added (New)***	Total FTE positions
Full-time faculty FTE*	0.65		10.00	10.65
Part-time faculty FTE**	2.00		6.50	8.50
Adjunct faculty	1.20		6.30	7.50
Graduate assistants (HDCT)				0.00
Classified positions	0.60	0.80	0.70	2.10
<b>TOTAL</b>	<b>4.45</b>	<b>0.80</b>	<b>23.50</b>	<b>28.75</b>
*Faculty dedicated to the program. **Faculty effort can be in the department or split with another unit.				
*** Added <b>after</b> initiation year				

**Part C: Estimated resources to initiate and operate the proposed B.S. Ed. Degree Programs**

	Program Initiation Year		Expected by Target Enrollment Year	
	2019- 2020		2023- 2024	
Full-time faculty	0.65	0.00	10.00	10.65
salaries	\$48,750		\$750,750	\$799,500
fringe benefits	\$19,208		\$295,796	\$315,003
Part-time faculty (faculty FTE split with unit(s))	2.00	0.00	6.50	8.50
salaries	\$150,750		\$516,740	\$667,490
fringe benefits	\$59,396		\$203,596	\$262,991
Adjunct faculty	1.20	0.00	6.30	7.50
salaries	\$3,600		\$18,900	\$22,500
fringe benefits	\$292		\$1,531	\$1,823
Graduate assistants	0.00	0.00	0.00	0.00
salaries				\$0
fringe benefits				\$0
Classified Positions	0.60	0.80	0.70	2.10
salaries	\$19,800	\$26,400	\$23,100	\$69,300
fringe benefits	\$7,801	\$10,402	\$9,101	\$27,304
<b>Personnel cost</b>				
salaries	\$222,900	\$26,400	\$1,309,490	\$1,558,790
fringe benefits	\$86,696	\$10,402	\$510,023	\$607,121
Total personnel cost	\$309,596	\$36,802	\$1,819,513	\$2,165,911
Equipment				\$0
Library				\$0
Telecommunication costs				\$0
Other costs				\$0
<b>TOTAL</b>	<b>\$309,596</b>	<b>\$36,802</b>	<b>\$1,819,513</b>	<b>\$2,165,911</b>

**Part D: Certification Statement(s)**

The institution will require additional state funding to initiate and sustain this program.

Yes \_\_\_\_\_  
 Signature of Chief Academic Officer  
 No \_\_\_\_\_  
 Signature of Chief Academic Officer

If “no,” please complete items 1, 2, and 3 below.

**1. Estimated \$\$ and funding source to initiate and operate the programs.**

Funding Source	Program initiation year 2019-2020	Target enrollment year 2023-2024
Reallocation within the department <i>(Note below the impact this will have within the department.)</i>	\$16,728	\$789,353
Reallocation within the school or college <i>(Note below the impact this will have within the school or college.)</i>	\$292,868	\$570,030
Reallocation within the institution <i>(Note below the impact this will have within the institution.)</i>	\$0	\$0
Other funding sources <i>(Specify and note if these are currently available or anticipated.)</i>	\$36,802	\$460,130

**2. Statement of Impact/Other Funding Sources. A separate detailed explanation of funding is required for each source used and a statement of impact on existing resources.**

**Reallocation within the department**

There will be reallocations within the Departments of Teaching and Learning, Foundations, and Counseling and Special Education. Faculty who currently teach graduate courses in the departments will change their teaching load to cover courses in the proposed undergraduate degree programs. It is planned that the initial teaching licensure program in elementary education will be closed once students currently in the program graduate from those programs. For special education, it is believed that enrollment in the graduate initial licensure program will decrease substantially and possibly close given the initiation of this initial licensure program at the undergraduate level. Other faculty in the two departments will be teaching undergraduate courses that are required for all new undergraduate programs so they will be including students from all four of these areas into their courses.



**Reallocation within the school or college**

The total reallocation within the School of Education includes faculty in departments outside of the program home who will refocus their teaching effort to include students in those programs into their new and/or existing undergraduate courses. In addition, clerical staff listed for these programs include reallocating the time of a student services employee to oversee clinical placements of these students from her current work of overseeing clinical placements of students in graduate programs that will be significantly decreasing in size and/or closing. New undergraduate advising staff in the target year will be devoting time to serving the students in these programs.

**Reallocation within the institution**

The total reallocation within the institution includes faculty from the College of Engineering as well as the College of Humanities and Sciences who will be including students from these programs in courses that already exist in their Colleges, or adjunct instructors who will teach new courses required for the programs.

**Other funding sources**

**3. Secondary Certification.**

If resources are reallocated from another unit to support this proposal, the institution will not subsequently request additional state funding to restore those resources for their original purpose.

\_\_\_\_\_ Agree \_\_\_\_\_  
Signature of Chief Academic Officer

\_\_\_\_\_ Disagree \_\_\_\_\_  
Signature of Chief Academic Officer

## Appendix A - Sample Plan of Study

### B.S. Ed. in Elementary Education and Teaching (Full-time Student)

Year	Fall Semester (credits)	Spring Semester (credits)
<b>Freshman</b>	Tier 1 General Education Requirement– UNIV 111 (3)	Tier 1 General Education Requirement – UNIV 112 (3)
	Tier II General Education Requirement– Quantitative Literacy course from approved list (e.g., MATH 131) (3)	CHEM 100 Introductory Chemistry <b>OR</b> CHEM 101 General Chemistry <b>OR</b> CHEM 110 Chemistry and Society (3 or 4 cr. If lab is chosen as one of 2 science courses with lab)
	Tier II General Education Requirement – Natural/Physical Sciences (3 or 4 cr. if lab is chosen as one of 2 science courses with lab)	EDUS 202 Diversity, Democracy, and Ethics (4)
	Tier II General Education Requirement - Social/Behavior Science (3)	HIST 103 Survey of American History (3)
	SOE General Education Requirement: TEDU 101 Introduction to Teaching (3)	Tier II General Education Requirement Humanities/Fine Arts (3)
<b>Sophomore</b>	Tier II General Education Requirement – Research and Academic Writing UNIV 200 (3)	MATH 362 Algebra and Functions (3)
	EDUS 301 Human Growth and Development (3)	ENVS 105 Physical Geology <b>OR</b> ENVS 201 Earth System Science <b>OR</b> ENVS 301 Introduction to Meteorology, <b>OR</b> ENVS 310 Introduction to Oceanography <b>OR</b> URSP 204 Physical Geography(3 or 4 credits if lab is chosen as one of 2 science courses with lab)
	PHYS 101 Foundations of Physics <b>OR</b> INSC 201 Energy!, <b>OR</b> INSC 300 Experiencing Science (3 or 4 credits if lab is chosen as one of 2 science courses with lab)	SEDP 330 Survey of Special Education (3)

<b>Year</b>	<b>Fall Semester (credits)</b>	<b>Spring Semester (credits)</b>
	MATH 361 Numbers and Operations (3)	ECON 203 Introduction to Economics (3)
	TEDU 390 Movement Education (3)	HIST 356 History of Virginia (3)
<b>Junior</b>	MATH 303 Investigations in Geometry (3)	SEDP 401/EDUS 401 Assessment in Diverse Settings (3)
	TEDU 389 The Teaching of Writing Skills (3)	STAT 206 Data Analysis and Statistics for Elementary Educators (3)
	TEDU 413 Curriculum Methods and Instructional Models (3)	EDUS 304 Educational Psychology for Educators (2)
	TEDU 386 Children's Literature I (3)	TEDU 466 Literacy Assessment and Intervention in the Early/ Elementary Classroom (4)
	TEDU 426 Teaching Reading and Other Language Arts (3)	SOE General Education Requirement: TEDU 411 Integrating the Arts (3)
<b>Senior</b>	TEDU/SEDP 410 Building a Community of Learners: Classroom Management (3)	TEDU 472 Internship I (PK-2) (4)
	TEDU 510 Instructional Technology in PK-12 Environments (2)	TEDU 474 Internship II (3-5) (4)
	TEDU 422 Early/Elementary Math Methods Math/Science Methods (3)	TEDU 452 Teaching English Language Learners (2)
	TEDU 417 Early/Elementary Science Methods (3)	Tier III: General Education Requirement: Capstone TEDU 481 Teaching as a Profession (3)
	TEDU 496 Early/Elementary Social Studies Methods (3)	

*\*Two of the science content courses must include a 1 credit lab for a total of 2 credits of lab work during the program. (May include 2 of the following labs BIOZ101, CHEZ101, CHEZ110, PHYZ101, ENVZ 105, URSZ 204)*

- Credit Hours – Freshman – Fall Term – 15/16
- Credit Hours – Freshman – Spring Term – 16/17
- Credit Hours – Sophomore – Fall Term – 15/16
- Credit Hours – Sophomore – Spring Term – 15/16
- Credit Hours – Junior – Fall Term - 15
- Credit Hours – Junior – Spring Term - 15
- Credit Hours – Senior – Fall Term - 14
- Credit Hours – Senior – Spring Term - 13

## Appendix B - Course Descriptions

### **B.S.Ed.in Education in Elementary Education and Teaching**

### **B.S.Ed. in Early Childhood Education and Teaching**

#### **Core Courses**

EDUS 202\*\*. Diversity, Democracy, and Ethics. 4 Hours. Semester course; 4 hours. 4 credits. This course engages students in critical exploration of public education in the United States within sociocultural, historical, and philosophical contexts. It examines the relationships between our increasingly diverse society and education in a democracy. Students will be taught the ethical obligations of educational professionals and how to become active agents for democratic, equity-oriented schools. In addition, the course will explore legal and policy aspects of education.

EDUS 301. Human Development and Learning. 3 Hours. Semester course; 3 lecture hours. 3 credits. A study of human development through the lifespan with special emphasis on child and adolescent psychology, the nature of learning, and basic concepts of learning theories.

EDUS 304\*. Educational Psychology for Educators. 2 Hours. (delivered online, face to face, or hybrid). Semester course; 2 lecture hours. 2 credits. The application of psychological principles to the teaching-learning process, with special emphasis on theories of learning and development. This course explores the application of psychological principles to the teaching-learning process, with special emphasis on learning and development. Intended specifically for pre- and in-service educators, the course will require students to apply theory and research in educational psychology to their prior, current, and future teaching experiences.

SEDP 330. Survey of Special Education. 3 Hours. Semester course; 3 lecture hours. 3 credits. Presents an overview of the historical basis and regulatory requirements related to special education, including the individual education program as a legal document and the rights and responsibilities of parents, teachers and schools. The characteristics of learners with disabilities and their educational and medical implications are also examined, as well as the cultural, familial and ethical issues involved.

SEDP/EDUS 401\*. Assessment in Diverse Setting. 3 hours. Semester course; 3 lecture hours. 3 credits. This course explores all aspects of assessment that a teacher encounters in prek-12 educational settings. The course will discuss current assessment theories, approaches, and instruments used to measure the performance of the children and students representing the diverse learners in today's classrooms; including students with and without disabilities, English language learners, and students representing a range of cultural backgrounds. Assessments at all stages of instruction (before, during, and after), including formal and informal assessments and their applications in an inclusive educational setting will be addressed. Particular attention is paid to the ways in which teachers can gather and use assessments to make data-informed decisions for effective instruction and intervention leading to optimal child development and student achievement. Specifically, the course will explore the relationships among content standards, instruction and assessment as well as ways to use a variety of assessments to monitor to student progress. The course emphasizes making valid inferences from assessments in a variety of formats, understanding the legal and policy context of assessment, and the implications for

appropriate grading practices and decision-making. Course content and assignments will promote critical thinking and problem solving skills.

TEDU/SEDP 410\*. Building a Community of Learners: Classroom Management. 3 hours. Semester course; 3 lecture hours. 3 credits. The course is designed to encompass Pre-K through 12 classroom management theory and application, motivation theory and application, diversity, socio-emotional development, trauma informed care and restorative justice for regular education and special education students.

TEDU 413\*. Curriculum Methods and Instructional Models. 3 hours. Semester course; 3 lecture hours. 3 credits. In accordance with the VCU School of Education Conceptual Framework (CF), “Educator as Critically Reflective Practitioner,” students will partake in various activities that provide and promote opportunities that invite reflective practices. A study of developmentally appropriate curriculum methods for teaching PK- 12th children, including lesson planning, curriculum selection and use of instructional models, selecting appropriate support materials, and celebrating diversity. This course is a 3 credit, 40 hour lecture style class that also includes a 20 hour field placement experience as well.

TEDU 452\*. Teaching English Language Learners. 2 hours. Semester course; 2 lecture hours. 2 credits. This course is designed to help teachers who plan to teach English and other content areas to Pk-12 students who are speakers of other languages. The course includes attention to social and cultural contexts, the diversity of emergent bilingual students in the United States, legal and policy contexts, models of ESL programs, and advocacy for students. We also develop skills in lesson preparation and delivery for emergent bilingual students, both within ESL classrooms as well as in other content area classrooms.

TEDU 510. Instructional Technology in PK-12 Environments. Semester course; 2 lecture hours. 2 credits. An introduction to effectively integrating technology into pK-12 instruction to improve student learning outcomes. Students will have hands-on experiences with a variety of current instructional technologies and learn how to integrate these technologies into their practice using research-driven theoretical frameworks. This hybrid course includes both online and face-to-face learning activities; it also models technology-rich face-to-face instruction for students as well as hybrid and fully online instructional methods. Students will design technology-rich instructional modules that can be utilized to improve student learning in their content areas, as well as develop personal learning networks that will continue to provide them with informal and independent learning opportunities well after the conclusion of the course.

### **Courses for both Early Childhood PK-3 and Elementary Education PK-6**

BIOL 101. Biological Concepts. 3 Hours. Semester course; 3 lecture hours. 3 credits. A topical approach to basic biological principles. Topics include molecular aspects of cells, bioenergetics, photosynthesis, cellular respiration, cellular and organismal reproduction, genetics and evolution, and ecology. Not applicable for credit toward the major in biology.

CHEM 100. Introductory Chemistry. 3 Hours. Semester course; 3 lecture and 1 problem session hour. 3 credits. Prerequisite: students must be eligible to take [MATH 131](#) or higher. A course in

the elementary principles of chemistry for individuals who do not meet the criteria for enrollment in [CHEM 101](#); required for all students without a high school chemistry background who need to take [CHEM 101](#)-102. These credits may not be used to satisfy any chemistry course requirements in the College of Humanities and Sciences.

CHEM 101. General Chemistry. 3 Hours. Continuous courses; 3 lecture and 1 recitation hour. 3-3 credits. Prerequisite: [CHEM 100](#) with a grade of C or higher, or high school chemistry and a satisfactory combination of Math SAT score and high school GPA. Pre- or corequisite: [MATH 151](#). Prerequisite for [CHEM 102](#): [CHEM 101](#) with a grade of C or higher. Fundamental principles and theories of chemistry, including qualitative analysis.

CHEM 110. Chemistry and Society. 3 Hours. Semester course; 3 lecture hours. 3 credits. The basic principles of chemistry are presented through the use of decision-making activities related to real-world societal issues. Not applicable for credit toward the B.S. in Chemistry.

ECON 203. Introduction to Economics. 3 Hours. Semester course; 3 lecture hours. 3 credits. A survey of economic principles, institutions and problems. The course is designed to provide basic economic understanding for students who do not expect to major in economics or in the School of Business. Not applicable for credit toward economics and business majors. Also note that students may receive credit for only two of the following three courses: [ECON 203](#), [210](#) or [211](#).

ENVS 105. Physical Geology. 3 Hours. Semester course; 3 lecture hours. 3 credits. A descriptive approach to physical geology dealing with the history and structure of the earth, catastrophic events and geology as it relates to the contemporary environment. An optional laboratory, [ENVZ 105](#), may be taken with this course.

ENVS 201. Earth System Science. 3 Hours. Semester course; 2 lecture and 2 laboratory hours. 3 credits. An introduction to the processes of and linkages among the major systems that drive planet Earth. The biosphere, geosphere, hydrosphere, atmosphere and sociosphere are presented as dynamic and interdependent systems. Labs/discussion sections will include both computer modeling of integrated systems and lab activities/field trip(s) at the Rice Center for Environmental Life Sciences.

ENVS 301. Introduction to Meteorology. 3 Hours. Semester course; 3 lecture hours. 3 credits. An introductory course designed to provide the student with an overview of the structures and processes that cause weather. These include atmospheric circulations and the weather patterns that we observe. Emphasis will be placed upon the tracking and display of weather phenomena, as well as their forecast movement and impact.

ENVS 310. Introduction to Oceanography. 3 Hours. Semester course; 3 lecture hours. 3 credits. An introductory course designed to provide the student with an overview of the structures and processes of the world's oceans. These include the systems that impact the oceans: the hydrosphere, the atmosphere, the geosphere, the biosphere and the sociosphere. Emphasis will be placed upon hands-on techniques for understanding these systems, including online simulations and in-class activities.

HIST 103. Survey of American History. 3 Hours. Semester courses; 3 lecture hours. 3, 3 credits. A survey of American civilization from prehistory to the present, emphasizing the events, ideas and institutions that have shaped, influenced and defined America's place in the world. First semester: to Reconstruction. Second semester: Reconstruction to present.

HIST 356. History of Virginia I. 3 Hours. Semester course; 3 lecture hours. 3 credits. Focuses on the central themes, events and personalities of the state's history from the pre-colonial period to 1865.

INSC 201. Energy!. 3 Hours. Semester course; 3 lecture hours. 3 credits. Prerequisite: [MATH 131](#), [141](#), [151](#), [200](#), or higher; or MGMT 171, 212, or 301; or [STAT 208](#), [210](#), [212](#), or higher; or satisfactory score on the VCU Mathematics Placement Test within the one-year period immediately preceding the beginning of the course. A study of global energy demands, how they are being met, environmental consequences and alternative energy sources.

INSC 300. Experiencing Science. 3 Hours. Semester course; 5 studio hours. 3 credits. Prerequisites: 4 credits in biology, 3 credits in physical science, 3 credits in mathematics, and [STAT 208](#), [210](#), [212](#), or 312. Study of the methods and processes used by scientists in investigations. Guided, active replication of great discoveries in major scientific disciplines in physical science, life science and earth science.

MATH 303. Investigations in Geometry. 3 Hours. Semester course; 2 lecture and 3 laboratory hours. 3 credits. Prerequisite: [MATH 361](#). Restricted to students majoring in the liberal studies for early and elementary education in the Bachelor of Interdisciplinary Studies program. A study of topics in Euclidean geometry to include congruence, similarity, measurement, coordinate geometry, symmetry and transformation in both two and three dimensions. These topics will be investigated using manipulatives and computer software.

MATH 361. Numbers and Operations. 3 Hours. Semester course; 3 lecture hours. 3 credits. Prerequisite: [TEDU 101](#) and either [MATH 131](#) or satisfactory score on the VCU Mathematics Placement Test within the one-year period immediately preceding the beginning of the course. Ways of representing numbers, relationships between numbers, number systems, the meanings of operations and how they relate to one another, and computation within the number systems as a foundation for algebra. Structured observations and tutoring of elementary-level students. Restricted to students majoring in the liberal studies concentration for early and elementary education in the Bachelor of Interdisciplinary Studies program.

MATH 362. Algebra and Functions. 3 Hours. Semester course; 3 lecture hours. 3 credits. Prerequisite: [MATH 361](#). Topics include algebraic concepts, linear, quadratic, exponential, logarithmic, trigonometric functions including graphical modeling of physical phenomena. Attention will be given to the use of graphing technology, the transition from arithmetic to algebra, working with quantitative change, and the description and prediction of change. Structured observations and tutoring of elementary-level students. Restricted to B.I.S. students in the liberal studies for early and elementary education concentration.

PHYS 101. Foundations of Physics. 3 Hours. Semester course; 3 lecture hours. 3 credits. For non-science majors. Introduction to the fundamental ideas of physics. The course covers selected topics in mechanics, heat, optics, electricity and magnetism and modern physics. Not applicable toward the physics major. An optional laboratory may be taken with this course. See PHYZ 101L.

POLI 103. U.S. Government. 3 Hours. Semester course; 3 lecture hours. 3 credits. A study of American national government focusing on its underlying political ideas, constitutional basis, major institutions and their interaction in the determination of public policy.

STAT 206. Data Analysis and Statistics for Elementary Education. 3 Hours. Semester course; 3 lecture hours. 3 credits. Enrollment is restricted to students majoring in liberal studies for early and elementary education who have received a passing score on the PRAXIS I exam. Understanding probability, describing data both graphically and numerically, regression/correlation, common distributions and interpretation, item analysis for tests, interpreting test scores and educational studies, experimental design and limitations, comparing results using t-tests. This course relies heavily on using a graphing calculator as a data-analysis tool. Students may receive credit toward graduation for only one of [STAT 206](#), [STAT 208](#), [STAT 210](#), [STAT 212](#), STAT 312 or [SCMA 301](#).

TEDU 101. Introduction to Teaching. 3 Hours. Semester course; 3 lecture hours. 3 credits. Provides undergraduate students with an introduction to teaching and learning in elementary settings. Students will explore current educational reforms and their influences on elementary schools and students. Service-learning activities will enable students to gain firsthand experiences in urban elementary classrooms.

TEDU 390\*. Movement Education. 3 Hours. Semester course; 2 lecture and 2 laboratory hours. 3 credits. This service-learning course will examine the physiological changes that occur in the brain as a result of moderate physical activity and the relationship to increased cognition. Students will also examine how to develop movement-based lessons to complement existing curricula across all content areas. Students enrolled in this course will receive a movement education certification upon completion of the course requirements. Methods and curriculum planning in physical education for the elementary school teacher and physical education specialist. Emphasis is placed on using activities and games to foster the growth and development of the child with a focus on the psychomotor and affective domains.

TEDU 411. Integrating the Arts in Curriculum for Young Children. 3 Hours. Semester course; 3 lecture hours. 3 credits. Provides pre-service teachers with an understanding of how experiences in visual art, music, drama and movement can be used to support the growth and development of children ages 3 to 8. Students will learn of the importance of all of the arts for children's cognitive, socio-emotional and psychomotor development. Emphasis will be given to integrating developmentally appropriate experiences in the arts into early childhood curriculum.

TEDU 466\*. Literacy Assessment and Intervention in the Early/ Elementary Classroom. 3 Hours. Semester course; 3 lecture hours. 3 credits. This course studies reading problems by focusing on reading diagnosis and intervention related to classroom settings. This course



involves evaluating and tutoring individual students with reading difficulties. Emphasis is placed on making decisions based upon students' individual needs and critical reflection to improve instruction. Throughout the semester, you will develop skills as an educator who is a critically reflective practitioner using the VCU School of Education Conceptual Framework (CF) as a guide. Completion of a supervised practicum is a requirement of the course.

TEDU 481\*. Teaching as a Profession. 3 Hours. Semester course; 3 lecture hours. 3 credits. This course is a companion piece to the student internship in elementary education. Its major purposes are to cultivate the knowledge, dispositions and skills of a critically reflective practitioner into actual teaching practice. To do so, this class provides opportunities for interns to describe, analyze, and evaluate the curricular, instructional, and management decisions they make during their internship. In addition, this course focuses on professionalism and ethical standards, as well as personal integrity in the teaching profession.

URSP 204. Physical Geography: Geomorphology and Soils. 3 Hours. Semester courses; 3 lecture hours. 3 credits. Analysis of the interrelated systems of the earth. Content includes earth materials, tectonics, weathering, erosion, landforms and soils.

### **Teacher Education Courses for Early Childhood and Teaching (PK-3)**

ECSE 301\*. Developmental Assessment for Young Children. 3 Hours. Semester course; 3 lecture hours. 3 credits. The purpose of this course is to equip early childhood professionals with strong foundational knowledge and application skills in screening and assessment of young children birth through age eight in inclusive settings. The focus of the course is to introduce formal and informal developmental assessment through a variety of formats and approaches. In addition, students will learn structured and unstructured observations of young children with or without disabilities in inclusive settings. Survey, review, and critique of standardized and non-standardized tests as well as the use of test data in planning instruction will be covered. This course provides experiences to increase awareness of, and knowledge about, a variety of assessment procedures appropriate for use with children birth through age eight. Students completing the course will be prepared to make professional decisions regarding the screening, assessment, and ongoing evaluation of typically developing children and children with or at risk for disabilities.

ECSE 410\*. Play-based Instruction for Inclusive Settings. 3 Hours. Semester course; 3 lecture hours. 3 credits. This course is designed to introduce students to the sources, concepts, theory, and integrated approaches to play-based instruction for young children with or without disabilities from diverse backgrounds, including school, home, and community settings. Young children's development and learning are viewed as integral components of play. Various approaches to formal and informal play will be addressed through a hybrid format of course delivery that includes face to face lectures, online discussions and reflections, onsite observations, and case-based inquiries. This course particularly values the critical role of families in child development, therefore emphasize family involvement in play-based instructions across all settings.

TEDU 385\*. Teaching Writing through Children's Literature. 3 Hours. Semester course; 3 lecture hours. 3 credits. This course will focus on the art of teaching writing through the use of quality children's literature. The course is designed to give students an appreciation of the value of children's literature, examine current trends, and explore the use of literature across the genres as tools for developing readers and writers. In addition, students will learn to construct a successful community of writers in PK and elementary classrooms. We will critically examine theory, techniques, and strategies in the context of how children learn to think and write. A focus on pedagogical and rhetorical theory will include an examination of personal writing processes.

TEDU 416\*. Math/Science Methods for Early Childhood Education. 4 hours. Semester course; 4 3.5 hour lecture and .5 hours field experience. 4 credits. TEDU 416 is a combined math and science early and elementary methods course that focuses on the teaching of mathematics and science in a PK through 3rd grade classroom. The course is a lecture/ hands-on course connected with a practicum experience in a local PK-3rd grade classroom. This course is designed to teach pre-service teachers how to plan, implement, and assess strong student centered mathematics and science lessons in today's diverse classrooms. Activities and assignments will focus on research based practices, effectively using a variety of instructional strategies, and using hands-on experiences to help students develop their understanding of abstract math and science concepts. The class will help to position the pre-service teacher as a reflective decision maker.

TEDU 425\*. Emergent and Early Literacy. 3 Hours. Semester course; 3 lecture hours. 3 credits. This course provides an introduction to the theories, concepts, pedagogical approaches, methods, and materials used to promote early literacy acquisition and development. Within the framework of the stages of literacy development, students will develop competency in the components of emergent literacy including language development, phonological and phonemic awareness, phonics, fluency, comprehension, vocabulary and writing. Application of course content in preschool and early elementary classrooms will encourage critical reflection on pedagogical approaches as students meet the diverse language and learning needs of young children ages birth to eight.

TEDU 471\*. Internship I (PK-K). 4 hours. Semester course; 4 field experience hours. 4 credits. This internship serves as the teacher candidate's culminating clinical experience. It provides students with an opportunity to demonstrate what they have learned during their professional academic preparation. In addition, it serves as an opportunity for public school and VCU personnel to evaluate and strengthen teacher candidates' application of theory to practice in an early childhood classroom setting. In TEDU 471, teacher candidates complete a full-time 7-8 week placement in a PK/K classroom and assume full responsibility for planning and implementing instruction under the tutelage of a cooperating teacher for a minimum of two weeks.

TEDU 475\*. Internship II (1-3). 4 hours. Semester course; 4 field experience hours. 4 credits. This internship serves as the teacher candidate's culminating clinical experience. It provides students with an opportunity to demonstrate what they have learned during their professional academic preparation. In addition, it serves as an opportunity for public school and VCU personnel to evaluate and strengthen teacher candidates' application of theory to practice in an

early childhood classroom setting. In TEDU 475, teacher candidates complete a full-time 7-8 week placement in a 1-3 grade classroom and assume full responsibility for planning and implementing instruction under the tutelage of a cooperating teacher for a minimum of two weeks.

TEDU 490\*. Social Studies Methods for Early Learners. 2 hours. Semester course; 1.75 lecture .25 field experience. 2 credits. This course's design is centered on helping the pre-service PK-3 early childhood/elementary teacher examine the purpose of social studies education, the connections between the social studies discipline and other curricular areas, and the persisting issues in social studies education in an equitable way for all learners. The course will introduce students to an integrative reflective planning process and a variety of instructional strategies and materials. Its ultimate goal is to prepare students to understand the role of the teacher as a reflective decision maker.

### **Teacher Education Courses for Elementary Education and Teaching (Pk-6)**

TEDU 426. Teaching Reading and Other Language Arts. 3 Hours. Semester course; 3 lecture hours. 3 credits. Presents teaching strategies and materials in reading and the other language arts based on current theory and research. Emphasizes the interrelatedness of listening, speaking, reading and writing and the importance of naturalistic language experiences.

TEDU 417\*. Early/ Elementary Science Methods. 3 Hours. Semester course; 3 lecture hours. 3 credits. An undergraduate course designed to renew and/or expand teacher's knowledge and skills in the teaching of science in the elementary classroom and the community. New materials and materials will be examined in the light of current trends, research findings and professional recommendations.

TEDU 422\*. Early / Elementary Math Methods. 3 Hours. Semester course; 3 lecture hours. 3 credits. TEDU 422 is an early and elementary mathematics methods course that focuses on the teaching of mathematics in the PK through 6th grade classroom. This course is designed to teach pre-service teachers how to plan, implement, and assess strong student based mathematics lessons in today's diverse classrooms. Activities and assignments will focus on research based practices, effectively using a variety of instructional strategies, and using math manipulatives to help students discuss their thinking. The class will help to position the pre-service teacher as a reflective decision maker.

TEDU 389. The Teaching of Writing Skills. 3 Hours. Semester course; 3 lecture hours. 3 credits. Studies the theory and methods for teaching writing to students in middle and secondary schools. Teaches strategies for prewriting, composing, peer revision, evaluation and topic construction. Includes extensive journal and essay writing.

TEDU 386. Children's Literature I. 3 Hours. Semester course; 3 lecture hours. 3 credits. Designed to give students an appreciation of children's literature; includes biography, fable, myth, traditional and modern fanciful tales and poetry, as well as a survey of the history of children's literature.

TEDU 472\*. Internship I (PK-2). 4 Hours. Semester course; 4 field experience hours. 4 credits. Enrollment is restricted to students with passing scores on VCLA and Praxis II. This internship serves as the teacher candidate's culminating clinical experience. It provides students with an opportunity to demonstrate what they have learned during their professional academic preparation. It also serves as an opportunity for public school and VCU personnel to evaluate and strengthen teacher candidates' application of theory to practice in an elementary classroom. Teacher candidates complete a full-time seven-to-eight-week placement in a pre-K/kindergarten to 2nd grade classroom.

TEDU 474\*. Internship II (3-5). 4 Hours. Semester course; 4 field experience hours. 4 credits. This internship serves as the teacher candidate's culminating clinical experience. It provides students with an opportunity to demonstrate what they have learned during their professional academic preparation. In addition it serves as an opportunity for public school and VCU personnel to evaluate and strengthen teacher candidates' application of theory to practice in an elementary classroom. Teacher candidates complete a full-time seven-to-eight-week placement in a 3rd through 5th grade classroom. For this internship there is sometimes an option to be placed in a sixth grade classroom as well.

TEDU 496\*. Early / Elementary Social Studies Methods. 3 Hours. Semester course; 2.75 lecture and .25 field experience hours. 3 credits. This course's design is centered on helping the Pk-6 teacher examine the purpose of social studies education, the connections between the social studies discipline and other curricular areas, and the persisting issues in social studies education in an equitable way for all learners. The course will introduce students to an integrative reflective planning process and a variety of instructional strategies and materials. Its ultimate goal is to prepare students to understand the role of the teacher as a reflective decision maker.

**Appendix C - PK-12 Student Teaching Sites**

<b>Chesterfield County</b>	<b>Henrico County</b>	<b>Hanover County</b>	<b>Richmond City</b>
<u>Hopkins ES</u> 6000 Hopkins Road North Chesterfield, VA 23234	<u>Three Chopt ES</u> 1600 Skipwith Road Henrico, VA 23229	<u>Kersey Creek ES</u> 10004 Learning Lane Mechanicsville, VA 23116	<u>Patrick Henry ES</u> 3411 Semmes Ave, Richmond, VA 23225
<u>Clover Hill ES</u> 5700 Woodlake Village Pkwy Midlothian, VA 23112	<u>Ruby Carver ES</u> 1801 Lauderdale Drive Henrico, VA 23238	<u>Cool Spring ES</u> 9964 Honey Meadows Road Mechanicsville, VA 23116	<u>Miles Jones ES</u> 200 Beaufont Hill Drive Richmond, VA 23225
<u>Enon ES</u> 2001 E. Hundred Rd Chester, VA 23836	<u>Highland Springs HS</u> 600 Pleasant Street Highland Springs, VA 23075	<u>Battlefield Park ES</u> 5501 Mechanicsville Turnpike Mechanicsville, VA 23111	<u>JL Francis ES</u> 5146 Snead Road Richmond, VA 23224
<u>Salem Church ES</u> 9600 Salem Church Road Richmond, Virginia, 23237	<u>Nucklos Farm ES</u> 12351 Graham Meadows Drive Henrico, VA 23233	<u>Rural Point ES</u> 7161 Studley Road Mechanicsville, VA 23116	<u>Westover Hills ES</u> 1211 Jahnke Road Richmond, VA 23225
<u>Gordon ES</u> 11701 Gordon School Road North Chesterfield, VA 23236	<u>Adams ES</u> 600 Laburnum Avenue Henrico, VA 23223	<u>Beaverdam ES</u> 15485 Beaverdam School Road Beaverdam, VA 23015	<u>Chimborazo ES</u> 3000 East Marshall Street Richmond, VA 23223

<b>Chesterfield County</b>	<b>Henrico County</b>	<b>Hanover County</b>	<b>Richmond City</b>
<u>Watkins ES</u> 501 Coalfield Road Midlothian, VA 23114	<u>Maybeury ES</u> 901 Maybeury Drive Henrico, VA 23229	<u>Hanover HS</u> 10307 Chamberlayne Road Mechanicsville, VA 23116	<u>Elizabeth Redd ES</u> 5601 Jahnke Road Richmond, VA 23225
<u>Bettie Weaver ES</u> 3600 James River Road Midlothian, VA 23113	<u>Harvie ES</u> 3401 Harvie Road Henrico, VA 23223	<u>Chickahominy MS</u> 9450 Atlee Station Road Mechanicsville, VA 23116	<u>Holton ES</u> 1600 West Laburnum Avenue Richmond, VA 23227
<u>Elizabeth Scott ES</u> 813 Beginners Trail Loop Chester, VA 23836	<u>Springfield Park ES</u> 4301 Fort McHenry Parkway Glen Allen, VA 23060	<u>Patrick Henry HS</u> 12449 W. Patrick Henry School Ashland, VA 23005	<u>JB Fisher ES</u> 3701 Garden Road Richmond, VA 23235
<u>Hopkins ES</u> 6000 Hopkins Road North Chesterfield, VA 23234	<u>Gayton ES</u> 12481 Church Road Henrico, VA 23233	<u>Atlee HS</u> 9414 Atlee Station Road Mechanicsville, VA 23116	<u>JB Cary ES</u> 3021 Maplewood Avenue Richmond, VA 23221
<u>Robious ES</u> 2801 Robious Crossing Drive Midlothian, VA 23113	<u>Pinchbeck ES</u> 1275 Gaskins Road Henrico, VA 23238	<u>Lee Davis HS</u> 7052 Mechanicsville Turnpike Mechanicsville, VA 23111	<u>Bellevue ES</u> 2301 East Grace Street Richmond, VA 23223

<b>Chesterfield County</b>	<b>Henrico County</b>	<b>Hanover County</b>	<b>Richmond City</b>
<u>Marguerite Christian ES</u> 14801 Woods Edge Road South Chesterfield, VA 23834	<u>JR Tucker HS</u> 2910 Parham Road Henrico, VA 23294	<u>Elmont ES</u> 12007 Cedar Lane Ashland, VA 23005	<u>Elkhardt-Thompson MS</u> 7825 Forest Hill Avenue Richmond, VA 23225
<u>Clover Hill HS</u> 13301 Kellet Green Lane Midlothian, VA 23112	<u>Glen Allen HS</u> 10700 Staples Mill Road Glen Allen, VA 23060	<u>Laurel Meadow ES</u> 8248 Lee-Davis Road Mechanicsville, VA 23111	<u>John Marshall HS</u> 4225 Old Brook Road Richmond, VA 23227
<u>James River HS</u> 3700 James River Road Midlothian, VA 23113	<u>Fairfield MS</u> 5121 Nine Mile Road Henrico, VA 23223	<u>Liberty MS</u> 13496 Liberty School Road Ashland, VA 23005	<u>Armstrong HS</u> 2300 Cool Lane Richmond, VA 23223
<u>Swift Creek MS</u> 3700 Old Hundred Road Midlothian, VA 23112	<u>Pocahontas MS</u> 12000 Three Chopt Road Henrico, VA 23233	<u>Mechanicsville ES</u> 7425 Mechanicsville Elementary Drive Mechanicsville, VA 23111	<u>Thomas Jefferson HS</u> 4100 West Grace Street Richmond, VA 23230
<u>Falling Creek MS</u> 4724 Hopkins Road North Chesterfield, VA 23234	<u>Moody MS</u> 7800 Woodman Road Henrico, VA 23233	<u>Pearson's Corner ES</u> 8290 New Ashcake Road Mechanicsville, VA 23116	<u>Binford MS</u> 1701 Floyd Avenue Richmond, VA 23221
<u>Midlothian HS</u> 401 Charter Colony Parkway Midlothian, VA 23114	<u>Varina HS</u> 7053 Messer Road Henrico, VA 23231	<u>South Anna ES</u> 13122 Walton's Tavern Road Montpelier, VA 23192	<u>George Wythe HS</u> 4314 Crutchfield Street Richmond, VA 23225

<b>Chesterfield County</b>	<b>Henrico County</b>	<b>Hanover County</b>	<b>Richmond City</b>
<u>Monacan HS</u> 11501 Smoketree Drive North Chesterfeild, VA 23236	<u>Highland Springs HS</u> 15 S Oak Ave Highland Springs, VA 23075	<u>Gandy ES</u> 201 Archie Cannon Drive Ashland, VA 23005	<u>Redd ES</u> 5601 Jahnke Road Richmond, VA 23225
<u>LC Bird HS</u> Courthouse Road Chesterfeild, VA 23832	<u>Henrico HS</u> 302 Azalea Ave Henrico, VA 23227		<u>Blackwell Preschool Cnt</u> 300 E 15th St Richmond, VA 23224
<u>Grange Hall ES</u> 19301 Hull Street Road Moseley, VA 2312	<u>Pemberton ES</u> 1400 Pemberton Road Henrico, VA 23238		
<u>Crenshaw ES</u> 11901 Bailey Bridge Road Midlothian, VA 23112	<u>Springfield Park ES</u> 4301 Fort McHenry Parkway Glen Allen, VA 23060		
<u>Evergreen ES</u> 1701 E. Evergreen Parkway Midlothian, VA 23114	<u>Echo Lake ES</u> 5200 Francistown Road Glen Allen, VA 23060		
<u>Bon Air ES</u> 8701 Polk Street North Chesterfield, VA 23235	<u>Deep Run HS</u> 4801 Twin Hickory Road Glen Allen, VA 23059		



<b>Chesterfield County</b>	<b>Henrico County</b>	<b>Hanover County</b>	<b>Richmond City</b>
<u>Ecoff ES</u> 5200 Ecoff Avenue Chester, Virginia 23831	<u>Seven Pines ES</u> 301 Beulah Road Sandston, VA 23150		
<u>Crestwood ES</u> 7600 Whittington Drive Richmond, VA 23225	<u>Henrico HS</u> 302 Azalea Ave Henrico, VA 23227		
<u>Reams Road ES</u> 10141 Reams Road Richmond, VA 23236	<u>Quioccasin MS</u> 9400 Quioccasin Road Henrico, VA 23238		
<u>Davis ES</u> 8801 Nettlewood Drive Henrico, VA 23229	<u>Freeman HS</u> 8701 Three Chopt Road Henrico, VA 23229		
<u>Woolridge ES</u> 5401 Timberbluff Parkway Midlothian, VA. 23112	<u>Shady Grove ES</u> 12200 Wyndham Lake Drive Glen Allen, VA 23059		
<u>Greenfield ES</u> 10751 Savoy Road North Chesterfield, VA 23235	<u>Twin Hickory ES</u> 4900 Twin Hickory Lake Drive Glen Allen, VA 23059		

<b>Chesterfield County</b>	<b>Henrico County</b>	<b>Hanover County</b>	<b>Richmond City</b>
<u>Manchester MS</u> 7401 Hull Street Road Richmond, VA 23235			
<u>LC Bird HS</u> 1201 Courthosue Road Chesterfeild, VA 23832			
<u>Davis MS</u> 601 Corvus Court Chester, VA 23836			
<u>Monacan HS</u> 11501 Smoketree Drive North Chesterfeild, VA 23236			
<u>James River HS</u> 3700 James River Road Midlothian, VA 23113			
<u>Matoaca HS</u> 17700 Longhouse Lane Chesterfeild, VA 23838			
<u>Salem Church ES</u> 9600 Salem Church Road Richmond, Virginia, 23237			
<u>Carver MS</u> 3800 Cougar Trail Chester, VA 23831			

<b>Chesterfield County</b>	<b>Henrico County</b>	<b>Hanover County</b>	<b>Richmond City</b>
<u>Bailey Bridge MS</u> 12501 Bailey Bridge Road Midlothian, VA 23112			
<u>Chalkley ES</u> 3301 Turner Road Chesterfield, VA 23832			
<u>Carver MS</u> 3800 Cougar Trail Chester, VA 23831			

## **Appendix D - Council for Accreditation and Educator Preparation (CAEP)**

All proposed degree programs were developed to meet CAEP standards. Content and Pedagogical Knowledge is reflected in the program of study which ensures that candidates have knowledge of research and evidence-based practices to promote understanding of the teaching profession and to measure progress of students. This standard also ensure that candidates can demonstrate commitment to college and career readiness standards and meet standards of professional associations and accrediting bodies. Retrieved on January 31, 2019, at this link: [2013 CAEP Standards](#).

Standard 1. Content and Pedagogical Knowledge - The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Standard 2. Clinical Partnerships and Practice - The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

Standard 3. Candidate Quality, Recruitment, and Selectivity - The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

Standard 4. Program Impact - The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Standard 5. Provider Quality Assurance and Continuous Improvement - The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

## Appendix E - Society for Health and Physical Educators (SHAPE America)

The B.S.Ed. in Secondary Education program meets the SHAPE standards to prepare educators who demonstrate content expertise for effective PreK-12 physical and health education, and are physically literate to enhance the physical and health fitness of students. The program also seeks to prepare educators who're culturally responsive and possess professional ethics.

Retrieved on January 31, 2019, at this link: <http://www.ncate.org/~media/Files/caep/program-review/2017-shape-america-full-pete-standards-r.pdf?la=en>.

Standard 1. Content and Foundational Knowledge - Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective PreK-12 physical education program.

Standard 2. Skillfulness and Health-Related Fitness - Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.

Standard 3. Planning and Implementation - Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.

Standard 4. Instructional Delivery and Management - Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, and instructional and managerial skills to enhance student learning.

Standard 5. Assessment of Student Learning - Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.

Standard 6. Professional Responsibility - Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

## Appendix F - Council for Exceptional Children (CEC)

The proposed B.S.Ed. in Special Education and Teaching General program was developed to meet the [CEC standards](#) for initial preparation and specialty areas for special education educators. The proposed program scheme meets these standards including understanding learning differences, building inclusive and culturally-responsive learning environments, curricular content expertise and measurement theory and assessments to evaluate student learning. Retrieved on January 31, 2019, at this link:  
<https://www.cec.sedp.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Explanation.pdf>.

Standard 1. *Learner Development and Individual Differences* - Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Standard 2. *Learning Environments* - Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Standard 3. *Curricular Content Knowledge* - Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

Standard 4. *Assessment* - Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.

Standard 5. *Instructional Planning and Strategies* - Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

Standard 6. *Professional Learning and Ethical Practice* - Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Standard 7. *Collaboration* - Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences

## **Appendix G - Faculty Curriculum Vitae (Abbreviated)**

Lisa Abrams, PhD in Educational Research, Measurement and Evaluation, 2001, Boston College, Associate Professor of Foundations of Education. Specialization: Classroom assessment, Test-Based accountability policies.

Nora Alder, EdD in Educational Research, 1996, University of Nevada, Las Vegas, Associate Professor of teaching and Learning. Specialization: Caring student/teacher relationships and urban schooling and teacher education.

Christine Bae, PhD in Educational Psychology, 2012, University of Florida, Assistant Professor, Educational Psychology, Department of Foundations of Education. Specialization: Cognition, reasoning, problem-solving, motivation, STEM teaching and learning.

Al Byers, PhD in Curriculum and Instruction, 2010, Virginia Polytechnic Institute and State University, Visiting Scholar for STEM Education. Specialization: STEM education, online and blended teacher professional learning, online communities of practice.

Chin-Chih Chen, PhD in Educational Psychology, 2008, University of Minnesota, Assistant Professor of Special Education & Disability Policy. Specialization: High incidence disabilities; elementary level at risk students.

Jason Chow, PhD in Special Education, 2016, Vanderbilt University, Assistant Professor of Special Education & Disability Policy. Specialization: Mitigating the adverse effects of language and behavioral deficits in educational contexts.

Lisa Cipolletti, MEd in Reading, 2001, Virginia Commonwealth University, Assistant Professor of Teaching and Learning. Specialization: Children's Literature in the elementary classroom, early literacy development, methods to provide formative feedback to pre-service teachers.

Ross Collin, PhD in Curriculum and Instruction, 2009, University of Wisconsin-Madison, Associate Professor of Teaching and Learning. Specialization: English education and literacy; critical theory; discourse; social, political and economic contexts of schooling; urban education.

Katherine Dabney, PhD in Science Education, 2012, The University of Virginia, Assistant Professor of Teaching and Learning. Specialization: Formal and informal educational experiences that influence achievement, literacy and eventually persistence in science-related career fields, especially among underrepresented groups in STEM.

Serra De Arment, PhD in Education, 2016, Virginia Commonwealth University, Assistant Professor of Special Education. Specialization: Teacher preparation and development in early childhood and K-12 special education, collaborative and inclusive teaching practices, universal design for learning, technology-based enhancements for course delivery in higher education.

Laura Domalik, MEd in Curriculum and Instruction, 1996, Virginia Commonwealth University, Assistant Professor and Elementary Program Chair, Department of Teaching and Learning.

Specialization: Practicum experiences to prepare pre-service teachers in becoming strong first year teachers, teaching in an urban setting, pre-service mathematics education.

Henry Donahue, PhD in Biology, 1986, University of California, Santa Barbara, Professor and Chair, Department of Biomedical Engineering. Specialization: Bone, mechanobiology, regenerative medicine, effects of space travel on bone and muscle, gap junctions, osteoblast, osteocyte, osteoclast.

Elizabeth Edmondson, PhD in Curriculum and Instruction, 2005, Clemson University, Principal Investigator, VISTA ELIS at VCU, Teaching and Learning. Specialization: Teacher Classroom Dialogue, Teacher Professional Development, Teacher Retention, and Culturally Responsive Practices.

Laleh Golshahi, PhD in Mechanical Engineering, 2012, University of Alberta, Assistant Professor, Department of Mechanical and Nuclear Engineering. Specialization: Aerosol science and in vitro-in vivo correlations for respiratory support, diagnosis and inhalation therapy.

Frank Gulla, M.S. in Mechanical Engineering, 2012, Virginia Commonwealth University, Assistant Professor, Department of Mechanical and Nuclear Engineering. Specialization: Engineering Education, Process Control Engineering, Manufacturing Engineering, and Total Quality Management.

Alison King, PhD in Education, 2017, Virginia Commonwealth University, Assistant Professor of Special Education. Specialization: Early childhood and early intervention professional preparation; policy initiatives affecting transition practices for students with disabilities.

W. Monty Jones, PhD in Instructional Technology, 2014, The University of Virginia, Assistant Professor of Instructional Technology, Department of Teaching and Learning. Specialization: K-12 teacher learning of technology integration, online teaching, teacher preparation for online teaching, digital fabrication.

Reza Mohammadi, PhD in Mechanical Engineering, 2008, University of Alberta, Assistant Professor, Department of Mechanical and Nuclear Engineering. Specialization: Materials Science and Engineering, Surface Engineering, Wetting Phenomena, Metal Forming, Materials Chemistry.

Karla Mossi, PhD in Mechanical Engineering, 1998, Old Dominion University, Associate Professor and Graduate Program Director, Department of Mechanical and Nuclear Engineering. Specialization: Design, construction and characterization of composites and study their applications in energy harvesting, flow control and integrated sensing and actuation.

William Muth, PhD in Literacy Education, 2004, George Mason University, Associate Professor of Teaching and Learning. Specialization: Literacy, adult learning and intergenerational relationships from multiple perspectives, including sociocultural, phenomenological, post structural and critical approaches to prison-based literacy and learning.



Bradley Nichols, PhD in Mechanical Engineering, 2017, The University of Virginia, Assistant Professor, Department of Mechanical and Nuclear Engineering. Specialization: Measurements and Instrumentation, System Identification, Vibrations, Rotordynamics, Turbomachinery, Dynamics and Control Systems, Mechatronics.

Hillary Parkhouse, PhD in Education, 2016, University of North Carolina at Chapel Hill, Assistant Professor of Teaching and Learning. Specialization: Critical pedagogy, urban schooling, youth activism, citizenship education, social justice education, secondary teacher education, global education.

Supathorn Phongikaroon, PhD in Chemical Engineering, 2001, University of Maryland, College Park, Associate Professor and Director of Nuclear Engineering Programs. Specialization: Pedagogy and experimental studies in used nuclear fuel reprocessing via novel detection techniques.

Joan Rhodes, PhD in Education, 1998, Virginia Commonwealth University, Department Chair and Professor of Teaching and Learning. Specialization: Literacy education, digital literacy, the use of social media, and the impact of study abroad experiences on educators.

Valerie Robnolt, PhD in Reading Education, 2004, The University of Virginia, Associate Professor of Teaching and Learning. Specialization: Professional development and literacy processes, including supporting teachers to improve instruction for English language learners and to implement Response to Intervention (RTI).

LaRon Scott, EdD in Administrator Leadership for Teaching and Learning/Special Education, 2011, Walden University, Assistant Professor of Special Education & Disability Policy. Specialization: Secondary education and transition.

Kurt Stemhagen, PhD in Social Foundations/Philosophy of Education, 2004, The University of Virginia, Associate Professor of Foundations of Education. Specialization: philosophy of mathematics education.

Gary Tepper, PhD in Engineering Sciences, 1993, University of California at San Diego, Professor and Chair, Department of Mechanical and Nuclear Engineering. Specialization: Radiation detection and measurement.

Erdem Topsakal, PhD in Electrical and Communications Engineering, 1996, Istanbul Technical University, Professor and Chair, Department of Electrical and Computer Engineering. Specialization: Microwave Early Cancer Detection and Monitoring, Microwave Hyperthermia and Ablation, Wireless Medical Telemetry (Implantable and Body-centric) and E-Health, Medical Applications of Microfluidics (Microfluidic Antennas and Sensors), Novel Microwave Antennas and Arrays, Computational Electromagnetics, Military Applications of Electromagnetics, Analytical Methods in Electromagnetics.

Misti Wajciechowski, EdD in Kinesiology, expected 2019, The University of North Carolina at Greensboro, Assistant Professor of Teaching and Learning. Specialization: Connection between health, wellness and exercise to academic success.

Christine Walther-Thomas, PhD in Special Education, 1990, University of Kansas, Professor of Special Education & Disability Policy. Specialization: School reform; institutions of higher education-community partnerships; teacher leadership development; doctoral education and institutions of higher education faculty development.

Yaoying Xu, PhD in Special Education, 2003, University of Nevada, Las Vegas, Professor of Special Education & Disability Policy. Specialization; Early Childhood Special Education; social cultural and linguistic diversity.

Sharon Zumbrunn, PhD in Psychological Studies in Education, 2010, University of Nebraska-Lincoln, Associate Professor of Educational Psychology, Foundations of Education. Specialization: Understanding relationships among students' learning, self-regulation, motivation and emotional well-being in the classroom, with a primary focus on writing.

## Appendix H - Letters of Support (Specific Demand)



### COMMONWEALTH of VIRGINIA

James F. Lane, Ed.D.  
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION  
P.O. BOX 2120  
Richmond, Virginia 23218-2120

Office: (804) 225-2023  
Fax: (804) 371-2099

January 23, 2019

Dr. Michael Rao  
President  
Virginia Commonwealth University  
Oliver Hall, Room 2090  
1015 W. Main Street, Box 842020  
Richmond, Virginia 23284

Dear President Rao,

In addressing the teacher shortage and the preparation of teachers, we are reaching out to leaders of Virginia colleges and universities.

Virginia, as well as the nation, is experiencing shortages of teachers, and many school divisions continue to have unfilled positions. Last spring, the provosts of our public universities identified the teacher shortage in the Commonwealth as one of the most significant issues in our state affecting economic development. A report prepared for the Provosts in 2018 concludes that, "...reversing the trend in teacher shortages is essential for the Commonwealth's future economic growth and prosperity."

To expand pathways for teacher education preparation programs, legislation was passed by the General Assembly in 2018 that allows institutions of higher education the option to offer four-year bachelor's degree programs in teacher education. The Board of Education *Regulations Governing the Review and Approval of Education Programs in Virginia* outline the requirements for program approval, including that professional education programs in Virginia shall obtain and maintain national accreditation from the Council for the Accreditation of Educator Preparation (CAEP).

We fully concur that the development of undergraduate major programs of study in teacher education in our nationally accredited colleges and schools of education is an important strategy to help address the challenges of the statewide teacher shortages we face in the Commonwealth.

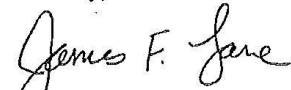
We encourage your institution to consider developing an undergraduate major program of study in teacher education within your accredited college/school of education. Many colleges/schools of education in Virginia already have begun the process of undergraduate program design and development. Our hope is that new undergraduate programs with education majors can begin in fall 2019.

January 23, 2019  
Page Two

We look forward to having as many new undergraduate educator preparation programs as possible approved by the Virginia Board of Education and the State Council of Higher Education for Virginia (SCHEV) this spring, and some institutions have already communicated that the development of their programs is under way. The Virginia Board of Education and SCHEV, at our request and with our collaboration, are finalizing the necessary steps to accelerate the state's review process for these programs. Program applications would need to be submitted by February 15, 2019, for review this spring. We understand that this process would require colleges and universities to accelerate their own internal review process in order to submit programs for approval.

Thank you and your faculty for your work preparing instructional personnel for the schools in the Commonwealth. We also thank you for considering expansion of your programs to include undergraduate teacher education programs. Best wishes as you continue to support public education in Virginia.

Sincerely,



James F. Lane  
Superintendent of Public Instruction



Atif Qarni  
Secretary of Education



**VCU**

**Virginia Commonwealth University  
Office of the President**

910 West Franklin Street  
Box 842512  
Richmond, Virginia 23284-2512

**804 828-1200 • Fax: 804 828-7532**  
TDD: 1-800-828-1120  
president@vcu.edu

January 29, 2019

Dr. James Lane  
Superintendent of Public Instruction  
Department of Education  
Commonwealth of Virginia  
Post Office Box 2120  
Richmond, Virginia 23218-2120

The Honorable Atif Qarni  
Secretary of Education  
Office of the Governor  
Commonwealth of Virginia  
Post Office Box 1475  
Richmond, Virginia 23218

Dear Superintendent Lane and Secretary Qarni:

Thank you for your commitment to addressing the teacher shortage by expanding the opportunities for teacher preparation in the Commonwealth. Virginia Commonwealth University is proud to be among the institutions of higher education in Virginia that has begun the process of developing an undergraduate degree in our School of Education. We look forward to implementing this program in fall 2019.

Thank you for your leadership in this important initiative, which will benefit all of our citizens.

Best wishes.

Sincerely,

Michael Rao  
President  
VCU and VCU Health System

copies: Dr. Gail Hackett, Provost and Senior Vice President for Academic Affairs  
Dr. Deborah Noble-Triplett, Senior Vice Provost for Academic Affairs  
Dr. Andrew Daire, Dean, School of Education



**VCU**

College of Humanities  
and Sciences

**College of Humanities and Sciences**

**Office of the Dean**

Blanton House, Room 104

828 W. Franklin St.

P.O. Box 842019

Richmond, VA 23284-2019

Phone: 804-827-0857

February 26, 2019

RE: Proposed B.S. in Education

Dear Dean Daire and School of Education Curriculum Committee,

I am writing this letter to extend support for the proposed B.S. in Education. I certainly want the College of Humanities and Sciences to partner and support an initiative to prepare our future teachers in four years as an effort to address the teacher shortage in Virginia.

The College of Humanities and Sciences is interested in this collaboration with the School of Education to prepare our students who express interest in teaching as a profession. I support these new degree programs and I look forward to a continued partnership to ensure our success in providing the best preparation for our students to become future teachers.

Sincerely,

Montserrat Fuentes, Dean  
College of Humanities and Sciences



## HANOVER COUNTY PUBLIC SCHOOLS


200 Berkley Street  
Ashland, Virginia 23005-1399  
Phone: (804) 365-4500  
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[www.hcps.us](http://www.hcps.us)  
[hanover@hcps.us](mailto:hanover@hcps.us)

*Michael B. Gill, Ed. D.*  
*Superintendent of Schools*

TO: Dr. Andrew Daire, School of Education Dean  
Virginia Commonwealth University

FROM: Dr. Mike Gill, Superintendent of Schools  
Hanover County Public Schools 

RE: New Undergraduate Programs - Virginia Commonwealth University

DATE: February 5, 2019

On behalf of Hanover County Public Schools (HCPS), I am writing to indicate my strong support of the Virginia Commonwealth University's (VCU) School of Education proposal for new undergraduate programs to the Virginia Department of Education. VCU's proposal to create new Bachelor of Science in Education (B.S.Ed.) programs in Early and Elementary Education, Secondary Engineering, Special Education, and Health and Physical Education, aligns with HCPS' mission to prepare high-quality educators to teach students to compete in a global society.

Historically, VCU has met the needs of local school divisions in Region I, Central Virginia, by preparing skilled and diverse educators to teach in high-need schools. Closing the achievement and opportunity gap for our students starts within the classroom. We are committed to investing in Tier 1 instruction, which begins with a high-quality teacher workforce. This proposal will benefit our school division in many ways. First, it would allow us to increase the number of high-quality teachers in our schools, which is a divisional priority. The proposal would also address challenges with filling vacancies in critical shortage areas, including Special Education, Elementary Education, and Health and Physical Education.

At a time when teacher shortage is increasing due to the decline in enrollment in teacher preparation programs, VCU is leading the charge to address this issue by creating innovative programs that will attract future educators. Programs like the B.S.Ed. in Secondary Engineering will train prospective teachers to bring STEM-enriched learning experiences to our classrooms. In the B.S.Ed. Early and Elementary Education program, future educators will be prepared to teach HCPS' young learners through pedagogical training offered from an extensive curriculum that builds emergent literacy skills in young children. Prospective educators enrolled in the Special Education program will be knowledgeable of special education laws and policies, theories for educating children with special needs and frameworks for addressing academic and behavioral challenges, such as Multi-Tiered System of Support (MTTS).


HCPS wishes to continue its long-term and successful partnership with VCU and are pleased to submit this letter of support for the creation of new undergraduate programs that will prepare high-quality teachers in the aforementioned areas. We are committed to partnering with VCU to offer rich field experiences to its students, support hiring of graduates from its programs and provide technical support and mentorship to promote retention of new teachers. Partnership agreements will be solidified to ensure that collaboration activities are achieved.

The VCU's School of Education is well-regarded and ranks #26 in Best Education Schools according to the U.S. News and World report. Based on its proven record of success, we are confident that the proposed VCU teacher education undergraduate programs will have a significant impact on our ability to recruit high-quality teachers to our division. We believe that the proposed programs are timely and relevant to our needs as a school division. We are committed to partnering with VCU to prepare educators who are knowledgeable and skilled to meet the needs of the local community. Again, we commend the VCU's School of Education for its innovative stewardship to address the teacher shortage issue in the Commonwealth, and more specifically in Region 1. Thank you for considering this important proposal. We look forward to hearing that the proposal is successful and to continuing our collaboration with VCU.





TO: Dr. Andrew Daire  
Dean, School of Education  
Virginia Commonwealth University

FROM: Kathy Glazer, President  
Virginia Early Childhood Foundation 

RE: New Undergraduate Programs  
Virginia Commonwealth University

DATE: February 11, 2019

On behalf of Virginia Early Childhood Foundation (VECF), I would like to offer our strong support of Virginia Commonwealth University (VCU) School of Education's proposal for new undergraduate programs to the Virginia Department of Education. VCU's proposal to create new Bachelor of Science in Education (B.S.Ed.) programs in Early and Elementary Education aligns with VECF's work to upskill the early educator workforce as a strategy to ensure that Virginia's young children are ready for school and life.

This proposal will benefit Virginia's early childhood space in many ways. First, it would allow us to increase the number of early childhood educators working with children birth-five who hold degrees that are relevant to their work with young children. According to our recent workforce survey (2017), a full 43% of this workforce in the Commonwealth holds less than a baccalaureate degree. This degree program would also allow VCU to help meet the challenge of staffing state- and federally-funded preschool classrooms (such as Head Start and VPI) with degreed educators. Finally, the proposal would address challenges with filling vacancies in critical shortage areas in elementary education. We believe this program will be valuable both to pre-service PreK-3 educators and to incumbent educators who work with children birth-five who wish to continue their professional growth.

VECF has worked closely with representatives from VCU School of Education during the planning phase for this degree program. We have been most pleased with the collaboration between VCU and various community college representatives to ensure a seamless pathway between associate and baccalaureate degree programs. This collaborative work has convinced VECF that graduates from Virginia's community colleges will be prepared with coursework and experiences that will allow them to transfer into VCU's new program and to be successful students at the baccalaureate level, and, more importantly, effective educators. We wish to continue this partnership and are excited to see this program come to fruition.

We believe that the proposed program in Early & Elementary Education is timely and relevant to the Commonwealth's needs for a competent and knowledgeable early educator workforce. We commend VCU School of Education for being among the first in the state to propose such a program. We look forward to hearing that the proposal is successful and to continuing our collaboration with VCU.





# VCU

## School of Education

**TO:** Dr. Colleen Thoma  
Associate Dean of Academic Affairs and Graduate Studies  
Virginia Commonwealth University, School of Education

**FROM:** Dr. Andrew Daire, Dean  
Virginia Commonwealth University, School of Education

**RE:** B.S.Ed. Undergraduate Programs  
Virginia Commonwealth University, School of Education

**DATE:** January 28, 2019

This letter represents my full endorsement and support of the Virginia Commonwealth University (VCU) School of Education's proposal for new Bachelor of Science in Education (B.S.Ed.) programs in Special Education, Early and Elementary Education, Secondary Engineering, and Health and Physical Education. I have read the proposal thoroughly and endorse it with great enthusiasm. The addition of the proposed programs will help to address an important policy issue that's a programmatic foci area of our mission: preparing high-quality educators to combat the increasing teacher shortage.

The programs represented in the proposal serve a dire need to prepare teachers to fill positions in critical shortage areas, including Special Education, Early and Elementary Education and STEM related fields. These program offerings are relevant and innovative to meet the growing need in surrounding counties. The B.S.Ed. in Special Education program will prepare future educators who're knowledgeable of special education laws, policies and learning theories for educating children with special needs. Whereas, the B.S.Ed. in Early and Elementary Education program will prepare teachers to build the foundational skills for young learners in K-6, with pedagogical training to teach a broad range of subjects to elementary students with an emphasis on building emergent literacy skills to close the early literacy achievement gap. The B.S.Ed. program in Secondary Engineering is one of its kinds at VCU. This innovative program will foster collaboration between the VCU School of Education and the College of Engineering to increase the number of quality secondary STEM teachers in the Commonwealth.

We look forward to engaging in a successful partnership with local school division partners to launch these new programs to enhance the quality of the teacher workforce. We are committed to supporting our school division partners to promote effective Tier 1 instruction, starting with knowledgeable and highly-skilled teachers. It is with great pleasure that I provide my full support for this proposal. I have no doubt that these programs can and will make a meaningful impact in school divisions in the Greater Richmond region and beyond.



RICHMOND  
PUBLIC SCHOOLS

February 8, 2018

Dr. Andrew Daire  
Dean, School of Education  
Virginia Commonwealth University  
1015 W. Main Street, Box 842020  
Oliver Hall, Room 2090  
Richmond, Virginia 23284-2020

RE: New Undergraduate Programs  
Virginia Commonwealth University

Dear Dr. Daire:

On behalf of Richmond Public Schools (RPS), I am writing to indicate my strong support of the Virginia Commonwealth University's (VCU) School of Education proposal for new undergraduate programs to the Virginia Department of Education. VCU's proposal to create new Bachelor of Science in Education (B.S.Ed.) programs in Early and Elementary Education, Secondary Engineering, Special Education, and Health and Physical Education, aligns with RPS' mission to prepare high-quality educators to teach students to compete in a global society.

Historically, VCU has met the needs of local school divisions in Region 1, Central Virginia, by preparing skilled and diverse educators to teach in high-needs schools. Closing the achievement and opportunity gap for our students starts within the classroom. We are committed to investing in Tier 1 instruction, which begins with a high-quality teacher workforce. This proposal will benefit our school division in many ways. First, it would allow us to increase the number of high-quality teachers in our schools, which is a divisional priority. The proposal would also address challenges with filling vacancies in critical shortage areas, including Special Education, Elementary Education, and Health and Physical Education.

At a time when teacher shortage is increasing due to the decline in enrollment in teacher preparation programs, VCU is leading the charge to address this issue by creating innovative programs that will attract future educators. Programs like the B.S.Ed. in Secondary Engineering will train prospective teachers to bring STEM-enriched learning experiences to our classrooms. In the B.S.Ed. Early and Elementary Education program, future educators will be prepared to teach RPS' young learners through pedagogical training offered from an extensive curriculum that builds emergent literacy skills in young children.



Dr. Andrew Daire  
February 11, 2019  
Page -2-

Prospective educators enrolled in the Special Education program will be knowledgeable of special education laws and policies, theories for educating children with special needs and frameworks for addressing academic and behavioral challenges, such as Multi-Tiered Systems of Support (MTTS).

RPS wishes to continue its long-term and successful partnership with VCU and we are pleased to submit this letter of support for the creation of new undergraduate programs that will prepare high-quality teachers in the aforementioned areas. We are committed to partnering with VCU to offer rich field experiences to its students, support hiring of graduates from its programs and provide technical support and mentorship to promote retention of new teachers. Partnership agreements will be solidified to ensure that collaboration activities are achieved.

The VCU's School of Education is well-regarded and ranks #26 in Best Education Schools according to the U.S. News and World report. Based on its proven record of success, we are confident that proposed VCU teacher education undergraduate programs will have a significant impact on our ability to recruit high-quality teachers to our division. We believe that the proposed programs are timely and relevant to our needs as a school division. We are committed to partnering with VCU to prepare educators who are knowledgeable and skilled to meet the needs of the local community. Again, we commend VCU's School of Education for its innovative stewardship to address the teacher shortage issue in the Commonwealth and more specifically in Region 1. Thank you for considering this important proposal. We look forward to hearing that the proposal is successful and to continuing our collaboration with VCU.

Sincerely,



Jason Kamras  
Superintendent

# HENRICO COUNTY PUBLIC SCHOOLS

DR. AMY E. CASHWELL  
SUPERINTENDENT OF SCHOOLS



POST OFFICE BOX 23120  
HENRICO, VIRGINIA 23223-0420  
(804) 652-3600

February 4, 2019

Dr. Andrew Daire  
Dean, School of Education  
Virginia Commonwealth University  
1015 W. Main Street, Box 842020  
Oliver Hall, Room 2090  
Richmond, VA 23284-2020

Dear Dr. Daire:

On behalf of Henrico County Public Schools (HCPS), I am writing to indicate my support of Virginia Commonwealth University's (VCU) School of Education proposal for new undergraduate programs to the Virginia Department of Education. VCU's proposal to create new Bachelor of Science in Education (B.S.Ed.) programs in Early and Elementary Education, Secondary Engineering, Special Education, and Health and Physical Education, aligns with HCPS's mission to prepare high-quality educators to teach students to compete in a global society.

Historically, VCU has met the needs of local school divisions in central Virginia, Region 1, by preparing skilled and diverse educators to teach in high-need schools. Closing the achievement and opportunity gap for our students starts within the classroom. We are committed to investing in Tier 1 instruction, which begins with a high-quality teacher workforce. This proposal will benefit our school division in many ways. First, it would allow us to increase the number of high-quality teachers in our schools, which is a divisional priority. The proposal would also address challenges with filling vacancies in critical shortage areas, including special education, elementary education, and health and physical education.

At a time when teacher shortage is increasing due to the decline in enrollment in teacher preparation programs, VCU is leading the charge to address this issue by creating programs that will attract future educators. Programs like the B.S.Ed. in Secondary Engineering will train prospective teachers to bring STEM-enriched learning experiences to our classrooms aligned to our Deeper Learning Model and the attributes and skills outlined in our Henrico Learner Profile. In the B.S.Ed. Early and Elementary Education program, future educators will be prepared to teach HCPS's young learners through pedagogical training offered from an extensive curriculum that builds emergent literacy skills in young children. Prospective educators enrolled in the Special Education program will be knowledgeable of special education laws and policies, theories for educating children with special needs and frameworks for addressing academic and behavioral challenges, such as the Virginia's Tiered System of Support (VTSS).

Dr. Andrew Daire

Page 2

February 4, 2019

HCPS wishes to continue its long-term and successful partnership with VCU and is pleased to submit this letter of support for the creation of new undergraduate programs that will prepare high-quality teachers in the aforementioned areas. We are committed to partnering with VCU to offer rich field experiences to its students, support hiring of graduates from its programs and provide technical support and mentorship to promote retention of new teachers. Partnership agreements will be solidified to ensure that collaboration activities are achieved.

The VCU's School of Education is well-regarded and ranks #26 in Best Education Schools according to the U.S. News and World Report. Based on its proven record of success, we are confident that the proposed VCU teacher education undergraduate programs will have a significant impact on our ability to recruit high-quality teachers to our division. We believe that the proposed programs are timely and relevant to our needs as a school division. We are committed to partnering with VCU to prepare educators who are knowledgeable and skilled to meet the needs of the local community. Again, we commend VCU's School of Education for its stewardship to address the teacher shortage issue in the Commonwealth, and more specifically in Region 1. Thank you for considering this important proposal. We look forward to hearing that the proposal is successful and to continuing our collaboration with VCU.

Respectfully,

A handwritten signature in black ink that reads "A. E. Cashwell". The signature is written in a cursive, flowing style.

Amy E. Cashwell, Ed.D.  
Superintendent

**Mervin B. Daugherty, Ed.D.**  
Superintendent



804.748.1434  
superintendent@ccpsnet.net

---

Chesterfield County Public Schools  
Innovative. Engaging. Relevant.

February 11, 2019

Dr. Andrew Dairc  
Dean, School of Education  
Virginia Commonwealth University

Dear Dr. Dairc,

On behalf of Chesterfield County Public Schools (CCPS), I am writing to indicate my strong support of the Virginia Commonwealth University's (VCU) School of Education proposal for new undergraduate programs to the Virginia Department of Education. VCU's proposal to create new Bachelor of Science in Education (B.S.Ed.) programs in Early and Elementary Education, Secondary Engineering, Special Education, and Health and Physical Education, aligns with CCPS's mission to prepare high-quality educators to teach students to compete in a global society.

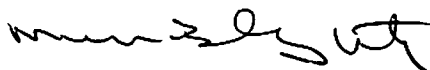
Historically, VCU has met the needs of local school divisions in Region 1, Central Virginia, by preparing skilled and diverse educators to teach in high-need schools. Closing the achievement and opportunity gap for our students starts within the classroom. We are committed to investing in Tier 1 instruction, which begins with a high-quality teacher workforce. This proposal will benefit our school division in many ways. First, it would allow us to increase the number of high-quality teachers in our schools, which is a divisional priority. The proposal would also address challenges with filling vacancies in critical shortage areas, including Special Education, Elementary Education, and Health and Physical Education.

At a time when teacher shortage is increasing due to the decline in enrollment in teacher preparation programs, VCU is leading the charge to address this issue by creating innovative programs that will attract future educators. Programs like the B.S.Ed. in Secondary Engineering will train prospective teachers to bring STEM-enriched learning experiences to our classrooms. In the B.S.Ed. Early and Elementary Education program, future educators will be prepared to teach CCPS's young learners through pedagogical training offered from an extensive curriculum that builds emergent literacy skills in young children. Prospective educators enrolled in the Special Education program will be knowledgeable of special education laws and policies, theories for educating children with special needs and frameworks for addressing academic and behavioral challenges, such as Multi-Tiered System of Support (MTTS).

CCPS wishes to continue its long-term and successful partnership with VCU and are pleased to submit this letter of support for the creation of new undergraduate programs that will prepare high-quality teachers in the aforementioned areas. We are committed to partnering with VCU to offer rich field experiences to its students, support hiring of graduates from its programs and provide technical support and mentorship to promote retention of new teachers. Partnership agreements will be solidified to ensure that collaboration activities are achieved.

The VCU's School of Education is well-regarded and ranks #26 in Best Education Schools according to the U.S. News and World report. Based on its proven record of success, we are confident that the proposed VCU teacher education undergraduate programs will have a significant impact on our ability to recruit high-quality teachers to our division. We believe that the proposed programs are timely and relevant to our needs as a school division. We are committed to partnering with VCU to prepare educators who are knowledgeable and skilled to meet the needs of the local community. Again, we commend the VCU's School of Education for its innovative stewardship to address the teacher shortage issue in the Commonwealth, and more specifically in Region 1. Thank you for considering this important proposal. We look forward to hearing that the proposal is successful and to continuing our collaboration with VCU.

Respectfully,



Mervin B. Daugherty, Ed.D.  
Superintendent



TO: Dr. Andrew Daire  
Dean, School of Education  
Virginia Commonwealth University

FROM: Dr. William Fiege, Vice President *WCF*  
Office of Learning and Student Success  
John Tyler Community College

RE: New Undergraduate Programs  
Virginia Commonwealth University

DATE: February 13, 2019

On behalf of John Tyler Community College (JTCC), I am writing to indicate my strong support of the Virginia Commonwealth University's (VCU) School of Education proposal for new undergraduate programs to the Virginia Department of Education. VCU's proposal to create new Bachelor of Science in Education (B.S.Ed.) programs in Early and Elementary Education, Secondary Engineering, Special Education, and Health and Physical Education, aligns with JTCC's mission to prepare high-quality educators to teach students to compete in a global society.

In fact, JTCC recently revised its teacher education programs to provide a better pathway for future educators into four-year university education programs. Once VCU's programs are officially approved, we look forward to establishing major maps to guide students through the bachelor's degree programs at VCU with the first two years at Tyler. Having defined pathways will guide students through their intended education major and minimize the total costs and credits needed to complete their degrees.

At a time when teacher shortage is increasing due to the decline in enrollment in teacher preparation programs, VCU is leading the charge to address this issue by creating innovative programs that will attract future educators. Programs like the B.S.Ed. in Secondary Engineering will train prospective teachers to bring STEM-enriched learning experiences. In the B.S.Ed. Early and Elementary Education program, future educators will be prepared to teach students through pedagogical training offered from an extensive curriculum that builds emergent literacy skills in young children. Prospective educators enrolled in the Special Education program will be knowledgeable of special education laws and policies, theories for educating children with special needs and frameworks for addressing academic and behavioral challenges, such as Multi-Tiered System of Support (MTTS). JTCC will help prepare students in the first two years for these upper level education courses through an enriched general education program and a field experience within our EDU 200 course.

JTCC wishes to continue its long-term and successful partnership with VCU and are pleased to submit this letter of support for the creation of new undergraduate programs that will prepare high-quality teachers in the aforementioned areas. We are committed to partnering with VCU to provide educational pathways to support increasing the talent pool of teachers within our region. We look forward to hearing that the proposal is successful and to continuing our collaboration with VCU.

[www.jtcc.edu](http://www.jtcc.edu)  
804-796-4000  
800-552-3490  
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**Chester Campus**  
13101 Jefferson Davis Highway  
Chester, VA 23831-5316

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**Virginia Commonwealth University  
Proposed Program Brief**

**Proposal to Create a Bachelor of Science in Education in Secondary Education and Teaching  
with a Concentration in Engineering Education**

**Overview**

The Virginia Commonwealth University School of Education seeks to offer a Bachelor of Science in Education (B.S.Ed.) in Secondary Education and Teaching (CIP 13.1205). The proposed program will begin with one concentration; engineering education. The proposed program includes a degree requirement of a minimum of 123 credits. The proposed program is scheduled to be implemented beginning in the fall semester of 2019. The proposal has been prepared according to specialized State Council of Higher Education for Virginia (SCHEV) guidance in response to the General Assembly's 2018 enablement of education degree programs for teacher preparation.

The purpose of the proposed B.S.Ed. in Secondary Education and Teaching with a concentration in Engineering Education is to prepare students to serve as initially licensed teachers in 6-12 schools, and to serve as educators and leaders in schools and community-based settings. The program will focus on providing the students with a solid foundation in secondary education, engineering, mathematics and sciences to meet the requirements for licensure. Through the core education curriculum, students will become knowledgeable about professional roles and workplace responsibilities while learning basic abilities in the planning and implementation of engineering lessons for students in grades 6-12. The core curriculum instills fundamental knowledge and skills, with opportunities for observation and application in a variety of engineering settings. Through the core engineering, science, and mathematics curriculum, students will develop the content knowledge and skills of those fields in order to deliver relevant and rigorous lessons in engineering and integration of other content areas with engineering. Graduates will be prepared to work in public and private middle and high schools across the Commonwealth of Virginia, with particular focus in urban and other high-need areas. Graduates will be capable of working with diverse learners and adapting instructional programs based on the needs of the students and clients.

**Method of Delivery**

The program will be taught in face-to-face and hybrid formats.

**Target Implementation Date**

Fall 2019.

**Demand and Workforce Development**

School divisions across the Commonwealth of Virginia are facing a critical shortage of fully licensed teachers and that shortage shows no sign of abating. Urban, high-needs school divisions are prone to teacher shortages. The proposal has been prepared in response to the General Assembly's 2018 enablement of education degree programs for teacher preparation. This trend raises concerns for district leaders and VCU's School of Education. As the largest research institution and producer of highly-qualified teachers in the Greater Richmond area, the VCU School of Education plays a pivotal role in addressing the teacher shortage in these areas. In the

2018-19 school year, the Virginia Department of Education (VDOE) identified a critical shortage in ten teaching endorsement areas. The list of critical shortage areas in the Commonwealth, which are listed below.

1. Special Education
2. Elementary Education PreK-6
3. Middle Education Grades 6-8
4. Career and Technical Education
5. Mathematics Grades 6-12 (including Algebra 1)
6. School Counselor PreK-12
7. English (Secondary)
8. Science (Secondary)
9. Foreign Language PreK-12
10. Health and Physical Education PreK-12

School divisions on average have received applications from three or fewer qualified candidates for vacancies in these teaching endorsement areas, which has led to the identification of critical shortages. The proposal seeks to initiate a B.S.Ed. in Secondary Education and Teaching with a concentration in Engineering Education, a new licensure area that addresses critical needs in Mathematics and Science, while advancing the opportunity to prepare local students for careers in the Engineering field.

### **External Competition**

Given the critical teacher shortage areas in the Commonwealth of Virginia, other institutions in the Commonwealth of Virginia will be responding to the General Assembly 2018 enablement of education degree programs for teaching preparation. Urban, high-needs school divisions are prone to teacher shortages. As the largest research institution and producer of highly-qualified teachers in the Greater Richmond area, the VCU School of Education plays a pivotal role in addressing teacher shortage in these areas. VCU will be one of the only universities that will prepare future teachers in this field.

### **Target Population**

No specific target population of students will be recruited for the proposed degree program.

### **Impact on Existing Programs/Policies**

This program does not compromise or compete with any other certificate or degree programs at VCU.

### **Impact on Faculty**

Faculty appointments in the B.S.Ed. Secondary Education and Teaching program are established by recommendation of the chair of the Department of Teaching and Learning. The minimum requirement for faculty teaching in this degree require a minimum of a Master's degree in Education or related field in Engineering and experience teaching in k-12 or in community organizations. A doctoral degree is preferred.

### **Funding**

There will be reallocations within three departments. The reallocation within the department reflects current faculty within the departments of Teaching and Learning, Foundations, and Counseling and Special Education

who currently teach courses in the department who will change their teaching assignments to cover courses in the proposed undergraduate degree programs. The total reallocation within the School of Education includes faculty in departments outside of the program home who will refocus their teaching effort to include students in those programs into their new and/or existing undergraduate courses. In addition, clerical staff listed for these programs include reallocating the time of a student services employee to oversee clinical placements of these students from her current work of overseeing clinical placements of students in graduate programs that will be significantly decreasing in size and/or closing. New undergraduate advising staff in the target year will be devoting time to serving the students in these programs.

**Benefit to the University**

Virginia Commonwealth University has a strong commitment to diversity, equity and inclusion as described in its strategic plan. VCU’s School of Education has a similar mission and strategic plan to address the needs of Virginia’s urban school divisions and the surrounding communities. These programs provide initial licensure coursework and experiences that address the critical needs of students in urban and high-needs school divisions. The School of Education has infused information into its programs to prepare future teachers to address the needs of a diverse group of students, including those who have experienced trauma, those who are English-language learners, those with disabilities who are included in general education classrooms, and those who struggle with learning and who are at risk of being identified with disabilities. This program allows the Virginia Commonwealth University School of Education to address the teacher shortage programs in Virginia by offering students a four-year undergraduate degree in teaching, rather than a five-year master’s program.

**Next Steps**

January 21	University Undergraduate Curriculum Committee
February 28	University Council Committee on Academic Affairs and University Policies
March 14	University Council
March 11	President’s Cabinet (pending University Council approval)
March 22	Board of Visitors

**Full Proposal**

See attached.

**Bachelor of Science in Education in Secondary Education and Teaching with a  
Concentration in Engineering Education (13.1205)**

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## Description of the Proposed Programs

### **Program Background**

Virginia Commonwealth University (VCU) requests approval to establish five new undergraduate programs leading to initial licensure as Bachelor of Science in Education (B.S.Ed.) degrees. We are proposing a B.S.Ed. degree in Elementary Education and Teaching (CIP 13.1202); a B.S.Ed. degree in Early Childhood Education and Teaching (CIP 13.1210), a B.S.Ed. degree in Secondary Education and Teaching with a concentration in Engineering Education (CIP 13.1205); a B.S.Ed. degree in Health and Physical Education (CIP 13.1206); and a B.S. Ed. degree in Special Education and Teaching with a concentration in General Education (CIP 13.1001). The proposed B.S. Ed. in Special Education and Teaching with a concentration in General Education will be administered by the Department of Counseling and Special Education while the other four proposed programs will be administered by the Department of Teaching and Learning within the School of Education located on VCU's Monroe Park Campus. These proposed programs are scheduled to be implemented beginning in the fall semester of 2019. The proposal has been prepared according to specialized SCHEV guidance in response to the General Assembly's 2018 enablement of education degree programs for teacher preparation. The purposes of the individual proposed programs are described below.

The purpose of the proposed B.S.Ed. in Elementary Education and Teaching degree is to prepare undergraduate students for roles as teachers of young children in schools and community preschool settings. The program will focus on providing students with a solid foundation in child development, educational psychology and the role of the family and society in education. Students will be prepared to teach in diverse classroom settings through integrated fieldwork and internship experiences. The B.S.Ed. in Elementary Education and Teaching prepares graduates to be reflective educators who demonstrate an in-depth understanding of science, social studies and mathematics pedagogy and content as well as a commitment to balanced literacy approaches. Students will develop skills to advocate for equitable learning opportunities for all children.

The purpose of the proposed B.S.Ed. in Early Childhood and Teaching degree is to prepare undergraduate students for roles as teachers and daycare providers of infants, toddlers, and young children in schools and community daycare/preschool settings. The program will focus on providing students with a solid foundation in child development, educational psychology, and the role of the family and society in education. Students will be prepared to teach in diverse classroom settings through purposefully integrated fieldwork and internship experiences. The proposed degree program will emphasize working with young learners in inclusive settings and the value of play in early childhood instructional environments. Students will develop skills to advocate for equitable learning opportunities for all children.

The purpose of the proposed B.S.Ed. in Secondary Education and Teaching, with a concentration in Engineering Education is to prepare students to serve as initially licensed education teachers in 6-12 schools (a new licensure area), and to serve as educators and leaders in schools and community-based settings. The program will focus on providing the students with a solid foundation in secondary education, engineering, mathematics and sciences to meet the requirements for licensure. Through the core education curriculum, students will become

knowledgeable about professional roles and workplace responsibilities while learning basic abilities in the planning and implementation of engineering lessons for students in grades 6-12. The core curriculum instills fundamental knowledge and skills, with opportunities for observation and application in a variety of engineering settings. Through the core engineering, science, and mathematics curriculum, students will develop the content knowledge and skills of those fields in order to deliver relevant and rigorous lessons in engineering and integration of other content areas with engineering. Graduates will be prepared to work in public and private middle and high schools across the Commonwealth of Virginia, with particular focus in urban and other high-need areas. Graduates will be capable of working with diverse learners and adapting instructional programs based on the needs of the students and clients.

The purpose of the proposed B.S.Ed. in Health and Physical Education is to prepare students to serve as licensed health and physical education teachers in PreK-12 schools, and to serve as educators and leaders in schools and community-based settings. The program will focus on providing students with the knowledge and experiences they need to successfully implement national and state health and physical education standards. Students will receive coursework enabling them to be successful in a variety of learning environments. Graduates will be prepared to work in public and private elementary, middle, and high schools across the Commonwealth of Virginia, with particular focus in urban and high-need areas. The health and physical education program consists of rigorous coursework and field experiences that will enable graduates to be leaders in the profession.

The purpose of the proposed B.S.Ed. in Special Education and Teaching with a concentration in General Education is to prepare students to serve as initially licensed special education teachers in K-12 schools, and to serve as educators and leaders in schools and community-based settings. The program will focus on providing students with the tools they need to make a difference in the lives of children, youth and adults with disabilities. The proposed program will provide students with the knowledge and skills to become licensed special education teachers who work with children with high incidence disabilities, including students with learning disabilities, emotional disturbance and mild to moderate intellectual disability. Students will be able to recognize a child's educational and social problems, to formulate effective and personalized/individualized instruction, and to consult with parents, teachers and administrators to incorporate accommodations and transitions across the child's educational program. Students will be prepared to teach reading and language, mathematics, and other core content areas, and be prepared to apply classroom and behavior management, and social skills to students with diverse abilities and backgrounds. Graduates will be prepared to work in public and private elementary, middle, and high schools across the Commonwealth of Virginia, with particular focus in urban and high-need areas. Graduates will be capable of working with diverse learners and adapting instructional programs based on the needs of the students and clients.

### **Accreditation**

All five of the proposed initial licensure programs will meet the requirements for accreditation of initial and advanced degree programs leading to teacher licensure through CAEP, the Council for Accreditation of Educational Programs. VCU's School of Education is in process of collecting

data to assess the quality of our programs, in anticipation of submitting the written report to CAEP in 2020, with the possibility of full accreditation effective 2021.

### **Admission Criteria**

Admission to all five of the proposed B.S. in Education programs will be dictated by the admissions policies of Virginia Commonwealth University. Applicants for undergraduate degree programs should be graduates of an accredited high school, anticipating graduation from an accredited high school, or hold the GED Certificate with satisfactory scores and with satisfactory scores on either the SAT Reasoning Test or ACT. Admission to Virginia Commonwealth University is competitive. In accordance with the 2018-2019 Undergraduate Catalog, the Office of Admissions uses the following guidelines to determine whether students may be considered for regular admission:

- Minimum high school core courses: English – 4 units; Math – 3 units (Algebra 1 and either Algebra II or Geometry must be included); Science – 3 units (one must be a laboratory science); Social Sciences – 3 units (history or social sciences or government). Students are encouraged to present at least three units in a modern or ancient language or two units of two foreign languages. Preference is given to candidates who submit the Advanced Studies Diploma or its equivalent.
- Cumulative GPA: Virginia Commonwealth University does not have a minimum GPA at this time. The mid-range for enrolled freshman is 3.34-3.98
- SAT or ACT scores: All applicants younger than 22 years of age must submit SAT or ACT scores. Virginia Commonwealth University does not have minimum SAT or ACT scores at this time. The mid-range for enrolled freshman is 1070 – 1250 for SAT and 19 to 24 for ACT.
- Class rank: A high school senior class rank in the top 50% is desirable.
- TOEFL, IELTS or PTE scores: All applicants whose native language is not English must submit evidence of English language proficiency based on satisfactory scores for the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS) or the Pearson Test of English (PTE). Minimum TOEFL scores are 550 (paper) or 80 (Internet) while the minimum IELTS score is 6.0 and PTE score is 53.
- GED score: The minimum GED score to be considered for admission is 550.

The level and type of high school courses and consistency and trends of grades are also considered. Other factors such as co/extra-curricular activities, community service, personal statement/essay, recommendations, special talents and leadership are also considered. Primary emphasis, however, is placed on academic credentials.

Transfer applicants are considered for admission provided they present evidence of good standing at the last institution attended. To be competitive and to be considered for admission to VCU they should present a minimum cumulative GPA of 2.8 from all accredited institutions. Priority application review will be given to applicants who have completed at least 30 credits at their former institution(s). Transfer candidates must submit SAT or ACT results and also must

meet specific guidelines listed in the freshman undergraduate admission guidelines section of the VCU Undergraduate Bulletin.<sup>1</sup>

## **Teacher Preparation Program**

### Admission to Teacher Preparation

Because the proposed B.S. in Education programs will lead to initial professional licensure, students must both declare the major and be formally accepted into teacher preparation. Upon declaring the major (university admission), students are eligible to take lower-level coursework that will primarily focus on general education/liberal arts coursework, professional studies coursework and initial licensure-area specific coursework. After successfully completing the majority of general education requirements at the end of the sophomore year, students are permitted and encouraged to apply for formal admission into Teacher Preparation, specifying in which initial licensure area they wish to be endorsed. In order to make application to the licensure track, students need to show a minimum cumulative grade point average (GPA) of 2.8. Information on admission to the teacher education program can be found on the Student Services Center website at <https://soe.vcu.edu/current-students/forms>.

Requirements for admission to teacher preparation:

- Submission of completed Application to Teacher Preparation form
- Minimum of 2.8 cumulative GPA
- Successful completion of EDUS 202: Diversity, Democracy and Ethics and EDUS 301: Human Growth and Development (seven credits)
- Passing scores on required Praxis core exams (all three sections) or exemption with SAT or ACT scores<sup>2</sup>
- Passing scores on required Virginia Communication and Literacy Assessment (VCLA)
- Successful completion of a background/criminal history check (No record of a felony conviction)
- Completion of the Dispositions Self Rating Survey
- Advisor or department chair recommendation

### **Clinical Internship/Student Teaching Application**

All students are required to complete a full semester of clinical internship (student teaching). Students must complete and submit an application to the clinical internship by the beginning of their junior year in order to be eligible. If students do not complete their applications on time with hard copies of passing score reports, they will not be guaranteed acceptance into a clinical internship. Those not admitted into the Clinical Internship/Student Teaching Experience will have the opportunity to complete their degree as a non-licensure candidate provided they meet all other VCU undergraduate degree requirements.

Requirements for clinical internship/student teaching:

- Formal admission into Teacher Preparation (see above)

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<sup>1</sup> <http://bulletin.vcu.edu/undergraduate/undergraduate-study/admission-university/admission-guidelines/>

<sup>2</sup> Educational Testing Service. <http://www.ets.org>



- Submission of completed departmental application for a clinical internship by the established deadline
- Successful completion of all other required coursework
- Minimum of 3.0 GPA qualitative and no grade lower than a C education courses
- Passing scores on the Praxis core or exemption with SAT or ACT scores
- Passing scores on the Virginia Communication and Literacy Assessment
- Passing scores on the Praxis II: Content Knowledge exam
- Completion of the online Child Abuse Prevention training and certification of successful completion
- Submission of a tuberculosis screening must accompany the application for clinical internship and must be dated no more than a year from the expected date of completion of a clinical internship
- Completion of Dyslexia and Learning module and certification of successful completion
- Criminal Background Review without a felony conviction
- Descriptive statement on experiences related to children or teaching.
- Successful faculty practicum review

## **Curriculum**

The proposed B.S. in Education programs will each require a minimum of 120 credits. Each program area and/or concentration area requirements were developed to meet the requirements of the Interstate New Teacher Assessment and Support Consortium (InTASC), the Council for the Accreditation of Educator Preparation (CAEP), and the Virginia Department of Education (VDOE) licensure requirements, along with content-specific accreditation standards (National Association of Sport and Physical Education (NASPE) and Council for Exceptional Children (CEC). Proposals to the Virginia Department of Education to be approved licensure degree programs for each of these areas will be submitted by the February 15, 2019 recommended deadline for undergraduate programs proposed to begin in the fall, 2019 semester. Specifics of the curriculum for each of the five proposed B.S.Ed. programs are described below, by program area.

### **Bachelor of Science in Education in Secondary Education and Teaching with a Concentration in Engineering Education (13.1205)**

The proposed B.S.Ed. in Secondary Education and Teaching will begin with one concentration area: Engineering Education. The proposed program will require a minimum of 123 credits for completion to satisfy both Virginia Commonwealth University's requirements and the Virginia Department of Education licensure requirements. The degree program will have field-based experiential learning requirements.

The focus of the curriculum is to provide students with a solid foundation in secondary education, engineering, and sciences to meet the requirements for licensure. Through the core education curriculum, students become knowledgeable about professional roles and workplace responsibilities while learning basic abilities in the planning and implementation of engineering lessons for students in grades 6-12. The core curriculum instills fundamental knowledge and skills, with opportunities for observation and application in a variety of engineering settings.

Through the core engineering, science, and mathematics curriculum, students will develop the content knowledge and skills of those fields in order to deliver relevant and rigorous lessons in engineering and integration of other content areas with engineering.

Coursework for the B.S.Ed. in Secondary Education and Teaching with a concentration in Engineering Education (6-12) licensure program focuses on teaching methodology, engineering, science, and mathematics in secondary schools. Embedded in the curriculum are field-based learning experiences, meaning that students spend time in schools gaining practical knowledge. Teaching methodology courses are a prime example of this, as teacher candidates will work with students in middle and high schools as part of their preparation for a teaching career. Students will spend 30 hours in practicum I, 20 hours in practicum II, and 150+ hours in internship.

New courses in the School of Education are denoted with an asterisk (\*) in the listing below.

Courses with pre-requisites or co-requisites are denoted with a plus (+) sign in the listing below and in Appendix B: Course Descriptions.

### **Program Requirements**

#### **General Education Requirements - 32 credit hours**

The VCU Core Education Program (i.e., general education) consists of 31 credit hours intended to be completed by the end of the sophomore year.

Tier 1: UNIV 111 Focused Inquiry 1 (3)

Tier 1: UNIV 112 Focused Inquiry 2 (3)

Tier 2: Quantitative Literacy Course (Math 200 (4))

Tier 2: Research and academic writing course: UNIV 200: Inquiry and the Craft of Argument (3)

Tier 2: Humanities/fine arts course from a university approved list (3)

Tier 2: Social/behavioral sciences course from a university approved list (3)

Tier 2: Natural/physical sciences course from a university approved list (4): BIOL 103

Program Specific: CHEM 101 and CHEZ 101 (4)

Program Specific: PHYS 207 University Physics II (5)

#### **Degree Program Core Courses - 25 credit hours**

EDUS 202\* Diversity, Democracy, and Ethics (4)

EDUS 301 Human Development and Learning (3)

EDUS 304\* Educational Psychology for Educators (2)

SEDP 330 Survey of Special Education (3)

SEDP/EDUS 401\* Assessment in Diverse Settings (3)

TEDU/SEDP 410\* Building a Community of Learners: Classroom Management (3)

TEDU 413\* Curriculum Methods and Instructional Models (3)

TEDU 452\* Teaching English Language Learners (2)

TEDU 510 Instructional Technology in PK-12 Environments (2)

#### **Concentration Courses Engineering Education – 43-44 credit hours**

#### **Science and Math Courses -12 credits**

MATH 201.	Calculus with Analytic Geometry (4)
PHYS 208.	University Physics I (5)
STAT 441.	Applied Statistics for Engineers and Scientists (3)

**Engineering Courses – 31-32 credits**

Select one:

EGRB102 or EGRE 101 or CLSE 101 Introduction to Engineering (3-4)

**OR**

EGMN 103                    Mechanical and Nuclear Engineering Practicum I (1) **AND**  
 EGMN 190                    Introduction to Mechanical and Nuclear Engineering (1) **AND**  
 EGMN 203                    Mechanical and Nuclear Engineering Practicum II (1)

EGMN 102                    Engineering Statics (3)  
 EGMN 202                    Mechanics of Deformables (3)  
 EGMN 215                    Engineering Visualization and Computation (3)  
 EGRE 206                    Electric Circuits (4)  
 CLSE 201                    Chemical Engineering Fundamentals I: Material Balances (4)  
 EGRE 245                    Engineering Programming (4)  
 EGRE 246                    Advanced Engineering Programming (3)  
 EGRE254                    Digital Logic Systems (4)

**Secondary Education Courses - 23 credits**

SEDP 495\*                    Universal Design for Learning and Transition  
 TEDU 311+                    Middle School Practicum (2)  
 TEDU 312+                    High School Practicum (1)  
 TEDU 420\*+                    Teaching Middle and High School Engineering (3)  
 TEDU 462\*                    Internship I (4)  
 TEDU 464\*+                    Internship II (4)  
 TEDU 562                    Reading Instruction in the Content Area (3)  
 Tier 3: Program Specific Capstone-TEDU 480\* Investigations and Trends in Teaching (3)

**Total Credits - 123 minimum and 124 maximum**

**B.S. in Education in Secondary Education and Teaching with a concentration in Engineering Education**

**Field-Based Learning Requirements**

All students in the proposed degree program will have a supervised culminating student teaching placement during the final semester of their senior year, after completing 108 credit hours. Students must meet the requirements as outlined in the student teaching application.

Secondary Licensure Concentration

Students who are completing the Secondary licensure concentration have a student teaching requirement of approximately 16 weeks in which the student works with a cooperating teacher in a school each day. A comprehensive handbook is provided by the Office of Student Services that

outlines the policies and requirements for the student teaching experience in addition to course syllabi. A final grade of A-F is assigned by the VCU clinical supervisor.

Students who do not pass their student teaching experience with a grade of C or better, or who are not accepted into student teaching will have the opportunity to complete their degree as a non-licensure option, provided they meet all other undergraduate degree requirements.

### **Student Retention and Continuation Plan**

All students are required to meet with their academic advisor at least once each semester to discuss academic progress and to update their plan of study. In addition to regular interaction with students, the program faculty also meets at least once each semester to discuss the performance of each student in the program. Grade point average, academic progress in classes, and the professional dispositions each student is displaying in class and through out-of-class field-based learning assignments are reviewed. Faculty note students who are meeting course requirements, turning in quality work on time, working well with the group, and completing their field-based learning assignments, as well as those who may not be doing these things. When faculty mention a student who is not showing progress, the group discusses possible reasons for this and possible solutions. For example, if a student is having a difficult time passing a particular part of a Praxis I Core Academic Skills for Educators (CASE) test (the Mathematics section perhaps), the faculty could direct the student to university tutoring sessions in this area or recommend a specific mathematics course to meet General Education curriculum requirements.

The faculty member who is concerned about a student schedules a meeting with the student to discuss the issue, and that student's advisor is also alerted and may meet with the student as well. If progress or resolution does not occur in a timely manner (e.g., by the end of the course or semester), the student is called to meet with the program faculty as a group. Issue(s) of concern and plans for remediation, including timeline goals for remediation, are enumerated in a document signed by the student and the program coordinator. This serves as a reference for all parties and as a basis for judging improvement in the student's performance.

VCU offers a number of supports and services to students who are experiencing ongoing and/or short-term difficulties and advisors may refer students to the appropriate offices or services for support. These services include the following: Campus Learning Center, Counseling Services, Division for Inclusive Excellence, Division for Student Affairs, Financial Aid, Global Education Office, Health Services, JED, Campus Program, Military Student Services, Sexual Violence Reporting and Resources, Student Accessibility and Educational Opportunity, Student Employment, Transfer Center, TriO, You First at VCU, Wellness Resource Center, and the Writing Center.

Descriptions of these programs and offices along with the services they provide can be found on the VCU webpage for current students (<http://www.vcu.edu/current-students>).

### **Faculty**

Four of the five proposed degree programs will be housed within the Department of Teaching and Learning (B.S. Eds. in Elementary Education and Teaching; Early Childhood Education and

Teaching; Secondary Education and Teaching with a concentration in Engineering Education; and Health and Physical Education). Required courses will be taught by faculty in that department, as well as faculty from Foundations of Education and Counseling and Special Education in the School of Education as well as faculty in Humanities and Sciences and/or Engineering.

### **Faculty B.S. in Education in Secondary Education and Teaching with a Concentration in Engineering Education**

The B.S.Ed. in Secondary Education and Teaching with a concentration in Engineering Education will be housed in the Department of Teaching and Learning. The department currently consists of 14 full-time faculty members of which five current faculty will be dedicated to the core secondary education courses of the proposed degree. Of the five current faculty members two are tenured and hold doctoral degrees, one is tenure-track faculty holding a doctoral degree and one is a full-time term faculty member holding a doctoral degree. The faculty members dedicated to the Secondary Engineering Education and Teaching degree have a combined 35 years of teaching experience in public schools.

Collectively, the current faculty have over 150 publications including published textbooks, peer-reviewed articles in professional journals, and papers. The faculty have served as textbook reviewers as well as manuscript reviewers for professional journals and have made over 380 presentations at professional conferences. They have also directed or co-directed multiple state and federal grants specific to training and research in early childhood, elementary, STEM and literacy education in total of \$7.8+ million. In addition to being generalists in elementary education, one faculty member has expertise in early childhood education, two have expertise in literacy education, one has expertise in mathematics education, and one has expertise in science education. Three additional department faculty will provide instruction in the program with one having expertise in health and physical education, one having expertise in classroom management and integrating the arts and one having expertise in educational technology.

One faculty member serving as a Visiting Scholar and working in the Dean's Office is available to teach the engineering methods or seminar courses. He has three years of teaching experience in Middle School and over 18 years of experience in providing professional development to science teachers. In addition, he has received \$37 million in grant funding.

A faculty member in the Department of Counseling and Special Education, Early Childhood Special Education, holding a doctoral degree, will teach one of the required courses in the core education concentration. This faculty member is an internationally recognized expert in the field with over 60 publications, 135 presentations and \$7.5M in grant funding.

Two faculty members in the Department of Educational Foundations with doctorates in Educational Psychology or a closely related field will teach three courses in the proposed program core requirements. They will also have appropriate teaching experiences to offer instruction in the proposed program.

At least four Mathematics faculty from the College of Humanities and Sciences will teach mathematics courses in the proposed program. Faculty in the department are term faculty with

M.S. in Mathematics or Ph.D. level Mathematicians. These faculty have active research agenda and work closely with students. At least six science faculty teach the introductory courses in biology, chemistry, physics, and earth science. These faculty have an M.S or Ph.D. in their field. The Ph.D. faculty have active research agenda and research grants.

Nine faculty members from the College of Engineering with doctorates in the different areas of engineering will teach the engineering courses in the proposed program. These and other engineering faculty members work with over 2000 undergraduate to doctoral level students. College of Engineering has doubled in number of faculty and quadrupled external funding since 2013. The faculty are active in research and publication as well as working with their students.

## Appendix G - “Abbreviated CV’s” for Faculty

### **Student Assessment**

Student learning will be assessed throughout the proposed degree programs using a variety of evaluations and measures. Some of these measures include, but are not limited to, assigned papers, quizzes, tests, and projects assigned during field-based learning and classroom instructional experiences. In field-based learning experiential experiences students will be expected to demonstrate knowledge and skills in a practical, “real world” sense. During the internship and student teaching experiences, students are assessed by on-site professionals as well as by university faculty supervisors. Each of these professionals monitors and notes the students’ performance during multiple observations and each of them writes clinical reviews of that performance both as formative and as summative evaluations. Students will also be required to complete a capstone project, agreed upon by the student, the advisor, and the university faculty supervisor.

### **Learning Outcomes**

#### Student Learning Outcomes: B.S.Ed. in Secondary Education and Teaching with a concentration in Engineering Education

The core outcomes of the proposed program are based on VDOE Licensure documents (8VAC 20-543-140 and 8VAC20-543-280). These outcomes are derived from national documents that recommend the types of knowledge and skills needed in this area. They are not, however, credentialing agencies. Students in the proposed degree program will acquire knowledge and skills about discipline-specific scientific and theoretical concepts critical to begin teaching.

**Core Outcome 1.** Skills in this area shall be designed to develop an understanding and application of creating, selecting, and implementing valid and reliable classroom-based assessments of student learning, including formative and summative assessments. Assessments designed and adapted to meet the needs of diverse learners shall be addressed. **Assessment Measures:** Students will align objectives to instruction and assessment, create a short summative and formative assessment, and create a performance assessment related to their area of study, engineering in SEDP 402. Students will develop unit plans for their content area that include a

variety of assessment strategies that reflect engineering and other science and mathematics content in both TEDU 420 and TEDU 480. Students will analyze student thinking from assessments they have administered and conduct statistical analysis on traditional items in TEDU 480.

**Core Outcome 2.** Analytical skills necessary to inform ongoing planning and instruction, as well as to understand and help students understand their own progress and growth shall be included.

**Assessment Measures:** Students will align objectives to instruction and assessment, create a short summative and formative assessment, and create a performance assessment related to their area of study, engineering in SEDP/EDUS 401. Students will develop unit plans for their content area that include a variety of assessment strategies that reflect engineering and other science and mathematics content in both TEDU 420 and TEDU 480. Students will analyze student thinking from assessments they have administered and conduct statistical analysis on traditional items in TEDU 480.

**Core Outcome 3:** Skills also include the ability to understand the relationships among assessment, instruction, and monitoring student progress to include student performance measures in grading practices, the ability to interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment, and the ability to analyze assessment data to make decisions about how to improve instruction and student performance. **Assessment Measures:** Students will develop competence in scoring and interpreting assessment scores through classroom activities in SEDP 402. Students will analyze student thinking from assessments they have administered and conduct statistical analysis on traditional items in TEDU 480.

**Core Outcome 4:** Understanding of state assessment programs and accountability systems, including assessments used for student achievement goal setting as related to teacher evaluation and determining student academic progress shall be included. **Assessment Measures:** Students will develop an understanding of state assessment programs and accountability systems through class activities in SEDP 402. Students will examine teacher evaluation measures in class and consider how goal setting for themselves will look and monitoring student progress in TEDU 480.

**Core Outcome 5:** Knowledge of legal and ethical aspects of assessment and skills for developing familiarity with assessments used in preK-12 education such as, diagnostic, college admission exams, industry certifications, placement assessments. **Assessment Measures:** Students will demonstrate familiarity with these various assessments through class activities in SEDP/EDUS 401.

**Core Outcome 6:** Understanding the knowledge, skills, and processes for teaching engineering, including the ability to evaluate student achievement, instructional materials, and teaching materials. **Assessment Measures:** Students will align objectives to instruction and assessment, create a short summative and formative assessment, create a performance assessment, and assess child with developmental or achievement delays in SEDP/EDUS 401. Students will develop unit plans that include a variety of assessment strategies in both TEDU 420 and TEDU 480. Students

will analyze student thinking from assessments they have administered and conduct statistical analysis on traditional items in TEDU 480.

**Core Outcome 7:** Understanding of basic chemistry, biology, Earth and space sciences, physics, and mathematics, including statistics and calculus, to ensure (Student achievement in engineering.) **Assessment Measures:** Students will align objectives to instruction and assessment, create a short summative and formative assessment, and create a performance assessment related to their area of study, engineering in SEDP 402. Students will develop unit plans for their content area that include a variety of assessment strategies that reflect engineering and other science and mathematics content in both TEDU 420 and TEDU 480. Students will analyze student thinking from assessments they have administered and conduct statistical analysis on traditional items in TEDU 480.

### **Program Assessment**

The School of Education will assess and evaluate the proposed programs after the initiation year. The School will conduct and report annual assessments of program outcomes in accordance with Virginia Commonwealth University's Assessment Policy. Reviews at the School and University levels consist of:

- Annual analysis of results of the end-of-program evaluation data to determine students' satisfaction with the teaching/learning process.
- Analysis and reporting of annual retention and attrition rates to assure optimal success of enrollees.
- Job placement analysis to assure that the program remains current to the workforce needs.
- Analysis of the dissemination of results of student research, presentations, and grant proposals.

An institutional review of the degree program's mission, goals, learning outcomes, and student successes will occur on a seven-year cycle. This review, directed by Academic Affairs and the Office of Planning and Decision Support, will use institutional data, student and alumni surveys, and learning outcomes assessment to write an Academic Program Review (APR) report that will describe how program goals and learning outcomes have been achieved. The proposed B.S.Ed. programs are scheduled to submit its first Academic Program Review report seven years after program initiation, in 2026.

In addition to unit and University-level monitoring and review, all licensure programs will also be required to maintain VDOE program approval with submission of biennial reports to demonstrate state benchmark standards.

In accordance with the VDOE's requirement that approved programs maintain national program accreditation, all licensure concentrations in the B.S.Ed. program will be required to complete a Council for the Accreditation of Educator Preparation (CAEP) unit review every seven years.<sup>3</sup>

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<sup>3</sup> <http://caepnet.org/accreditation/about-accreditation/what-is-accreditation>



## **Benchmarks of Success**

The following initial benchmarks will be used to gauge the growth and success of the five B.S. in Education programs:

- Enrollment will reach at least 400 students across all five programs by the target year (2023-2024).
- Ninety percent (90%) of students in the program will pass national or state test standards for their licensure concentration. These measures are the Praxis II exam (national) or VCLA (state), which are mandated by the Virginia Department of Education for licensure.
- Within four years of formal admission to the program, 80% of the admitted students will graduate.
- Eighty percent (80%) of students who seek employment will be hired within one year of graduation.
- Of those graduates who found employment, eighty percent (80%) will be teaching in Virginia public schools.
- Ninety percent (90%) of alumni who complete our VCU alumni survey will rate their preparation as being either good or excellent.
- Sixty percent (60%) of students who apply to graduate school will be accepted into a Master's degree program.
- Ninety percent (90%) of employers of our graduates will report that they are likely or very likely to hire another graduate of our program (based on the response to annual employer surveys).
- VCU's School of Education will increase its production of fully licensed educators by fifty percent (50%) by the target year.
- VCU programs will increase the enrollment of under-represented minority students by fifty percent (50%) by the target year.

The B.S.Ed. undergraduate faculty will review the program assessment data annually to assess student satisfaction and track progress in terms of each stated benchmark. If any of the benchmarks of success are not being met, the faculty will re-evaluate and determine appropriate strategies to reach the benchmarks. For example, if less than 80% of the students are not passing the Praxis II exams, one potential strategy would be to have faculty sit for these exams to better determine the content students need to possess and to review the curriculum and course-by-course content accordingly to ensure success.

### **Relationship to Existing Virginia Commonwealth University's Degree Programs**

Currently, Virginia Commonwealth University does not offer any undergraduate programs that lead to licensure in Virginia. These proposed programs have been developed based on a new directive by the Governor that allows undergraduate majors that lead to initial licensure to be offered in a School or College of Education. This was identified as one important strategy for addressing the critical shortage of licensed teachers in the Commonwealth of Virginia. This section will address any relationship to existing degree programs for these five proposed degree programs.

## **Bachelor of Science in Education in Secondary Education and Teaching with a concentration in Engineering Education**

This proposed B.S. Ed. in Secondary Education with a concentration in Engineering Education is related to existing B.S. degrees in Engineering. Many of the courses are the same as coursework that undergraduate students in Engineering are required to take in content areas such as science, mathematics, and basic engineering. However, the existing programs do not have a pathway toward licensure in Virginia. In conversations with faculty in the School of Engineering, they support this proposed degree program, believing that some of their existing students may transfer into this program. Each year, a number of undergraduate engineering students change their minds about pursuing a career as an engineer but instead want to teach secondary-aged students about engineering concepts. The implementation of this proposed degree program will give those students a new career option to consider.

The School of Education currently offers a Master's of Teaching (M.T.) program leading to licensure as a secondary teacher in other areas (i.e. Mathematics, Chemistry, Biology, Physics, English, Social Studies, etc.). This proposed degree program is not expected to have any impact on enrollment in those other secondary licensure areas.

### Justification for the Proposed Program

#### **Response to Current Needs (Specific Demands)**

School divisions across the Commonwealth of Virginia are facing a critical shortage of fully licensed teachers and that shortage shows no sign of abating. Urban, high-needs school divisions are prone to teacher shortages. For example, in August 2018, a month before the school year resumed, Richmond Public Schools (RPS) had nearly 100 vacancies in staffing, with 85 of those vacancies in teaching positions. Even more alarming, most of these vacancies were at the elementary level with 53 teaching positions in RPS' elementary sites. Unfortunately, this shortage is not new to RPS. The year prior in August 2017, RPS had 109 total vacant teaching positions. This trend also holds true for neighboring divisions in the Tri-Cities area of Petersburg, Hopewell and Dinwiddie. In 2016, VDOE reported that the Tri-Cities area had more than a 1,000 vacant teaching positions leading up to the school year, an increase by 200 from the previous year. In 2016-17, there were more than 300 vacant special education positions and 200 vacant elementary education positions in the Tri-Cities area. This trend raises concerns for district leaders and VCU's School of Education. As the largest research institution and producer of highly-qualified teachers in the Greater Richmond area, the VCU School of Education plays a pivotal role in addressing teacher shortage in these areas. In the 2018-19 school year, the Virginia Department of Education (VDOE) identified a critical shortage in ten teaching endorsement areas. This [link](#) provides a list of critical shortage areas in the Commonwealth, which are also listed below.

1. Special Education
2. Elementary Education PreK-6

3. Middle Education Grades 6-8
4. Career and Technical Education
5. Mathematics Grades 6-12 (including Algebra 1)
6. School Counselor PreK-12
7. English (Secondary)
8. Science (Secondary)
9. Foreign Language PreK-12
10. Health and Physical Education PreK-12

School divisions on average have received applications from three or fewer qualified candidates for vacancies in these teaching endorsement areas, which has led to the identification of critical shortages. The proposal seeks to initiate three programs that prepare highly-qualified teachers in two of the highest priority areas of critical teacher shortages: Special Education and Elementary Education (both the Early Childhood and Teaching and the Elementary Education and Teaching address these two critical shortage areas). First, the need for elementary education teachers is growing in Virginia and currently has the second highest number of unfilled positions (200) in Virginia (with special education being the highest at 300+) (Annual Report, 2018 available at <http://www.doe.virginia.gov/boe/reports/index.shtml>). In addition, the critical shortage area of Health and Physical Education is included in Virginia Commonwealth's proposal for new undergraduate programs. Lastly, our proposed program in Secondary Education with a concentration in Engineering Education is our plan for addressing both the need for Mathematics and Science teachers at the Secondary level.

### **Why Virginia Commonwealth University?**

Virginia Commonwealth University has a strong commitment to diversity, equity and inclusion as described in its strategic plan. VCU's School of Education has a similar mission and strategic plan to address the needs of Virginia's urban school divisions and the surrounding communities. These programs provide initial licensure coursework and experiences that address the critical needs of students in our urban and high-needs school divisions. We have infused information into our programs to prepare future teachers to address the needs of a diverse group of students, including those who have experienced trauma, those who are English-language learners, those with disabilities who are included in general education classrooms, and those who struggle with learning and who are at risk of being identified with disabilities.

The School of Education has existing collaborative partnerships with Virginia School Divisions surrounding Richmond (Region I), as well as other divisions across the Commonwealth, particularly for clinical/student teaching placements for our graduate students. These will continue for the students who enroll in the proposed B.S.Ed. programs in Elementary Education and Teaching, Early Childhood and Teaching, Health and Physical Education, Secondary Education and Teaching with a concentration in Engineering Education, and Special Education and Teaching with a concentration in General Education.

Appendix H – Letters of Support

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**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA**  
**SUMMARY OF PROJECTED ENROLLMENTS IN PROPOSED PROGRAM**

**Projected enrollment: B.S.Ed. in Secondary Education and Teaching -  
Engineering Education**

Year 1		Year 2		Year 3		Year 4 Target Year (2-year institutions)			Year 5 Target Year (4-year institutions)		
2019 - 2020		2021 – 2022		2022 - 2023		2023 – 2024			2024 - 2025		
HDCT <u>15</u>	FTES <u>15</u>	HDCT <u>27</u>	FTES <u>27</u>	HDCT <u>39</u>	FTES <u>39</u>	HDCT <u>51</u>	FTES <u>51</u>	GRAD <u>    </u>	HDCT <u>51</u>	FTES <u>51</u>	GRAD <u>12</u>

Assumptions:

Retention percentage: 80%

Percentage of full-time students 100% Percentage of part-time students 0%

Full-time students credit hours per semester: 15

Full-time students graduate in 4 years

## Projected Resource Needs for the Proposed Programs

### **Resource Needs**

Virginia Commonwealth University, the School of Education, and the Departments of Teaching and Learning and Counseling and Special Education have the resources needed to initiate and sustain the following proposed degree programs: Elementary Education and Teaching; Early Childhood Education and Teaching; Secondary Education and Teaching with a concentration in Engineering Education, Health and Physical Education; and Special Education and Teaching with a concentration in General Education. The following subsections detail the resources required to operate the programs from their initiation in the fall 2019 through the target year 2023-24. Assessments of need for full-time, part-time, and adjunct faculty are based on a ratio of 1.0 FTE of instructional effort for every 20 FTE students in lower division courses and 1.0 FTE of instructional effort for 14 FTE students in upper division courses (including any required graduate courses needed for licensure). The proposed programs will require a total of 3.85 FTE faculty in 2019-20, rising to 26.65 FTE by the target year of 2023-24.

#### **Full-time Faculty**

For the initiation year one (1) faculty member from the Department of Foundations of Education will provide .65 FTE. By target year, an additional 10 faculty members from the Department of Foundations of Education, the Department of Teaching and Learning, and the Department of Counseling and Special Education will provide 10 FTE for a total of 10.65 full-time FTE. Of these, 8.65 FTE are reallocations and 2.0 FTE are new faculty lines.

The Dean of the School of Education has committed resources for another 4 faculty members (2.0 FTE) who will be available to teach in the proposed undergraduate degree programs in the Department of Teaching and Learning and the Department of Counseling and Special Education. The new faculty members will be hired at the rank of Assistant Professor with a combined salary of \$300,000 and benefits of \$118,200.

#### **Part-time Faculty**

For the initiation year, two (2) faculty members from the Departments of Teaching and Learning, two (2) faculty members from the Department of Counseling and Special Education, and three (3) faculty from the Department of Foundations of Education will provide 2.0 FTE. By the target year, an additional 6.50 will be added for a total FTE of part-time faculty will rise to 8.50 FTE. These FTE are reallocations.

#### **Adjunct Faculty**

For the initiation year, adjunct faculty will provide 1.20 FTE for the proposed degree program. For the target year this will add 6.30 FTE for a total of 7.50 FTE. Adjunct instructors will be across most departments and Schools/Colleges of the university including SOE Departments of Teaching and Learning, Counseling and Special Education, and Foundations of Education and

Colleges of Humanities and Sciences and Engineering. Currently, adjunct faculty in the School of Education receive \$3000 in salary per course.

### **Graduate Assistants**

No graduate assistants are required to initiate or sustain proposed degree programs.

### **Classified Positions**

Classified support for these proposed programs will come from a reallocation of .60 FTE for a clerical staff person who will arrange clinical placements for students in the undergraduate degree programs.

An undergraduate advisor will be needed for the initiation year at .80 FTE. For the target year, an additional advisor at .70 FTE will be added. This represents a salary of \$50,716 and related fringe benefits are \$19,981 in the initiation year, with salaries of \$113,416 and fringe benefits of \$37,688 in the target year.

### **Targeted Financial Aid**

No targeted financial aid is needed to initiate and sustain the proposed degree program.

### **Equipment (including computers)**

No new equipment, including computers, is needed to initiate or sustain the proposed degree program. The equipment resources are sufficient to initiate and sustain this proposed degree program. For new hires, existing furniture and equipment (including computers) will be provided.

### **Library**

No additional library resources are required to initiate or sustain the proposed degree programs. VCU's James Branch Cabell Library has resources that include journals, magazines, electronic materials, and other publications for education. In addition, students and faculty can borrow items not in the VCU collection through inter-library loans.

### **Telecommunications**

No additional telecommunication resources are needed to initiate and sustain this proposed degree program. Telecommunications equipment is provided by the School and University, often through funds from student technology fees. For new hires, existing telecommunications services and devices will be used.

### **Space**

No new or additional space is required to initiate or sustain the proposed new degree program. There is adequate space on VCU's campus for classrooms, meetings, and current and future offices. The space resources are sufficient to initiate and sustain this proposed degree program.

### **Other Resources (specify)**

No other resources other than those described above are needed to initiate and sustain this proposed degree program.

**Resources Needs: Part A – D**

**Part A: Answer the following questions about general budget information.**

- Has or will the institution submit an addendum budget request to cover one-time costs? Yes \_\_\_\_\_ No  X
- Has or will the institution submit an addendum budget request to cover operating costs? Yes \_\_\_\_\_ No  X
- Will there be any operating budget requests for this program that would exceed normal operating budget guidelines (for example, unusual faculty mix, faculty salaries, or resources)? Yes \_\_\_\_\_ No  X
- Will each type of space for the proposed program be within projected guidelines? Yes  X  No \_\_\_\_\_
- Will a capital outlay request in support of this program be forthcoming? Yes \_\_\_\_\_ No  X

**Part B-1: Fill in the number of FTE positions needed for the B.S.Ed. Degree Programs**

	Program Initiation Year		Expected by Target Enrollment Year	
	2019 - 2020		2023 - 2024	
	On-going and reallocated	Added (New)	Added (New)***	Total FTE positions
Full-time faculty FTE*	0.65		10.00	10.65
Part-time faculty FTE**	2.00		6.50	8.50
Adjunct faculty	1.20		6.30	7.50
Graduate assistants (HDCT)				0.00
Classified positions	0.60	0.80	0.70	2.10
<b>TOTAL</b>	<b>4.45</b>	<b>0.80</b>	<b>23.50</b>	<b>28.75</b>
*Faculty dedicated to the program. **Faculty effort can be in the department or split with another unit.				
*** Added <b>after</b> initiation year				



**Part C: Estimated resources to initiate and operate the proposed B.S. Ed. Degree Programs**

	Program Initiation Year		Expected by Target Enrollment Year	
	2019- 2020		2023- 2024	
Full-time faculty	0.65	0.00	10.00	10.65
salaries	\$48,750		\$750,750	\$799,500
fringe benefits	\$19,208		\$295,796	\$315,003
Part-time faculty (faculty FTE split with unit(s))	2.00	0.00	6.50	8.50
salaries	\$150,750		\$516,740	\$667,490
fringe benefits	\$59,396		\$203,596	\$262,991
Adjunct faculty	1.20	0.00	6.30	7.50
salaries	\$3,600		\$18,900	\$22,500
fringe benefits	\$292		\$1,531	\$1,823
Graduate assistants	0.00	0.00	0.00	0.00
salaries				\$0
fringe benefits				\$0
Classified Positions	0.60	0.80	0.70	2.10
salaries	\$19,800	\$26,400	\$23,100	\$69,300
fringe benefits	\$7,801	\$10,402	\$9,101	\$27,304
<b>Personnel cost</b>				
salaries	\$222,900	\$26,400	\$1,309,490	\$1,558,790
fringe benefits	\$86,696	\$10,402	\$510,023	\$607,121
Total personnel cost	\$309,596	\$36,802	\$1,819,513	\$2,165,911
Equipment				\$0
Library				\$0
Telecommunication costs				\$0
Other costs				\$0
<b>TOTAL</b>	<b>\$309,596</b>	<b>\$36,802</b>	<b>\$1,819,513</b>	<b>\$2,165,911</b>

**Part D: Certification Statement(s)**

The institution will require additional state funding to initiate and sustain this program.

Yes \_\_\_\_\_  
Signature of Chief Academic Officer

No \_\_\_\_\_  
Signature of Chief Academic Officer

If “no,” please complete items 1, 2, and 3 below.

**1. Estimated \$\$ and funding source to initiate and operate the programs.**

Funding Source	Program initiation year 2019-2020	Target enrollment year 2023-2024
Reallocation within the department <i>(Note below the impact this will have within the department.)</i>	\$16,728	\$789,353
Reallocation within the school or college <i>(Note below the impact this will have within the school or college.)</i>	\$292,868	\$570,030
Reallocation within the institution <i>(Note below the impact this will have within the institution.)</i>	\$0	\$0
Other funding sources <i>(Specify and note if these are currently available or anticipated.)</i>	\$36,802	\$460,130

**2. Statement of Impact/Other Funding Sources. A separate detailed explanation of funding is required for each source used and a statement of impact on existing resources.**

**Reallocation within the department**

There will be reallocations the Departments of Teaching and Learning, Foundations, and Counseling and Special Education. Faculty who currently teach graduate courses in the departments will change their teaching load to cover courses in the proposed undergraduate degree programs. It is planned that the initial teaching licensure program in elementary education will be closed once students currently in the program graduate from those programs. For special education, it is believed that enrollment in the graduate initial licensure program will decrease substantially and possibly close given the initiation of this initial licensure program at the undergraduate level. Other faculty in the two departments will be teaching undergraduate courses

that are required for all new undergraduate programs so they will be including students from all four of these areas into their courses.

**Reallocation within the school or college**

The total reallocation within the School of Education includes faculty in departments outside of the program home who will refocus their teaching effort to include students in those programs into their new and/or existing undergraduate courses. In addition, clerical staff listed for these programs include reallocating the time of a student services employee to oversee clinical placements of these students from her current work of overseeing clinical placements of students in graduate programs that will be significantly decreasing in size and/or closing. New undergraduate advising staff in the target year will be devoting time to serving the students in these programs.

**Reallocation within the institution**

The total reallocation within the institution includes faculty from the College of Engineering as well as the College of Humanities and Sciences who will be including students from these programs in courses that already exist in their Colleges, or adjunct instructors who will teach new courses required for the programs.

**Other funding sources**

**3. Secondary Certification.**

If resources are reallocated from another unit to support this proposal, the institution will not subsequently request additional state funding to restore those resources for their original purpose.

_____ Agree	Signature of Chief Academic Officer
_____ Disagree	Signature of Chief Academic Officer

## Appendix A - Sample Plan of Study

### B.S. Ed. in Secondary Education and Teaching: Engineering Education Concentration (Full-time Student)

<b>Year</b>	<b>Fall Semester (credit hours)</b>	<b>Spring Semester (credit hours)</b>
<b>Freshman</b>	Tier I General Education Requirement– UNIV 111 (3)	Tier I: General Education Requirement – UNIV 112 (3)
	Tier II General Education Requirement– Quantitative Literacy course from approved list (MATH 200) (4)	MATH 201: Calculus II (4)
	CHEM 101 and CHEZ 101: Gen Chemistry and CHEM Lab (4)	PHYS 207: Physics I (5)
	CLSE 101 (3) OR EGRB 102 (4) OR EGRE 101 (4) <b>OR</b> {EGMN 103 (1) AND EGMN190 (1) AND EGMN 203 (1)}	Tier II: General Education Requirement Natural/Physical Sciences – BIOL103 (4)
<b>Credit Hours</b>	<b>14-15 credit hours</b>	<b>16 credit hours</b>
<b>Sophomore</b>	Tier II: General Education Requirement – Research and Academic Writing UNIV 200 (3)	Tier II: General Education Requirement Humanities/Fine Arts (3)
	PHYS 208 (5) University Physics II	STAT 441 Applied Statistics for Engineers and Scientists (3)
	EDUS 202 Diversity, Democracy, and Ethics (4)	EGMN 215 Eng Visual and Computation (3)
	EGMN 102: Statics (3)	EDUS 301 Human Growth & Development (3)
		EGRE 245 Engineering Programming (4)
<b>Credit Hours</b>	<b>15 credit hours</b>	<b>16 credit hours</b>
<b>Junior</b>	Tier II General Education Requirement - Social/Behavioral Sciences (3)	TEDU 510: Instructional Technology in PK-12 Environments (2)
	EGRE 246 Advanced Engineering Programming (3)	EDUS 304: Educational Psychology for Educators (2)

<b>Year</b>	<b>Fall Semester (credit hours)</b>	<b>Spring Semester (credit hours)</b>
	TEDU 410 Building a Community of Learners: Classroom Management (3)	SEDP 330: Survey of Special Education (3)
	EGMN 202 Mechanics of Deformables (3)	EGRE 206: Electric Circuits (4)
	CLSE 201 Chemical Engineering Fundamentals I: Material Balances (4)	EGRE 254 Digital Logic Systems (4)
<b>Credit Hours</b>	<b>16 credit hours</b>	<b>15 credit hours</b>
<b>Senior</b>	TEDU 420 Teaching Middle and High School Engineering (3)	TEDU 462 Internship (4)
	SEDP 401: Assessment in Diverse Settings (3)	TEDU 464 Internship II (4)
	TEDU 413: Curriculum Methods and Instructional Models (3)	Tier III: General Education Requirement: Capstone TEDU 480 Investigations and Trends in Teaching (3)
	TEDU 562: Reading in the Content Area (3)	TEDU 452 Teaching English Language Learners (2)
	TEDU 311: Practicum I (2)	SEDP 495 Universal Design for Learning and Transition (3)
	TEDU 312: Practicum II (1)	
<b>Credit Hours</b>	<b>15 credit hours</b>	<b>16 credit hours</b>

Credit Hours – Freshman – Fall Term – 14-15  
 Credit Hours – Freshman – Spring Term – 16  
 Credit Hours – Sophomore – Fall Term - 15  
 Credit Hours – Sophomore – Spring Term - 16  
 Credit Hours – Junior – Fall Term – 16  
 Credit Hours – Junior – Spring Term - 15  
 Credit Hours – Senior – Fall Term - 15  
 Credit Hours – Senior – Spring Term - 16  
**TOTAL CREDIT HOURS – 123-124**

## **Appendix B - Course Descriptions**

### **B.S. in Education in Secondary Education and Teaching (Engineering Education)**

EDUS 202.\* Diversity, Democracy, and Ethics. 4 Hours. Semester course; 4 lecture hours. 4 credits. This course engages students in critical exploration of public education in the United States within sociocultural, historical, and philosophical contexts. It examines the relationships between our increasingly diverse society and education in a democracy. Students will be taught the ethical obligations of educational professionals and how to become active agents for democratic, equity-oriented schools. In addition, the course will explore legal and policy aspects of education.

EDUS 301. Human Development and Learning. 3 Hours. Semester course; 3 lecture hours. 3 credits. A study of human development through the lifespan with special emphasis on child and adolescent psychology, the nature of learning, and basic concepts of learning theories.

EDUS 304\*. Educational Psychology for Educators. 2 Hours. (delivered online, face to face, or hybrid). Semester course; 2 lecture hours. 2 credits. The application of psychological principles to the teaching-learning process, with special emphasis on theories of learning and development. This course explores the application of psychological principles to the teaching-learning process, with special emphasis on learning and development. Intended specifically for pre- and in-service educators, the course will require students to apply theory and research in educational psychology to their prior, current, and future teaching experiences.

SEDP 330. Survey of Special Education. 3 Hours. Semester course; 3 lecture hours. 3 credits. Presents an overview of the historical basis and regulatory requirements related to special education, including the individual education program as a legal document and the rights and responsibilities of parents, teachers and schools. The characteristics of learners with disabilities and their educational and medical implications are also examined, as well as the cultural, familial and ethical issues involved.

SEDP/EDUS 401.\* Assessment in Diverse Settings. 3 hours. Semester course; 3 lecture hours. 3 credits. This course explores all aspects of assessment that a teacher encounters in prek-12 educational settings. The course will discuss current assessment theories, approaches, and instruments used to measure the performance of the children and students representing the diverse learners in today's classrooms; including students with and without disabilities, English language learners, and students representing a range of cultural backgrounds. Assessments at all stages of instruction (before, during, and after), including formal and informal assessments and their applications in an inclusive educational setting will be addressed. Particular attention is paid to the ways in which teachers can gather and use assessments to make data-informed decisions for effective instruction and intervention leading to optimal child development and student achievement. Specifically, the course will explore the relationships among content standards, instruction and assessment as well as ways to use a variety of assessments to monitor to student progress. The course emphasizes making valid inferences from assessments in a variety of formats, understanding the legal and policy context of assessment, and the implications for

appropriate grading practices and decision-making. Course content and assignments will promote critical thinking and problem solving skills.

TEDU/SEDP 410\*. Building a Community of Learners: Classroom Management. 3 hours. Semester course; 3 lecture hours. 3 credits. The course is designed to encompass Pre-K through 12 classroom management theory and application, motivation theory and application, diversity, socio-emotional development, trauma informed care and restorative justice for regular education and special education students.

TEDU 413\*. Curriculum Methods and Instructional Models. 3 hours. Semester course; 3 lecture hours. 3 credits. In accordance with the VCU School of Education Conceptual Framework (CF), “Educator as Critically Reflective Practitioner,” students will partake in various activities that provide and promote opportunities that invite reflective practices. A study of developmentally appropriate curriculum methods for teaching PK- 12th children, including lesson planning, curriculum selection and use of instructional models, selecting appropriate support materials, and celebrating diversity. This course is a 3 credit, 40 hour lecture style class that also includes a 20 hour field placement experience as well.

TEDU 452. Teaching English Language Learners. 2 hours. Semester course; 2 lecture hours. 2 credits. This course is designed to help teachers who plan to teach English and other content areas to Pk-12 students who are speakers of other languages. The course includes attention to social and cultural contexts, the diversity of emergent bilingual students in the United States, legal and policy contexts, models of ESL programs, and advocacy for students. We also develop skills in lesson preparation and delivery for emergent bilingual students, both within ESL classrooms as well as in other content area classrooms.

TEDU 510. Instructional Technology in PK-12 Environments. Semester course; 2 lecture hours. 2 credits. An introduction to effectively integrating technology into pK-12 instruction to improve student learning outcomes. Students will have hands-on experiences with a variety of current instructional technologies and learn how to integrate these technologies into their practice using research-driven theoretical frameworks. This hybrid course includes both online and face-to-face learning activities; it also models technology-rich face-to-face instruction for students as well as hybrid and fully online instructional methods. Students will design technology-rich instructional modules that can be utilized to improve student learning in their content areas, as well as develop personal learning networks that will continue to provide them with informal and independent learning opportunities well after the conclusion of the course.

## **Science and Math Courses**

### **BIOL 103. Environmental Science. 4 Hours.**

Hybrid semester course taught mostly online; 3 lecture and 2 laboratory hours. 4 credits. Online presentations, assignments, debates and exams require students to understand situations and ideas that involve scientific, social and economic concepts associated with Earth’s environment. Laboratory exercises reinforce major course concepts. Integrates aspects of biology, chemistry, geology, physics and sociology. Topics include ecology, evolution, natural resources, air and

water resources, energy and recycling, population biology, and sustainable global societies.  
Crosslisted as: [ENVS 103](#).

CHEM 101. General Chemistry. 3 Hours. Continuous courses; 3 lecture and 1 recitation hour. 3-3 credits. Prerequisite: CHEM 100 with a grade of C or higher, or high school chemistry and a satisfactory combination of Math SAT score and high school GPA. Pre- or corequisite: MATH 151. Prerequisite for CHEM 102: CHEM 101 with a grade of C or higher. Fundamental principles and theories of chemistry, including qualitative analysis.

CHEZ 101. General Chemistry Laboratory I. 1 Hour. Semester course; 1 lecture and 2 laboratory hours. 1 credit. Pre- or corequisite: CHEM 101. Experimental work correlated with CHEM 101 with selected forensic science applications. Each student is charged for breakage incurred. Approved safety glasses are required. Failure to check out of laboratory upon withdrawal or for other reasons will incur a charge billed from the Student Accounting Department.

MATH 200. Calculus with Analytic Geometry. 4 Hours. Continuous courses; 4 lecture hours. 4-4 credits. Prerequisite for MATH 200: MATH 151 or satisfactory score on the VCU Mathematics Placement Test within the one-year period immediately preceding the beginning of the course.

MATH 201. Calculus with Analytic Geometry. 4 Hours. Continuous courses; 4 lecture hours. 4-4 credits. Prerequisite for MATH 200: MATH 151 or satisfactory score on the VCU Mathematics Placement Test within the one-year period immediately preceding the beginning of the course. Prerequisite for MATH 201: completion of MATH 200. Limits, continuity, derivatives, differentials, antiderivatives and definite integrals. Applications of differentiation and integration. Selected topics in analytic geometry. Infinite series.

PHYS 207. University Physics I. 5 Hours. Semester course; 3 lecture, 1 recitation and 3 laboratory hours. 5 credits. Prerequisite: MATH 200 or permission of instructor. A vector- and calculus-based introduction to the fundamental concepts of mechanics, heat and wave motion.

PHYS 208. University Physics II. 5 Hours. Semester course; 3 lecture, 1 recitation and 3 laboratory hours. 5 credits. Prerequisite: PHYS 207. Corequisite: MATH 201. A vector- and calculus-based introduction to the fundamentals of electricity, magnetism and optics.

STAT 441. Applied Statistics for Engineers and Scientists. 3 Hours. Semester course; 3 lecture hours. 3 credits. Prerequisite: MATH 201 or equivalent. An introduction to applied statistics intended primarily for students in engineering. The fundamental ideas about the collection and display of information, descriptive statistics and exploratory data analysis, elementary probability theory, frequency distributions, and sampling are covered. Other topics include tests of hypotheses and confidence intervals for one and two sample problems; ANOVA; principles of one-factor experimental designs including randomized complete block designs, fixed and random effects and multiple comparisons; correlation and linear regression analysis; control charts; contingency tables and goodness-of-fit. Statistical software is used extensively in this course, so a working knowledge of computers is necessary. Students may receive degree credit for only one of BIOS 543, STAT 441, STAT 541, STAT 543 or STAT 641.



## Engineering Courses

CLSE 101. Introduction to Engineering. 3 Hours. Semester course; 2 lecture and 3 laboratory hours. 3 credits. Prerequisites: course open to first-year students majoring in chemical and life science engineering. Introduction to chemical and life science engineering. Topics covered include ethics and social responsibility; engineering design process; engineering solutions; estimations and approximations; dimensions, units and conversions; mathematics and computer solutions; life-long learning; introduction to the interface between engineering, biology and medicine.

CLSE 201. Chemical Engineering Fundamentals I: Material Balances. 4 Hours. Semester course; 3 lecture and 1 recitation hours. 4 credits. Prerequisites: CLSE 115 with a minimum grade of C, CHEM 102 and MATH 201. The first of two introductory chemical and life science engineering courses. Covers material balances on steady-state chemical processes.

EGRB 102. Introduction to Engineering. 4 Hours. Semester course; 3 lecture and 3 laboratory hours. 4 credits. Prerequisites: registration is restricted to biomedical engineering majors only. Introduces basic engineering principles in the context of biomedical topics, including electrical circuits and components such as resistors, capacitors, diodes, transistors, digital electronics and motors. Applications of biomedical systems including heart function, brain waves, human motion and skin responses are discussed. The laboratory introduces fundamental biomedical circuit testing and measurement and proper laboratory writing, with students required to analyze, build and test biomedical devices such as those involving ECG, EMG and Galvanic Skin Response.

EGMN 102. Engineering Statics. 3 Hours. Semester course; 3 lecture hours. 3 credits. Prerequisite: MATH 200 with a minimum grade of C or permission of instructor. Corequisite: PHYS 207 or permission of instructor. The theory and application of engineering mechanics applied to the design and analysis of rigid structures. Equilibrium of two- and three-dimensional bodies. The study of forces and their effects. Applications to engineering systems.

EGMN 103. Mechanical and Nuclear Engineering Practicum I. 1 Hour. Semester course; 3 laboratory hours. 1 credit. Students will perform a sequence of laboratory modules designed to provide practical hands-on exposure to important topics, equipment and experimental methods in mechanical and nuclear engineering. Topics covered include communication, optimization, reverse engineering, mechanics, thermodynamics and electric circuits.

EGMN 190. Introduction to Mechanical and Nuclear Engineering. 1 Hour. Semester course; 1 lecture hour. 1 credit. The course will introduce students to the engineering profession, present basic mechanical and nuclear engineering concepts and include seminars presented by alumni, industry and experts in their fields.

EGMN 202. Mechanics of Deformables. 3 Hours. Semester course; 3 lecture hours. 3 credits. Prerequisites: EGMN 102 and MATH 201, with a minimum grade of C in both, or permission of the instructor. An introductory course covering the mechanics of deformable solids. Subjects

include stress, strain and constitutive relations; bending of beams; torsion; shearing; deflection of beams; column buckling; fatigue; failure theory; analysis and design of bar-type members.

EGMN 203. Mechanical and Nuclear Engineering Practicum II. 1 Hour. Semester course; 3 laboratory hours. 1 credit. Students will perform a sequence of laboratory modules designed to provide practical hands-on exposure to important topics, equipment and experimental methods in mechanical and nuclear engineering. Topics covered include additive manufacturing, radiation detection and measurement, radiation shielding, data acquisition and computer interfacing, coding for instrumentation control.

EGMN 215. Engineering Visualization and Computation. 3 Hours. Semester course; 2 lecture and 2 laboratory hours. 3 credits. Enrollment restricted to mechanical engineering majors or with permission of the instructor. Programming in Excel and MATLAB will be introduced. The creation and interpretation of graphical communication for engineering students. Two- and three-dimensional part and assembly representations. Dimensioning and tolerancing as a link between design and manufacturing. An introduction to solid modeling and virtual prototyping. The course will impart proficiency in computer and graphical applications of fundamental and practical importance to engineering students.

EGRE 101. Introduction to Engineering. 4 Hours. Semester course; 3 lecture and 3 laboratory hours. 4 credits. Course open to first-year students majoring in electrical or computer engineering. Introduction to engineering through instruction on basic concepts of engineering. Topics will include an introduction to basic circuit components and circuit analysis, digital logic design and programming. General topics important to all engineers will also be covered, such as mathematics, improving written and oral communication skills, teamwork, ethics and life-long learning. The laboratory introduces fundamental testing, measurement, troubleshooting methodology and proper laboratory notebook maintenance. Engineering design and analysis is also emphasized through a team-based design that involves designing, building and programming a robot.

EGRE 206. Electric Circuits. 4 Hours. Semester course; 3 lecture and 3 laboratory hours. 4 credits. Prerequisite: MATH 200; and one of EGRE 101 or EGRB 102 or both EGMN 103 and EGMN 190, as applicable per department, all with minimum grades of C. Corequisite: MATH 201. An introduction to electrical circuit theory and its application to practical direct and alternating current circuits. Topics include Kirchoff's Laws (review from departmental prerequisites, as applicable), fundamental principles of network theorems, transient and steady-state response of RC, RL and RLC circuits by classical methods, time-domain and frequency-domain relationships, phasor analysis and power. Laboratory work, practical applications and integral laboratory demonstrations emphasize and illustrate the fundamentals presented in this course.

EGRE 245. Engineering Programming. 4 Hours. Semester course; 3 lecture and 3 laboratory hours. 4 credits. Prerequisite: MATH 151 with a minimum grade of C. Enrollment restricted to electrical and computer engineering majors. Students are expected to have fundamental computer skills. Introduction to the concepts and practice of structured programming using C. Problem-

solving, top-down design of algorithms, basic C syntax, control structures, functions, arrays, files and strings.

EGRE 246. Advanced Engineering Programming. 3 Hours. Semester course; 3 lecture hours. 3 credits. Prerequisite: EGRE 245 with a minimum grade of C. Enrollment restricted to electrical and computer engineering majors. Advanced programming for engineering applications in C and C++. Topics include objects, classes and inheritance; linked lists; recursion; basic searching and sorting techniques; and program design for control and monitoring type applications.

EGRE 254. Digital Logic Design. 4 Hours. Semester course; 3 lecture and 3 laboratory hours. 4 credits. Prerequisites: EGRE 101 and EGRE 245 or equivalents, both with a minimum grade of C. An introduction to digital logic design with an emphasis on practical design techniques and circuit implementations. Topics include number representation in digital computers, Boolean algebra, theory of logic functions, mapping techniques and function minimization, design of combinational, clocked sequential and interactive digital circuits such as comparators, counters, pattern detectors, adders and subtractors. An introduction on designing digital circuits using schematic capture, logic simulation and hardware description languages is included. Students will use the above basic skills in the laboratory to design and fabricate digital logic circuits using discrete logic and field programmable gate arrays.

### **Secondary Education Courses**

\*SPED 495. Universal Design for Learning and Transition. 3 Hours. Semester course; 3 lecture hours. 3 credits. The purpose of this course is to provide graduate students with evidence of each of the components of universal design for learning within access to the general academic curriculum: multiple means of representation, expression, and engagement. Student will engage in understanding theories of learning and development, including cognitive and learning processes, social emotional development, practices for culturally and linguistically diverse learnings, including English learners, gifted and talented students, and students with disabilities in individual and universal context. Additional focus is placed on UDL components linked to effective transition planning embedded within academic instruction targeting successful transitions to postsecondary educational settings. Emphasis is placed on beginning research on the use of this approach and its promising practices for addressing academic and transition goals as well as increasing student motivation and self-determination.

+TEDU 311. Middle School Practicum. 2 Hours. Semester course; 2 lecture hours. 2 credits. Corequisite: TEDU 537. Restricted to students admitted to the Extended Teacher Preparation Program. A field placement that precedes student teaching/internship. Includes planned observations, tutorials and small-group involvement. Graded pass/fail.

+TEDU 312. High School Practicum. 1 Hour. Semester course; 1 lecture hour. 1 credit. Pre- or corequisite: TEDU 311; corequisite: TEDU 540, 545, 547 or 548. Restricted to students admitted to the M.T. program with concentrations in secondary education. A field placement that precedes student teaching/internship. Includes planned observations, tutorials and small-group involvement. Course graded as pass/fail.

+TEDU 420\*. Teaching Middle and High School Engineering. 3 Hours. Semester course; 3 lecture hours. 3 credits. Prerequisites: EDUS 301 and admission to the teacher preparation or by permission of instructor. Examines the teaching strategies, materials and objectives of engineering education in middle and high schools. Emphasizes the engineering processes, engineering design cycle, integration of science and mathematics into engineering, and use of design challenges to engage students in real world applications of engineering.

TEDU 462\*. Internship I. 4 Hours. Semester course; 4 lecture hours. 4 credits. This internship serves as the teacher candidate's culminating clinical experience. It provides students with an opportunity to demonstrate what they have learned during their professional academic preparation. In addition, it serves as an opportunity for public school and VCU personnel to evaluate and strengthen teacher candidates' application of theory to practice in a secondary classroom.

+TEDU 464\*. Internship II. 4 Hours. Semester course; 4 lecture hours. 4 credits. This internship serves as the teacher candidate's culminating clinical experience. It provides students with an opportunity to demonstrate what they have learned during their professional academic preparation. In addition it serves as an opportunity for public school and VCU personnel to evaluate and strengthen teacher candidates' application of theory to practice in a secondary classroom. In TEDU 474, teacher candidates complete a full-time placement.

TEDU 480\*. Investigations and Trends in Teaching. 3 Hours. Semester course; 3 lecture hours. 3 credits. This course is a companion piece to the student internship in secondary education. Its major purposes are to cultivate the knowledge, dispositions and skills of a critically reflective practitioner into actual teaching practice. To do so, this class provides opportunities for interns to describe, analyze, and evaluate the curricular, instructional, and management decisions they make during their internship. In addition, this course focuses on professionalism and ethical standards, as well as personal integrity in the teaching profession.

TEDU 562. Reading Instruction in the Content Areas. 3 Hours. Semester course; 3 lecture hours. 3 credits. Prepares teachers to apply skills and methods of reading instruction to content areas in elementary, middle and secondary school curricula. Includes theoretical bases and methodology for incorporating reading skills and strategies within content areas of instruction.

**Appendix C - PK-12 Student Teaching Sites**

<b>Chesterfield County</b>	<b>Henrico County</b>	<b>Hanover County</b>	<b>Richmond City</b>
<u>Hopkins ES</u> 6000 Hopkins Road North Chesterfield, VA 23234	<u>Three Chopt ES</u> 1600 Skipwith Road Henrico, VA 23229	<u>Kersey Creek ES</u> 10004 Learning Lane Mechanicsville, VA 23116	<u>Patrick Henry ES</u> 3411 Semmes Ave, Richmond, VA 23225
<u>Clover Hill ES</u> 5700 Woodlake Village Pkwy Midlothian, VA 23112	<u>Ruby Carver ES</u> 1801 Lauderdale Drive Henrico, VA 23238	<u>Cool Spring ES</u> 9964 Honey Meadows Road Mechanicsville, VA 23116	<u>Miles Jones ES</u> 200 Beaufont Hill Drive Richmond, VA 23225
<u>Enon ES</u> 2001 E. Hundred Rd Chester, VA 23836	<u>Highland Springs HS</u> 600 Pleasant Street Highland Springs, VA 23075	<u>Battlefield Park ES</u> 5501 Mechanicsville Turnpike Mechanicsville, VA 23111	<u>JL Francis ES</u> 5146 Snead Road Richmond, VA 23224
<u>Salem Church ES</u> 9600 Salem Church Road Richmond, Virginia, 23237	<u>Nucklos Farm ES</u> 12351 Graham Meadows Drive Henrico, VA 23233	<u>Rural Point ES</u> 7161 Studley Road Mechanicsville, VA 23116	<u>Westover Hills ES</u> 1211 Jahnke Road Richmond, VA 23225
<u>Gordon ES</u> 11701 Gordon School Road North Chesterfield,	<u>Adams ES</u> 600 Laburnum Avenue Henrico, VA	<u>Beaverdam ES</u> 15485 Beaverdam School Road Beaverdam, VA	<u>Chimborazo ES</u> 3000 East Marshall Street Richmond, VA 23223

<b>Chesterfield County</b>	<b>Henrico County</b>	<b>Hanover County</b>	<b>Richmond City</b>
VA 23236	23223	23015	
<u>Watkins ES</u> 501 Coalfield Road Midlothian, VA 23114	<u>Maybeury ES</u> 901 Maybeury Drive Henrico, VA 23229	<u>Hanover HS</u> 10307 Chamberlayne Road Mechanicsville, VA 23116	<u>Elizabeth Redd ES</u> 5601 Jahnke Road Richmond, VA 23225
<u>Bettie Weaver ES</u> 3600 James River Road Midlothian, VA 23113	<u>Harvie ES</u> 3401 Harvie Road Henrico, VA 23223	<u>Chickahominy MS</u> 9450 Atlee Station Road Mechanicsville, VA 23116	<u>Holton ES</u> 1600 West Laburnum Avenue Richmond, VA 23227
<u>Elizabeth Scott ES</u> 813 Beginners Trail Loop Chester, VA 23836	<u>Springfield Park ES</u> 4301 Fort McHenry Parkway Glen Allen, VA 23060	<u>Patrick Henry HS</u> 12449 W. Patrick Henry School Ashland, VA 23005	<u>JB Fisher ES</u> 3701 Garden Road Richmond, VA 23235
<u>Hopkins ES</u> 6000 Hopkins Road North Chesterfield, VA 23234	<u>Gayton ES</u> 12481 Church Road Henrico, VA 23233	<u>Atlee HS</u> 9414 Atlee Station Road Mechanicsville, VA 23116	<u>JB Cary ES</u> 3021 Maplewood Avenue Richmond, VA 23221
<u>Robious ES</u> 2801 Robious Crossing Drive Midlothian, VA 23113	<u>Pinchbeck ES</u> 1275 Gaskins Road Henrico, VA 23238	<u>Lee Davis HS</u> 7052 Mechanicsville Turnpike Mechanicsville, VA 23111	<u>Bellevue ES</u> 2301 East Grace Street Richmond, VA 23223

<b>Chesterfield County</b>	<b>Henrico County</b>	<b>Hanover County</b>	<b>Richmond City</b>
<u>Marguerite Christian ES</u> 14801 Woods Edge Road South Chesterfield, VA 23834	<u>JR Tucker HS</u> 2910 Parham Road Henrico, VA 23294	<u>Elmont ES</u> 12007 Cedar Lane Ashland, VA 23005	<u>Elkhardt-Thompson MS</u> 7825 Forest Hill Avenue Richmond, VA 23225
<u>Clover Hill HS</u> 13301 Kellet Green Lane Midlothian, VA 23112	<u>Glen Allen HS</u> 10700 Staples Mill Road Glen Allen, VA 23060	<u>Laurel Meadow ES</u> 8248 Lee-Davis Road Mechanicsville, VA 23111	<u>John Marshall HS</u> 4225 Old Brook Road Richmond, VA 23227
<u>James River HS</u> 3700 James River Road Midlothian, VA 23113	<u>Fairfield MS</u> 5121 Nine Mile Road Henrico, VA 23223	<u>Liberty MS</u> 13496 Liberty School Road Ashland, VA 23005	<u>Armstrong HS</u> 2300 Cool Lane Richmond, VA 23223
<u>Swift Creek MS</u> 3700 Old Hundred Road Midlothian, VA 23112	<u>Pocahontas MS</u> 12000 Three Chopt Road Henrico, VA 23233	<u>Mechanicsville ES</u> 7425 Mechanicsville Elementary Drive Mechanicsville, VA 23111	<u>Thomas Jefferson HS</u> 4100 West Grace Street Richmond, VA 23230
<u>Falling Creek MS</u> 4724 Hopkins Road North Chesterfield, VA 23234	<u>Moody MS</u> 7800 Woodman Road Henrico, VA 23233	<u>Pearson's Corner ES</u> 8290 New Ashcake Road Mechanicsville, VA 23116	<u>Binford MS</u> 1701 Floyd Avenue Richmond, VA 23221
<u>Midlothian HS</u> 401 Charter Colony Parkway Midlothian, VA 23114	<u>Varina HS</u> 7053 Messer Road Henrico, VA 23231	<u>South Anna ES</u> 13122 Walton's Tavern Road Montpelier, VA 23192	<u>George Wythe HS</u> 4314 Crutchfield Street Richmond, VA 23225

<b>Chesterfield County</b>	<b>Henrico County</b>	<b>Hanover County</b>	<b>Richmond City</b>
<u>Monacan HS</u> 11501 Smoketree Drive North Chesterfeild, VA 23236	<u>Highland Springs HS</u> 15 S Oak Ave Highland Springs, VA 23075	<u>Gandy ES</u> 201 Archie Cannon Drive Ashland, VA 23005	<u>Redd ES</u> 5601 Jahnke Road Richmond, VA 23225
<u>LC Bird HS</u> Courthouse Road Chesterfeild, VA 23832	<u>Henrico HS</u> 302 Azalea Ave Henrico, VA 23227		<u>Blackwell Preschool Cnt</u> 300 E 15th St Richmond, VA 23224
<u>Grange Hall ES</u> 19301 Hull Street Road Moseley, VA 2312	<u>Pemberton ES</u> 1400 Pemberton Road Henrico, VA 23238		
<u>Crenshaw ES</u> 11901 Bailey Bridge Road Midlothian, VA 23112	<u>Springfield Park ES</u> 4301 Fort McHenry Parkway Glen Allen, VA 23060		
<u>Evergreen ES</u> 1701 E. Evergreen Parkway Midlothian, VA 23114	<u>Echo Lake ES</u> 5200 Francistown Road Glen Allen, VA 23060		
<u>Bon Air ES</u> 8701 Polk Street North Chesterfield, VA 23235	<u>Deep Run HS</u> 4801 Twin Hickory Road Glen Allen, VA 23059		



<b>Chesterfield County</b>	<b>Henrico County</b>	<b>Hanover County</b>	<b>Richmond City</b>
<u>Ecoff ES</u> 5200 Ecoff Avenue Chester, Virginia 23831	<u>Seven Pines ES</u> 301 Beulah Road Sandston, VA 23150		
<u>Crestwood ES</u> 7600 Whittington Drive Richmond, VA 23225	<u>Henrico HS</u> 302 Azalea Ave Henrico, VA 23227		
<u>Reams Road ES</u> 10141 Reams Road Richmond, VA 23236	<u>Quioccasin MS</u> 9400 Quioccasin Road Henrico, VA 23238		
<u>Davis ES</u> 8801 Nettlewood Drive Henrico, VA 23229	<u>Freeman HS</u> 8701 Three Chopt Road Henrico, VA 23229		
<u>Woolridge ES</u> 5401 Timberbluff Parkway Midlothian, VA. 23112	<u>Shady Grove ES</u> 12200 Wyndham Lake Drive Glen Allen, VA 23059		
<u>Greenfield ES</u> 10751 Savoy Road North Chesterfield, VA 23235	<u>Twin Hickory ES</u> 4900 Twin Hickory Lake Drive Glen Allen, VA 23059		

<b>Chesterfield County</b>	<b>Henrico County</b>	<b>Hanover County</b>	<b>Richmond City</b>
<u>Manchester MS</u> 7401 Hull Street Road Richmond, VA 23235			
<u>LC Bird HS</u> 1201 Courthosue Road Chesterfeild, VA 23832			
<u>Davis MS</u> 601 Corvus Court Chester, VA 23836			
<u>Monacan HS</u> 11501 Smoketree Drive North Chesterfeild, VA 23236			
<u>James River HS</u> 3700 James River Road Midlothian, VA 23113			
<u>Matoaca HS</u> 17700 Longhouse Lane Chesterfeild, VA 23838			
<u>Salem Church ES</u> 9600 Salem Church Road Richmond, Virginia, 23237			
<u>Carver MS</u> 3800 Cougar Trail Chester, VA 23831			

<b>Chesterfield County</b>	<b>Henrico County</b>	<b>Hanover County</b>	<b>Richmond City</b>
<u>Bailey Bridge MS</u> 12501 Bailey Bridge Road Midlothian, VA 23112			
<u>Chalkley ES</u> 3301 Turner Road Chesterfield, VA 23832			
<u>Carver MS</u> 3800 Cougar Trail Chester, VA 23831			

## **Appendix D - Council for Accreditation and Educator Preparation (CAEP)**

All proposed degree programs were developed to meet CAEP standards. Content and Pedagogical Knowledge is reflected in the program of study which ensures that candidates have knowledge of research and evidence-based practices to promote understanding of the teaching profession and to measure progress of students. This standard also ensure that candidates can demonstrate commitment to college and career readiness standards and meet standards of professional associations and accrediting bodies. Retrieved on January 31, 2019, at this link: [2013 CAEP Standards](#).

Standard 1. Content and Pedagogical Knowledge - The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Standard 2. Clinical Partnerships and Practice - The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

Standard 3. Candidate Quality, Recruitment, and Selectivity - The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

Standard 4. Program Impact - The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Standard 5. Provider Quality Assurance and Continuous Improvement - The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

## **Appendix E - Society for Health and Physical Educators (SHAPE America)**

The B.S.Ed. in Secondary Education program meets the SHAPE standards to prepare educators who demonstrate content expertise for effective PreK-12 physical and health education, and are physically literate to enhance the physical and health fitness of students. The program also seeks to prepare educators who're culturally responsive and possess professional ethics.

Retrieved on January 31, 2019, at this link: <http://www.ncate.org/~media/Files/caep/program-review/2017-shape-america-full-pete-standards-r.pdf?la=en>.

Standard 1. Content and Foundational Knowledge - Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective PreK-12 physical education program.

Standard 2. Skillfulness and Health-Related Fitness - Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.

Standard 3. Planning and Implementation - Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.

Standard 4. Instructional Delivery and Management - Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, and instructional and managerial skills to enhance student learning.

Standard 5. Assessment of Student Learning - Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.

Standard 6. Professional Responsibility - Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

## Appendix F - Council for Exceptional Children (CEC)

The proposed B.S.Ed. in Special Education and Teaching General program was developed to meet the [CEC standards](#) for initial preparation and specialty areas for special education educators. The proposed program scheme meets these standards including understanding learning differences, building inclusive and culturally-responsive learning environments, curricular content expertise and measurement theory and assessments to evaluate student learning. Retrieved on January 31, 2019, at this link:  
<https://www.cec.sedp.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Explanation.pdf>.

Standard 1. *Learner Development and Individual Differences* - Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Standard 2. *Learning Environments* - Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Standard 3. *Curricular Content Knowledge* - Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

Standard 4. *Assessment* - Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.

Standard 5. *Instructional Planning and Strategies* - Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

Standard 6. *Professional Learning and Ethical Practice* - Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Standard 7. *Collaboration* - Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences

## **Appendix G - Faculty Curriculum Vitae (Abbreviated)**

Lisa Abrams, PhD in Educational Research, Measurement and Evaluation, 2001, Boston College, Associate Professor of Foundations of Education. Specialization: Classroom assessment, Test-Based accountability policies.

Nora Alder, EdD in Educational Research, 1996, University of Nevada, Las Vegas, Associate Professor of teaching and Learning. Specialization: Caring student/teacher relationships and urban schooling and teacher education.

Christine Bae, PhD in Educational Psychology, 2012, University of Florida, Assistant Professor, Educational Psychology, Department of Foundations of Education. Specialization: Cognition, reasoning, problem-solving, motivation, STEM teaching and learning.

Al Byers, PhD in Curriculum and Instruction, 2010, Virginia Polytechnic Institute and State University, Visiting Scholar for STEM Education. Specialization: STEM education, online and blended teacher professional learning, online communities of practice.

Chin-Chih Chen, PhD in Educational Psychology, 2008, University of Minnesota, Assistant Professor of Special Education & Disability Policy. Specialization: High incidence disabilities; elementary level at risk students.

Jason Chow, PhD in Special Education, 2016, Vanderbilt University, Assistant Professor of Special Education & Disability Policy. Specialization: Mitigating the adverse effects of language and behavioral deficits in educational contexts.

Lisa Cipolletti, MEd in Reading, 2001, Virginia Commonwealth University, Assistant Professor of Teaching and Learning. Specialization: Children's Literature in the elementary classroom, early literacy development, methods to provide formative feedback to pre-service teachers.

Ross Collin, PhD in Curriculum and Instruction, 2009, University of Wisconsin-Madison, Associate Professor of Teaching and Learning. Specialization: English education and literacy; critical theory; discourse; social, political and economic contexts of schooling; urban education.

Katherine Dabney, PhD in Science Education, 2012, The University of Virginia, Assistant Professor of Teaching and Learning. Specialization: Formal and informal educational experiences that influence achievement, literacy and eventually persistence in science-related career fields, especially among underrepresented groups in STEM.

Serra De Arment, PhD in Education, 2016, Virginia Commonwealth University, Assistant Professor of Special Education. Specialization: Teacher preparation and development in early childhood and K-12 special education, collaborative and inclusive teaching practices, universal design for learning, technology-based enhancements for course delivery in higher education.

Laura Domalik, MEd in Curriculum and Instruction, 1996, Virginia Commonwealth University, Assistant Professor and Elementary Program Chair, Department of Teaching and Learning.

Specialization: Practicum experiences to prepare pre-service teachers in becoming strong first year teachers, teaching in an urban setting, pre-service mathematics education.

Henry Donahue, PhD in Biology, 1986, University of California, Santa Barbara, Professor and Chair, Department of Biomedical Engineering. Specialization: Bone, mechanobiology, regenerative medicine, effects of space travel on bone and muscle, gap junctions, osteoblast, osteocyte, osteoclast.

Elizabeth Edmondson, PhD in Curriculum and Instruction, 2005, Clemson University, Principal Investigator, VISTA ELIS at VCU, Teaching and Learning. Specialization: Teacher Classroom Dialogue, Teacher Professional Development, Teacher Retention, and Culturally Responsive Practices.

Laleh Golshahi, PhD in Mechanical Engineering, 2012, University of Alberta, Assistant Professor, Department of Mechanical and Nuclear Engineering. Specialization: Aerosol science and in vitro-in vivo correlations for respiratory support, diagnosis and inhalation therapy.

Frank Gulla, M.S. in Mechanical Engineering, 2012, Virginia Commonwealth University, Assistant Professor, Department of Mechanical and Nuclear Engineering. Specialization: Engineering Education, Process Control Engineering, Manufacturing Engineering, and Total Quality Management.

Alison King, PhD in Education, 2017, Virginia Commonwealth University, Assistant Professor of Special Education. Specialization: Early childhood and early intervention professional preparation; policy initiatives affecting transition practices for students with disabilities.

W. Monty Jones, PhD in Instructional Technology, 2014, The University of Virginia, Assistant Professor of Instructional Technology, Department of Teaching and Learning. Specialization: K-12 teacher learning of technology integration, online teaching, teacher preparation for online teaching, digital fabrication.

Reza Mohammadi, PhD in Mechanical Engineering, 2008, University of Alberta, Assistant Professor, Department of Mechanical and Nuclear Engineering. Specialization: Materials Science and Engineering, Surface Engineering, Wetting Phenomena, Metal Forming, Materials Chemistry.

Karla Mossi, PhD in Mechanical Engineering, 1998, Old Dominion University, Associate Professor and Graduate Program Director, Department of Mechanical and Nuclear Engineering. Specialization: Design, construction and characterization of composites and study their applications in energy harvesting, flow control and integrated sensing and actuation.

William Muth, PhD in Literacy Education, 2004, George Mason University, Associate Professor of Teaching and Learning. Specialization: Literacy, adult learning and intergenerational relationships from multiple perspectives, including sociocultural, phenomenological, post structural and critical approaches to prison-based literacy and learning.



Bradley Nichols, PhD in Mechanical Engineering, 2017, The University of Virginia, Assistant Professor, Department of Mechanical and Nuclear Engineering. Specialization: Measurements and Instrumentation, System Identification, Vibrations, Rotordynamics, Turbomachinery, Dynamics and Control Systems, Mechatronics.

Hillary Parkhouse, PhD in Education, 2016, University of North Carolina at Chapel Hill, Assistant Professor of Teaching and Learning. Specialization: Critical pedagogy, urban schooling, youth activism, citizenship education, social justice education, secondary teacher education, global education.

Supathorn Phongikaroon, PhD in Chemical Engineering, 2001, University of Maryland, College Park, Associate Professor and Director of Nuclear Engineering Programs. Specialization: Pedagogy and experimental studies in used nuclear fuel reprocessing via novel detection techniques.

Joan Rhodes, PhD in Education, 1998, Virginia Commonwealth University, Department Chair and Professor of Teaching and Learning. Specialization: Literacy education, digital literacy, the use of social media, and the impact of study abroad experiences on educators.

Valerie Robnolt, PhD in Reading Education, 2004, The University of Virginia, Associate Professor of Teaching and Learning. Specialization: Professional development and literacy processes, including supporting teachers to improve instruction for English language learners and to implement Response to Intervention (RtI).

LaRon Scott, EdD in Administrator Leadership for Teaching and Learning/Special Education, 2011, Walden University, Assistant Professor of Special Education & Disability Policy. Specialization: Secondary education and transition.

Kurt Stemhagen, PhD in Social Foundations/Philosophy of Education, 2004, The University of Virginia, Associate Professor of Foundations of Education. Specialization: philosophy of mathematics education.

Gary Tepper, PhD in Engineering Sciences, 1993, University of California at San Diego, Professor and Chair, Department of Mechanical and Nuclear Engineering. Specialization: Radiation detection and measurement.

Erdem Topsakal, PhD in Electrical and Communications Engineering, 1996, Istanbul Technical University, Professor and Chair, Department of Electrical and Computer Engineering. Specialization: Microwave Early Cancer Detection and Monitoring, Microwave Hyperthermia and Ablation, Wireless Medical Telemetry (Implantable and Body-centric) and E-Health, Medical Applications of Microfluidics (Microfluidic Antennas and Sensors), Novel Microwave Antennas and Arrays, Computational Electromagnetics, Military Applications of Electromagnetics, Analytical Methods in Electromagnetics.

Misti Wajciechowski, EdD in Kinesiology, expected 2019, The University of North Carolina at Greensboro, Assistant Professor of Teaching and Learning. Specialization: Connection between health, wellness and exercise to academic success.

Christine Walther-Thomas, PhD in Special Education, 1990, University of Kansas, Professor of Special Education & Disability Policy. Specialization: School reform; institutions of higher education-community partnerships; teacher leadership development; doctoral education and institutions of higher education faculty development.

Yaoying Xu, PhD in Special Education, 2003, University of Nevada, Las Vegas, Professor of Special Education & Disability Policy. Specialization; Early Childhood Special Education; social cultural and linguistic diversity.

Sharon Zumbrunn, PhD in Psychological Studies in Education, 2010, University of Nebraska-Lincoln, Associate Professor of Educational Psychology, Foundations of Education. Specialization: Understanding relationships among students' learning, self-regulation, motivation and emotional well-being in the classroom, with a primary focus on writing.

## Appendix H - Letters of Support (Specific Demand)



### COMMONWEALTH of VIRGINIA

James F. Lane, Ed.D.  
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION  
P.O. BOX 2120  
Richmond, Virginia 23218-2120

Office: (804) 225-2023  
Fax: (804) 371-2099

January 23, 2019

Dr. Michael Rao  
President  
Virginia Commonwealth University  
Oliver Hall, Room 2090  
1015 W. Main Street, Box 842020  
Richmond, Virginia 23284

Dear President Rao,

In addressing the teacher shortage and the preparation of teachers, we are reaching out to leaders of Virginia colleges and universities.

Virginia, as well as the nation, is experiencing shortages of teachers, and many school divisions continue to have unfilled positions. Last spring, the provosts of our public universities identified the teacher shortage in the Commonwealth as one of the most significant issues in our state affecting economic development. A report prepared for the Provosts in 2018 concludes that, "...reversing the trend in teacher shortages is essential for the Commonwealth's future economic growth and prosperity."

To expand pathways for teacher education preparation programs, legislation was passed by the General Assembly in 2018 that allows institutions of higher education the option to offer four-year bachelor's degree programs in teacher education. The Board of Education *Regulations Governing the Review and Approval of Education Programs in Virginia* outline the requirements for program approval, including that professional education programs in Virginia shall obtain and maintain national accreditation from the Council for the Accreditation of Educator Preparation (CAEP).

We fully concur that the development of undergraduate major programs of study in teacher education in our nationally accredited colleges and schools of education is an important strategy to help address the challenges of the statewide teacher shortages we face in the Commonwealth.

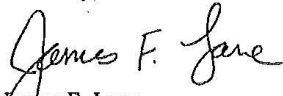
We encourage your institution to consider developing an undergraduate major program of study in teacher education within your accredited college/school of education. Many colleges/schools of education in Virginia already have begun the process of undergraduate program design and development. Our hope is that new undergraduate programs with education majors can begin in fall 2019.

January 23, 2019  
Page Two

We look forward to having as many new undergraduate educator preparation programs as possible approved by the Virginia Board of Education and the State Council of Higher Education for Virginia (SCHEV) this spring, and some institutions have already communicated that the development of their programs is under way. The Virginia Board of Education and SCHEV, at our request and with our collaboration, are finalizing the necessary steps to accelerate the state's review process for these programs. Program applications would need to be submitted by February 15, 2019, for review this spring. We understand that this process would require colleges and universities to accelerate their own internal review process in order to submit programs for approval.

Thank you and your faculty for your work preparing instructional personnel for the schools in the Commonwealth. We also thank you for considering expansion of your programs to include undergraduate teacher education programs. Best wishes as you continue to support public education in Virginia.

Sincerely,



James F. Lane  
Superintendent of Public Instruction



Atif Qarni  
Secretary of Education



**VCU**

**Virginia Commonwealth University  
Office of the President**

910 West Franklin Street  
Box 842512  
Richmond, Virginia 23284-2512

**804 828-1200 • Fax: 804 828-7532**  
TDD: 1-800-828-1120  
president@vcu.edu

January 29, 2019

Dr. James Lane  
Superintendent of Public Instruction  
Department of Education  
Commonwealth of Virginia  
Post Office Box 2120  
Richmond, Virginia 23218-2120

The Honorable Atif Qarni  
Secretary of Education  
Office of the Governor  
Commonwealth of Virginia  
Post Office Box 1475  
Richmond, Virginia 23218

Dear Superintendent Lane and Secretary Qarni:

Thank you for your commitment to addressing the teacher shortage by expanding the opportunities for teacher preparation in the Commonwealth. Virginia Commonwealth University is proud to be among the institutions of higher education in Virginia that has begun the process of developing an undergraduate degree in our School of Education. We look forward to implementing this program in fall 2019.

Thank you for your leadership in this important initiative, which will benefit all of our citizens.

Best wishes.

Sincerely,

Michael Rao  
President  
VCU and VCU Health System

copies: Dr. Gail Hackett, Provost and Senior Vice President for Academic Affairs  
Dr. Deborah Noble-Triplett, Senior Vice Provost for Academic Affairs  
Dr. Andrew Daire, Dean, School of Education



**VCU**

College of Humanities  
and Sciences

**College of Humanities and Sciences  
Office of the Dean**

Blanton House, Room 104  
828 W. Franklin St.  
P.O. Box 842019  
Richmond, VA 23284-2019  
Phone: 804-827-0857

February 26, 2019

RE: Proposed B.S. in Education

Dear Dean Daire and School of Education Curriculum Committee,

I am writing this letter to extend support for the proposed B.S. in Education. I certainly want the College of Humanities and Sciences to partner and support an initiative to prepare our future teachers in four years as an effort to address the teacher shortage in Virginia.

The College of Humanities and Sciences is interested in this collaboration with the School of Education to prepare our students who express interest in teaching as a profession. I support these new degree programs and I look forward to a continued partnership to ensure our success in providing the best preparation for our students to become future teachers.

Sincerely,

A handwritten signature in black ink, appearing to read "Montserrat Fuentes".

Montserrat Fuentes, Dean  
College of Humanities and Sciences



## HANOVER COUNTY PUBLIC SCHOOLS


200 Berkley Street  
Ashland, Virginia 23005-1399  
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[hanover@hcps.us](mailto:hanover@hcps.us)

*Michael B. Gill, Ed. D.*  
*Superintendent of Schools*

**TO:** Dr. Andrew Daire, School of Education Dean  
Virginia Commonwealth University

**FROM:** Dr. Mike Gill, Superintendent of Schools  
Hanover County Public Schools 

**RE:** New Undergraduate Programs - Virginia Commonwealth University

**DATE:** February 5, 2019

On behalf of Hanover County Public Schools (HCPS), I am writing to indicate my strong support of the Virginia Commonwealth University's (VCU) School of Education proposal for new undergraduate programs to the Virginia Department of Education. VCU's proposal to create new Bachelor of Science in Education (B.S.Ed.) programs in Early and Elementary Education, Secondary Engineering, Special Education, and Health and Physical Education, aligns with HCPS' mission to prepare high-quality educators to teach students to compete in a global society.

Historically, VCU has met the needs of local school divisions in Region I, Central Virginia, by preparing skilled and diverse educators to teach in high-need schools. Closing the achievement and opportunity gap for our students starts within the classroom. We are committed to investing in Tier 1 instruction, which begins with a high-quality teacher workforce. This proposal will benefit our school division in many ways. First, it would allow us to increase the number of high-quality teachers in our schools, which is a divisional priority. The proposal would also address challenges with filling vacancies in critical shortage areas, including Special Education, Elementary Education, and Health and Physical Education.

At a time when teacher shortage is increasing due to the decline in enrollment in teacher preparation programs, VCU is leading the charge to address this issue by creating innovative programs that will attract future educators. Programs like the B.S.Ed. in Secondary Engineering will train prospective teachers to bring STEM-enriched learning experiences to our classrooms. In the B.S.Ed. Early and Elementary Education program, future educators will be prepared to teach HCPS' young learners through pedagogical training offered from an extensive curriculum that builds emergent literacy skills in young children. Prospective educators enrolled in the Special Education program will be knowledgeable of special education laws and policies, theories for educating children with special needs and frameworks for addressing academic and behavioral challenges, such as Multi-Tiered System of Support (MTTS).


HCPS wishes to continue its long-term and successful partnership with VCU and are pleased to submit this letter of support for the creation of new undergraduate programs that will prepare high-quality teachers in the aforementioned areas. We are committed to partnering with VCU to offer rich field experiences to its students, support hiring of graduates from its programs and provide technical support and mentorship to promote retention of new teachers. Partnership agreements will be solidified to ensure that collaboration activities are achieved.

The VCU's School of Education is well-regarded and ranks #26 in Best Education Schools according to the U.S. News and World report. Based on its proven record of success, we are confident that the proposed VCU teacher education undergraduate programs will have a significant impact on our ability to recruit high-quality teachers to our division. We believe that the proposed programs are timely and relevant to our needs as a school division. We are committed to partnering with VCU to prepare educators who are knowledgeable and skilled to meet the needs of the local community. Again, we commend the VCU's School of Education for its innovative stewardship to address the teacher shortage issue in the Commonwealth, and more specifically in Region 1. Thank you for considering this important proposal. We look forward to hearing that the proposal is successful and to continuing our collaboration with VCU.





TO: Dr. Andrew Daire  
Dean, School of Education  
Virginia Commonwealth University

FROM: Kathy Glazer, President  
Virginia Early Childhood Foundation 

RE: New Undergraduate Programs  
Virginia Commonwealth University

DATE: February 11, 2019

On behalf of Virginia Early Childhood Foundation (VECF), I would like to offer our strong support of Virginia Commonwealth University (VCU) School of Education's proposal for new undergraduate programs to the Virginia Department of Education. VCU's proposal to create new Bachelor of Science in Education (B.S.Ed.) programs in Early and Elementary Education aligns with VECF's work to upskill the early educator workforce as a strategy to ensure that Virginia's young children are ready for school and life.

This proposal will benefit Virginia's early childhood space in many ways. First, it would allow us to increase the number of early childhood educators working with children birth-five who hold degrees that are relevant to their work with young children. According to our recent workforce survey (2017), a full 43% of this workforce in the Commonwealth holds less than a baccalaureate degree. This degree program would also allow VCU to help meet the challenge of staffing state- and federally-funded preschool classrooms (such as Head Start and VPI) with degreed educators. Finally, the proposal would address challenges with filling vacancies in critical shortage areas in elementary education. We believe this program will be valuable both to pre-service PreK-3 educators and to incumbent educators who work with children birth-five who wish to continue their professional growth.

VECF has worked closely with representatives from VCU School of Education during the planning phase for this degree program. We have been most pleased with the collaboration between VCU and various community college representatives to ensure a seamless pathway between associate and baccalaureate degree programs. This collaborative work has convinced VECF that graduates from Virginia's community colleges will be prepared with coursework and experiences that will allow them to transfer into VCU's new program and to be successful students at the baccalaureate level, and, more importantly, effective educators. We wish to continue this partnership and are excited to see this program come to fruition.

We believe that the proposed program in Early & Elementary Education is timely and relevant to the Commonwealth's needs for a competent and knowledgeable early educator workforce. We commend VCU School of Education for being among the first in the state to propose such a program. We look forward to hearing that the proposal is successful and to continuing our collaboration with VCU.





# VCU

## School of Education

**TO:** Dr. Colleen Thoma  
Associate Dean of Academic Affairs and Graduate Studies  
Virginia Commonwealth University, School of Education

**FROM:** Dr. Andrew Daire, Dean  
Virginia Commonwealth University, School of Education

**RE:** B.S.Ed. Undergraduate Programs  
Virginia Commonwealth University, School of Education

**DATE:** January 28, 2019

This letter represents my full endorsement and support of the Virginia Commonwealth University (VCU) School of Education's proposal for new Bachelor of Science in Education (B.S.Ed.) programs in Special Education, Early and Elementary Education, Secondary Engineering, and Health and Physical Education. I have read the proposal thoroughly and endorse it with great enthusiasm. The addition of the proposed programs will help to address an important policy issue that's a programmatic foci area of our mission: preparing high-quality educators to combat the increasing teacher shortage.

The programs represented in the proposal serve a dire need to prepare teachers to fill positions in critical shortage areas, including Special Education, Early and Elementary Education and STEM related fields. These program offerings are relevant and innovative to meet the growing need in surrounding counties. The B.S.Ed. in Special Education program will prepare future educators who're knowledgeable of special education laws, policies and learning theories for educating children with special needs. Whereas, the B.S.Ed. in Early and Elementary Education program will prepare teachers to build the foundational skills for young learners in K-6, with pedagogical training to teach a broad range of subjects to elementary students with an emphasis on building emergent literacy skills to close the early literacy achievement gap. The B.S.Ed. program in Secondary Engineering is one of its kinds at VCU. This innovative program will foster collaboration between the VCU School of Education and the College of Engineering to increase the number of quality secondary STEM teachers in the Commonwealth.

We look forward to engaging in a successful partnership with local school division partners to launch these new programs to enhance the quality of the teacher workforce. We are committed to supporting our school division partners to promote effective Tier 1 instruction, starting with knowledgeable and highly-skilled teachers. It is with great pleasure that I provide my full support for this proposal. I have no doubt that these programs can and will make a meaningful impact in school divisions in the Greater Richmond region and beyond.



RICHMOND  
PUBLIC SCHOOLS

February 8, 2018

Dr. Andrew Daire  
Dean, School of Education  
Virginia Commonwealth University  
1015 W. Main Street, Box 842020  
Oliver Hall, Room 2090  
Richmond, Virginia 23284-2020

RE: New Undergraduate Programs  
Virginia Commonwealth University

Dear Dr. Daire:

On behalf of Richmond Public Schools (RPS), I am writing to indicate my strong support of the Virginia Commonwealth University's (VCU) School of Education proposal for new undergraduate programs to the Virginia Department of Education. VCU's proposal to create new Bachelor of Science in Education (B.S.Ed.) programs in Early and Elementary Education, Secondary Engineering, Special Education, and Health and Physical Education, aligns with RPS' mission to prepare high-quality educators to teach students to compete in a global society.

Historically, VCU has met the needs of local school divisions in Region 1, Central Virginia, by preparing skilled and diverse educators to teach in high-needs schools. Closing the achievement and opportunity gap for our students starts within the classroom. We are committed to investing in Tier 1 instruction, which begins with a high-quality teacher workforce. This proposal will benefit our school division in many ways. First, it would allow us to increase the number of high-quality teachers in our schools, which is a divisional priority. The proposal would also address challenges with filling vacancies in critical shortage areas, including Special Education, Elementary Education, and Health and Physical Education.

At a time when teacher shortage is increasing due to the decline in enrollment in teacher preparation programs, VCU is leading the charge to address this issue by creating innovative programs that will attract future educators. Programs like the B.S.Ed. in Secondary Engineering will train prospective teachers to bring STEM-enriched learning experiences to our classrooms. In the B.S.Ed. Early and Elementary Education program, future educators will be prepared to teach RPS' young learners through pedagogical training offered from an extensive curriculum that builds emergent literacy skills in young children.



Dr. Andrew Daire  
February 11, 2019  
Page -2-

Prospective educators enrolled in the Special Education program will be knowledgeable of special education laws and policies, theories for educating children with special needs and frameworks for addressing academic and behavioral challenges, such as Multi-Tiered Systems of Support (MTTS).

RPS wishes to continue its long-term and successful partnership with VCU and we are pleased to submit this letter of support for the creation of new undergraduate programs that will prepare high-quality teachers in the aforementioned areas. We are committed to partnering with VCU to offer rich field experiences to its students, support hiring of graduates from its programs and provide technical support and mentorship to promote retention of new teachers. Partnership agreements will be solidified to ensure that collaboration activities are achieved.

The VCU's School of Education is well-regarded and ranks #26 in Best Education Schools according to the U.S. News and World report. Based on its proven record of success, we are confident that proposed VCU teacher education undergraduate programs will have a significant impact on our ability to recruit high-quality teachers to our division. We believe that the proposed programs are timely and relevant to our needs as a school division. We are committed to partnering with VCU to prepare educators who are knowledgeable and skilled to meet the needs of the local community. Again, we commend VCU's School of Education for its innovative stewardship to address the teacher shortage issue in the Commonwealth and more specifically in Region 1. Thank you for considering this important proposal. We look forward to hearing that the proposal is successful and to continuing our collaboration with VCU.

Sincerely,



Jason Kamras  
Superintendent

# HENRICO COUNTY PUBLIC SCHOOLS

DR. AMY E. CASHWELL  
SUPERINTENDENT OF SCHOOLS



POST OFFICE BOX 23120  
HENRICO, VIRGINIA 23223-0420  
(804) 652-3600

February 4, 2019

Dr. Andrew Daire  
Dean, School of Education  
Virginia Commonwealth University  
1015 W. Main Street, Box 842020  
Oliver Hall, Room 2090  
Richmond, VA 23284-2020

Dear Dr. Daire:

On behalf of Henrico County Public Schools (HCPS), I am writing to indicate my support of Virginia Commonwealth University's (VCU) School of Education proposal for new undergraduate programs to the Virginia Department of Education. VCU's proposal to create new Bachelor of Science in Education (B.S.Ed.) programs in Early and Elementary Education, Secondary Engineering, Special Education, and Health and Physical Education, aligns with HCPS's mission to prepare high-quality educators to teach students to compete in a global society.

Historically, VCU has met the needs of local school divisions in central Virginia, Region 1, by preparing skilled and diverse educators to teach in high-need schools. Closing the achievement and opportunity gap for our students starts within the classroom. We are committed to investing in Tier 1 instruction, which begins with a high-quality teacher workforce. This proposal will benefit our school division in many ways. First, it would allow us to increase the number of high-quality teachers in our schools, which is a divisional priority. The proposal would also address challenges with filling vacancies in critical shortage areas, including special education, elementary education, and health and physical education.

At a time when teacher shortage is increasing due to the decline in enrollment in teacher preparation programs, VCU is leading the charge to address this issue by creating programs that will attract future educators. Programs like the B.S.Ed. in Secondary Engineering will train prospective teachers to bring STEM-enriched learning experiences to our classrooms aligned to our Deeper Learning Model and the attributes and skills outlined in our Henrico Learner Profile. In the B.S.Ed. Early and Elementary Education program, future educators will be prepared to teach HCPS's young learners through pedagogical training offered from an extensive curriculum that builds emergent literacy skills in young children. Prospective educators enrolled in the Special Education program will be knowledgeable of special education laws and policies, theories for educating children with special needs and frameworks for addressing academic and behavioral challenges, such as the Virginia's Tiered System of Support (VTSS).

Dr. Andrew Daire

Page 2

February 4, 2019

HCPS wishes to continue its long-term and successful partnership with VCU and is pleased to submit this letter of support for the creation of new undergraduate programs that will prepare high-quality teachers in the aforementioned areas. We are committed to partnering with VCU to offer rich field experiences to its students, support hiring of graduates from its programs and provide technical support and mentorship to promote retention of new teachers. Partnership agreements will be solidified to ensure that collaboration activities are achieved.

The VCU's School of Education is well-regarded and ranks #26 in Best Education Schools according to the U.S. News and World Report. Based on its proven record of success, we are confident that the proposed VCU teacher education undergraduate programs will have a significant impact on our ability to recruit high-quality teachers to our division. We believe that the proposed programs are timely and relevant to our needs as a school division. We are committed to partnering with VCU to prepare educators who are knowledgeable and skilled to meet the needs of the local community. Again, we commend VCU's School of Education for its stewardship to address the teacher shortage issue in the Commonwealth, and more specifically in Region 1. Thank you for considering this important proposal. We look forward to hearing that the proposal is successful and to continuing our collaboration with VCU.

Respectfully,

A handwritten signature in black ink that reads "A. E. Cashwell". The signature is written in a cursive, flowing style.

Amy E. Cashwell, Ed.D.  
Superintendent

**Mervin B. Daugherty, Ed.D.**  
Superintendent



804.748.1434  
superintendent@ccpsnet.net

---

Chesterfield County Public Schools  
Innovative. Engaging. Relevant.

February 11, 2019

Dr. Andrew Dairc  
Dean, School of Education  
Virginia Commonwealth University

Dear Dr. Dairc,

On behalf of Chesterfield County Public Schools (CCPS), I am writing to indicate my strong support of the Virginia Commonwealth University's (VCU) School of Education proposal for new undergraduate programs to the Virginia Department of Education. VCU's proposal to create new Bachelor of Science in Education (B.S.Ed.) programs in Early and Elementary Education, Secondary Engineering, Special Education, and Health and Physical Education, aligns with CCPS's mission to prepare high-quality educators to teach students to compete in a global society.

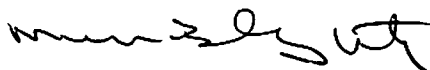
Historically, VCU has met the needs of local school divisions in Region 1, Central Virginia, by preparing skilled and diverse educators to teach in high-need schools. Closing the achievement and opportunity gap for our students starts within the classroom. We are committed to investing in Tier 1 instruction, which begins with a high-quality teacher workforce. This proposal will benefit our school division in many ways. First, it would allow us to increase the number of high-quality teachers in our schools, which is a divisional priority. The proposal would also address challenges with filling vacancies in critical shortage areas, including Special Education, Elementary Education, and Health and Physical Education.

At a time when teacher shortage is increasing due to the decline in enrollment in teacher preparation programs, VCU is leading the charge to address this issue by creating innovative programs that will attract future educators. Programs like the B.S.Ed. in Secondary Engineering will train prospective teachers to bring STEM-enriched learning experiences to our classrooms. In the B.S.Ed. Early and Elementary Education program, future educators will be prepared to teach CCPS's young learners through pedagogical training offered from an extensive curriculum that builds emergent literacy skills in young children. Prospective educators enrolled in the Special Education program will be knowledgeable of special education laws and policies, theories for educating children with special needs and frameworks for addressing academic and behavioral challenges, such as Multi-Tiered System of Support (MTTS).

CCPS wishes to continue its long-term and successful partnership with VCU and are pleased to submit this letter of support for the creation of new undergraduate programs that will prepare high-quality teachers in the aforementioned areas. We are committed to partnering with VCU to offer rich field experiences to its students, support hiring of graduates from its programs and provide technical support and mentorship to promote retention of new teachers. Partnership agreements will be solidified to ensure that collaboration activities are achieved.

The VCU's School of Education is well-regarded and ranks #26 in Best Education Schools according to the U.S. News and World report. Based on its proven record of success, we are confident that the proposed VCU teacher education undergraduate programs will have a significant impact on our ability to recruit high-quality teachers to our division. We believe that the proposed programs are timely and relevant to our needs as a school division. We are committed to partnering with VCU to prepare educators who are knowledgeable and skilled to meet the needs of the local community. Again, we commend the VCU's School of Education for its innovative stewardship to address the teacher shortage issue in the Commonwealth, and more specifically in Region 1. Thank you for considering this important proposal. We look forward to hearing that the proposal is successful and to continuing our collaboration with VCU.

Respectfully,



Mervin B. Daugherty, Ed.D.  
Superintendent



TO: Dr. Andrew Daire  
Dean, School of Education  
Virginia Commonwealth University

FROM: Dr. William Fiege, Vice President *WCF*  
Office of Learning and Student Success  
John Tyler Community College

RE: New Undergraduate Programs  
Virginia Commonwealth University

DATE: February 13, 2019

On behalf of John Tyler Community College (JTCC), I am writing to indicate my strong support of the Virginia Commonwealth University's (VCU) School of Education proposal for new undergraduate programs to the Virginia Department of Education. VCU's proposal to create new Bachelor of Science in Education (B.S.Ed.) programs in Early and Elementary Education, Secondary Engineering, Special Education, and Health and Physical Education, aligns with JTCC's mission to prepare high-quality educators to teach students to compete in a global society.

In fact, JTCC recently revised its teacher education programs to provide a better pathway for future educators into four-year university education programs. Once VCU's programs are officially approved, we look forward to establishing major maps to guide students through the bachelor's degree programs at VCU with the first two years at Tyler. Having defined pathways will guide students through their intended education major and minimize the total costs and credits needed to complete their degrees.

At a time when teacher shortage is increasing due to the decline in enrollment in teacher preparation programs, VCU is leading the charge to address this issue by creating innovative programs that will attract future educators. Programs like the B.S.Ed. in Secondary Engineering will train prospective teachers to bring STEM-enriched learning experiences. In the B.S.Ed. Early and Elementary Education program, future educators will be prepared to teach students through pedagogical training offered from an extensive curriculum that builds emergent literacy skills in young children. Prospective educators enrolled in the Special Education program will be knowledgeable of special education laws and policies, theories for educating children with special needs and frameworks for addressing academic and behavioral challenges, such as Multi-Tiered System of Support (MTTS). JTCC will help prepare students in the first two years for these upper level education courses through an enriched general education program and a field experience within our EDU 200 course.

JTCC wishes to continue its long-term and successful partnership with VCU and are pleased to submit this letter of support for the creation of new undergraduate programs that will prepare high-quality teachers in the aforementioned areas. We are committed to partnering with VCU to provide educational pathways to support increasing the talent pool of teachers within our region. We look forward to hearing that the proposal is successful and to continuing our collaboration with VCU.

[www.jtcc.edu](http://www.jtcc.edu)  
804-796-4000  
800-552-3490  
TDD: 804-796-4197

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**Virginia Commonwealth University  
Proposed Program Brief**

**Proposal to Create a Bachelor of Science in Education in Health and Physical Education**

**Overview**

The Virginia Commonwealth University School of Education seeks to offer a Bachelor of Science in Education (B.S.Ed.) in Health and Physical Education (CIP 13.1206). The proposed program includes a degree requirement of a minimum of 120 credits. The proposed program is scheduled to be implemented beginning in the fall semester of 2019. The proposal has been prepared according to specialized State Council of Higher Education for Virginia (SCHEV) guidance in response to the General Assembly’s 2018 enablement of education degree programs for teacher preparation.

The purpose of the proposed B.S.Ed. in Health and Physical Education is to prepare students to serve as licensed health and physical education teachers in PreK-12 schools, and to serve as educators and leaders in schools and community-based settings. The program will focus on providing students with the knowledge and experiences they need to successfully implement national and state health and physical education standards. Students will receive coursework enabling them to be successful in a variety of learning environments. Graduates will be prepared to work in public and private elementary, middle, and high schools across the Commonwealth of Virginia, with particular focus in urban and high-need areas. The health and physical education program consists of rigorous coursework and field experiences that will enable graduates to be leaders in the profession.

**Method of Delivery**

The program will be taught in face-to-face and hybrid formats.

**Target Implementation Date**

Fall 2019.

**Demand and Workforce Development**

School divisions across the Commonwealth of Virginia are facing a critical shortage of fully licensed teachers and that shortage shows no sign of abating. Urban, high-needs school divisions are prone to teacher shortages. The proposal has been prepared in response to the General Assembly’s 2018 enablement of education degree programs for teacher preparation. This trend raises concerns for district leaders and VCU’s School of Education. As the largest research institution and producer of highly-qualified teachers in the Greater Richmond area, the VCU School of Education plays a pivotal role in addressing the teacher shortage in these areas. In the 2018-19 school year, the Virginia Department of Education (VDOE) identified a critical shortage in ten teaching endorsement areas. The list of critical shortage areas in the Commonwealth, which are listed below.

1. Special Education
2. Elementary Education PreK-6
3. Middle Education Grades 6-8

4. Career and Technical Education
5. Mathematics Grades 6-12 (including Algebra 1)
6. School Counselor PreK-12
7. English (Secondary)
8. Science (Secondary)
9. Foreign Language PreK-12
10. Health and Physical Education PreK-12

School divisions on average have received applications from three or fewer qualified candidates for vacancies in these teaching endorsement areas, which has led to the identification of critical shortages. The proposal seeks to initiate a Bachelor of Science in Education in Health and Physical Education degree program that prepares highly-qualified teachers in one of the highest priority areas of critical teacher shortages.

### **External Competition**

Given the critical teacher shortage areas in the Commonwealth of Virginia, other institutions in the Commonwealth of Virginia will be responding to the General Assembly 2018 enablement of education degree programs for teaching preparation. Urban, high-needs school divisions are prone to teacher shortages. As the largest research institution and producer of highly-qualified teachers in the Greater Richmond area, the VCU School of Education plays a pivotal role in addressing teacher shortage in these areas.

### **Target Population**

No specific target population of students will be recruited for the proposed degree program.

### **Impact on Existing Programs/Policies**

This program does not compromise or compete with any other certificate or degree programs at VCU.

### **Impact on Faculty**

Faculty appointments in the B.S.Ed. in Health and Physical Education Teaching program are established by recommendation of the chair of the Department of Teaching and Learning. The minimum requirement for faculty teaching in this degree require a minimum of a Master's degree in Education or related field in Health Education and experience teaching in K-12 or in community organizations. A doctoral degree is preferred.

### **Funding**

There will be reallocations within three departments. The reallocation within the department reflects current faculty within the departments of Teaching and Learning, Foundations, and Counseling and Special Education who currently teach courses in the department who will change their teaching assignments to cover courses in the proposed undergraduate degree programs. The total reallocation within the School of Education includes faculty in departments outside of the program home who will refocus their teaching effort to include students in those programs into their new and/or existing undergraduate courses. In addition, clerical staff listed for these programs include reallocating the time of a student services employee to oversee clinical placements of these students from her current work of overseeing clinical placements of students in graduate programs that will be significantly decreasing in size and/or closing. New undergraduate advising staff will be devoting time to serving the students in these programs.

## **Benefit to the University**

Virginia Commonwealth University has a strong commitment to diversity, equity and inclusion as described in its strategic plan. VCU's School of Education has a similar mission and strategic plan to address the needs of Virginia's urban school divisions and the surrounding communities. These programs provide initial licensure coursework and experiences that address the critical needs of students in urban and high-needs school divisions. The School of Education has infused information into its programs to prepare future teachers to address the needs of a diverse group of students, including those who have experienced trauma, those who are English-language learners, those with disabilities who are included in general education classrooms, and those who struggle with learning and who are at risk of being identified with disabilities. This program allows the Virginia Commonwealth University School of Education to address the teacher shortage programs in Virginia by offering students a four-year undergraduate degree in teaching, rather than a five-year master's program.

## **Next Steps**

January 21	University Undergraduate Curriculum Committee
February 28	University Council Committee on Academic Affairs and University Policies
March 14	University Council
March 11	President's Cabinet (pending University Council approval)
March 22	Board of Visitors

## **Full Proposal**

See attached.

**Bachelor of Science in Education in Health and Physical Education (13.1206)**

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## Description of the Proposed Programs

### **Program Background**

Virginia Commonwealth University (VCU) requests approval to establish five new undergraduate programs leading to initial licensure as the Bachelor of Science in Education (B.S.Ed.) degrees. We are proposing a B.S.Ed. degree in Elementary Education and Teaching (CIP 13.1202); a B.S.Ed. degree in Early Childhood Education and Teaching (CIP 13.1210), a B.S.Ed. degree in Secondary Education and Teaching with a concentration in Engineering Education (CIP 13.1205); a B.S.Ed. degree in Health and Physical Education (CIP 13.1206); and a B.S. Ed. degree in Special Education and Teaching with a concentration in General Education (CIP 13.1001). The proposed B.S. Ed. in Special Education and Teaching General will be administered by the Department of Counseling and Special Education while the other four proposed programs will be administered by the Department of Teaching and Learning within the School of Education located on VCU's Monroe Park Campus. These proposed programs are scheduled to be implemented beginning in the fall semester of 2019. The proposal has been prepared according to specialized SCHEV guidance in response to the General Assembly's 2018 enablement of education degree programs for teacher preparation. The purposes of the individual proposed programs are described below.

The purpose of the proposed B.S.Ed. in Elementary Education and Teaching degree is to prepare undergraduate students for roles as teachers of young children in schools and community preschool settings. The program will focus on providing students with a solid foundation in child development, educational psychology and the role of the family and society in education. Students will be prepared to teach in diverse classroom settings through purposefully integrated fieldwork and internship experiences. The B.S.Ed. in Elementary Education and Teaching prepares graduates to be reflective educators who demonstrate an in-depth understanding of science, social studies and mathematics pedagogy and content as well as a commitment to balanced literacy approaches. Students will develop skills to advocate for equitable learning opportunities for all children.

The purpose of the proposed B.S.Ed. in Early Childhood and Teaching degree is to prepare undergraduate students for roles as teachers and daycare providers of infants, toddlers, and young children in schools and community daycare/preschool settings. The program will focus on providing students with a solid foundation in child development, educational psychology and the role of the family and society in education. Students will be prepared to teach in diverse classroom settings through purposefully integrated fieldwork and internship experiences. The proposed degree program will emphasize working with young learners in inclusive settings and the value of play in early childhood instructional environments. Students will develop skills to advocate for equitable learning opportunities for all children.

The purpose of the proposed B.S.Ed. in Secondary Education and Teaching, with a concentration in Engineering Education is to prepare students to serve as initially licensed education teachers in 6-12 schools (a new licensure area), and to serve as educators and leaders in schools and community-based settings. The program will focus on providing the students with a solid foundation in secondary education, engineering, mathematics and sciences to meet the

requirements for licensure. Through the core education curriculum, students will become knowledgeable about professional roles and workplace responsibilities while learning basic abilities in the planning and implementation of engineering lessons for students in grades 6-12. The core curriculum instills fundamental knowledge and skills, with opportunities for observation and application in a variety of engineering settings. Through the core engineering, science, and mathematics curriculum, students will develop the content knowledge and skills of those fields in order to deliver relevant and rigorous lessons in engineering and integration of other content areas with engineering. Graduates will be prepared to work in public and private middle and high schools across the Commonwealth of Virginia, with particular focus in urban and other high-need areas. Graduates will be capable of working with diverse learners and adapting instructional programs based on the needs of the students and clients.

The purpose of the proposed B.S.Ed. in Health and Physical Education is to prepare students to serve as licensed health and physical education teachers in PreK-12 schools, and to serve as educators and leaders in schools and community-based settings. The program will focus on providing students with the knowledge and experiences they need to successfully implement national and state health and physical education standards. Students will receive coursework enabling them to be successful in a variety of learning environments. Graduates will be prepared to work in public and private elementary, middle, and high schools across the Commonwealth of Virginia, with particular focus in urban and high-need areas. The health and physical education program consists of rigorous coursework and field experiences that will enable graduates to be leaders in the profession.

The purpose of the proposed B.S.Ed. in Special Education and Teaching with a concentration in General Education is to prepare students to serve as initially licensed special education teachers in K-12 schools, and to serve as educators and leaders in schools and community-based settings. The program will focus on providing students with the tools they need to make a difference in the lives of children, youth and adults with disabilities. The proposed program will provide students with the knowledge and skills to become licensed special education teachers who work with children with high incidence disabilities, including students with learning disabilities, emotional disturbance and mild to moderate intellectual disability. Students will be able to recognize a child's educational and social problems, to formulate effective and personalized/individualized instruction, and to consult with parents, teachers and administrators to incorporate accommodations and transitions across the child's educational program. Students will be prepared to teach reading and language, mathematics, and other core content areas, and be prepared to apply classroom and behavior management, and social skills to students with diverse abilities and backgrounds. Graduates will be prepared to work in public and private elementary, middle, and high schools across the Commonwealth of Virginia, with particular focus in urban and high-need areas. Graduates will be capable of working with diverse learners and adapting instructional programs based on the needs of the students and clients.

### **Accreditation**

All five of the proposed initial licensure programs will meet the requirements for accreditation of initial and advanced degree programs leading to teacher licensure through CAEP, the Council for Accreditation of Educational Programs. VCU's School of Education is in process of collecting

data to assess the quality of our programs, in anticipation of submitting the written report to CAEP in 2020, with the possibility of full accreditation effective 2021.

### **Admission Criteria**

Admission to all five of the proposed B.S. in Education programs will be dictated by the admissions policies of Virginia Commonwealth University. Applicants for undergraduate degree programs should be graduates of an accredited high school, anticipating graduation from an accredited high school, or hold the GED Certificate with satisfactory scores and with satisfactory scores on either the SAT Reasoning Test or ACT. Admission to Virginia Commonwealth University is competitive. In accordance with the 2018-2019 Undergraduate Catalog, the Office of Admissions uses the following guidelines to determine whether students may be considered for regular admission:

- Minimum high school core courses: English – 4 units; Math – 3 units (Algebra 1 and either Algebra II or Geometry must be included); Science – 3 units (one must be a laboratory science); Social Sciences – 3 units (history or social sciences or government). Students are encouraged to present at least three units in a modern or ancient language or two units of two foreign languages. Preference is given to candidates who submit the Advanced Studies Diploma or its equivalent.
- Cumulative GPA: Virginia Commonwealth University does not have a minimum GPA at this time. The mid-range for enrolled freshman is 3.34-3.98
- SAT or ACT scores: All applicants younger than 22 years of age must submit SAT or ACT scores. Virginia Commonwealth University does not have minimum SAT or ACT scores at this time. The mid-range for enrolled freshman is 1070 – 1250 for SAT and 19 to 24 for ACT.
- Class rank: A high school senior class rank in the top 50% is desirable.
- TOEFL, IELTS or PTE scores: All applicants whose native language is not English must submit evidence of English language proficiency based on satisfactory scores for the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS) or the Pearson Test of English (PTE). Minimum TOEFL scores are 550 (paper) or 80 (Internet) while the minimum IELTS score is 6.0 and PTE score is 53.
- GED score: The minimum GED score to be considered for admission is 550.

The level and type of high school courses and consistency and trends of grades are also considered. Other factors such as co/extra-curricular activities, community service, personal statement/essay, recommendations, special talents and leadership are also considered. Primary emphasis, however, is placed on academic credentials.

Transfer applicants are considered for admission provided they present evidence of good standing at the last institution attended. To be competitive and to be considered for admission to VCU they should present a minimum cumulative GPA of 2.8 from all accredited institutions. Priority application review will be given to applicants who have completed at least 30 credits at their former institution(s). Transfer candidates must submit SAT or ACT results and also must

meet specific guidelines listed in the freshman undergraduate admission guidelines section of the VCU Undergraduate Bulletin.<sup>1</sup>

## **Teacher Preparation Program**

### Admission to Teacher Preparation

Because the proposed B.S. in Education programs will lead to initial professional licensure, students must both declare the major and be formally accepted into teacher preparation. Upon declaring the major (university admission), students are eligible to take lower-level coursework that will primarily focus on general education/liberal arts coursework, professional studies coursework and initial licensure-area specific coursework. After successfully completing the majority of general education requirements at the end of the sophomore year, students are permitted and encouraged to apply for formal admission into Teacher Preparation, specifying in which initial licensure area they wish to be endorsed. In order to make application to the licensure track, students need to show a minimum cumulative grade point average (GPA) of 2.8. Information on admission to the teacher education program can be found on the Student Services Center website at <https://soe.vcu.edu/current-students/forms>.

Requirements for admission to teacher preparation:

- Submission of completed Application to Teacher Preparation form
- Minimum of 2.8 cumulative GPA
- Successful completion of EDUS 202: Diversity, Democracy and Ethics and EDUS 301: Human Growth and Development (seven credits)
- Passing scores on required Praxis core exams (all three sections) or exemption with SAT or ACT scores<sup>2</sup>
- Passing scores on required Virginia Communication and Literacy Assessment (VCLA)
- Successful completion of a background/criminal history check (No record of a felony conviction)
- Completion of the Dispositions Self Rating Survey
- Advisor or department chair recommendation

### **Clinical Internship/Student Teaching Application**

All students are required to complete a full semester of clinical internship (student teaching). Students must complete and submit an application to the clinical internship by the beginning of their junior year in order to be eligible. If students do not complete their applications on time with hard copies of passing score reports, they will not be guaranteed acceptance into a clinical internship. Those not admitted into the Clinical Internship/Student Teaching Experience will have the opportunity to complete their degree as a non-licensure candidate provided they meet all other VCU undergraduate degree requirements.

Requirements for clinical internship/student teaching:

- Formal admission into Teacher Preparation (see above)

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<sup>1</sup> <http://bulletin.vcu.edu/undergraduate/undergraduate-study/admission-university/admission-guidelines/>

<sup>2</sup> Educational Testing Service. <http://www.ets.org>



- Submission of completed departmental application for a clinical internship by the established deadline
- Successful completion of all other required coursework
- Minimum of 3.0 GPA qualitative and no grade lower than a C education courses
- Passing scores on the Praxis core or exemption with SAT or ACT scores
- Passing scores on the Virginia Communication and Literacy Assessment
- Passing scores on the Praxis II: Content Knowledge exam
- Completion of the online Child Abuse Prevention training and certification of successful completion
- Submission of a tuberculosis screening must accompany the application for clinical internship and must be dated no more than a year from the expected date of completion of a clinical internship
- Completion of Dyslexia and Learning module and certification of successful completion
- Criminal Background Review without a felony conviction
- Descriptive statement on experiences related to children or teaching.
- Successful faculty practicum review

### **Curriculum**

The proposed B.S. in Education programs will each require a minimum of 120 credits. Each program area and/or concentration area requirements were developed to meet the requirements of the Interstate New Teacher Assessment and Support Consortium (InTASC), the Council for the Accreditation of Educator Preparation (CAEP), and the Virginia Department of Education (VDOE) licensure requirements, along with content-specific accreditation standards (National Association of Sport and Physical Education (NASPE) and Council for Exceptional Children (CEC). Proposals to the Virginia Department of Education to be approved licensure degree programs for each of these areas will be submitted by the February 15, 2019 recommended deadline for undergraduate programs proposed to begin in the fall 2019 semester. Specifics of the curriculum for each of the five proposed B.S.Ed. programs are described below, by program area.

#### **Bachelor of Science in Education in Health and Physical Education (13.1206)**

The degree in Health and Physical Education Teacher Education PreK-12 requires 120 credits. The focus of the curriculum is to prepare students for licensure to teach Health and Physical Education grades PreK-12.

The core curriculum for the Health and Physical Education program has been developed to provide a plan of study that will prepare future health and physical education teachers to meet the national and state standards for licensure. Students receiving a health and physical education degree from Virginia Commonwealth University will receive comprehensive instruction in health education, assessment, instruction and evaluation in sport and lifetime fitness activities and technology to increase the PreK-12 student's overall physical literacy. Along with the core curriculum students will be prepared to work with students in urban environments, diverse settings, and with diverse needs through coursework and field experiences.

Students in the Health and Physical Education program will develop their skills as future educators through multiple field based learning opportunities. Throughout the four-year program, methods courses, practicum, and the final internship will provide students the firsthand experiences in schools and with other agencies serving the PreK-12 student population to observe, plan, and implement health and physical education lessons. Students will start observing Health and Physical Education programs as early as their second semester in the program, and will continue to work in the field throughout the program.

The Health and Physical Education curriculum has been developed to meet the Society for Health and Physical Educators (SHAPE) (the national organization of health and physical education professionals), the National Standards for Initial Health Education Teacher Education and the Virginia Department of Education licensure regulations.

New courses in the School of Education are denoted with an asterisk (\*) in the listing below.

### **Program Requirements**

#### **General Education Requirements – 21 credit hours**

The VCU Core Education Program (i.e., general education) consists of 21 credit hours intended to be completed by the end of the sophomore year (except for the program-specific capstone).

Tier 1: UNIV 111 Focused Inquiry 1 (3)

Tier 1: UNIV 112 Focused Inquiry 2 (3)

Tier 2: Quantitative Literacy Course (3)

Tier 2: Research and academic writing course (3)

Tier 2: Humanities/fine arts course from a university approved list (3)

Tier 2: Social/behavioral sciences course from a university approved list (3)

Tier 2: Natural/physical sciences course from a university approved list (3)

#### **Additional General Education Requirements – 11 credits hours**

BIOL 205 Basic Human Anatomy (4)

HPEX 372 Survey of Kinesiology and Physiology of Exercise (3)

PHIS 206 Human Physiology (3)

PHIZ 206 Human Physiology Laboratory (1)

#### **Degree Program Core Courses- 28 credit hours**

EDUS 202\* Diversity, Democracy, and Ethics (4)

EDUS 301 Human Development and Learning (3)

EDUS 304\* Educational Psychology for Educators (2)

SEDP 330 Survey of Special Education (3)

SEDP/EDUS 401\* Assessment in Diverse Settings (3)

TEDU 101 Introduction to Teaching (3)

TEDU/SEDP 410\* Building a Community of Learners: Classroom Management (3)

TEDU 413\* Curriculum Methods and Instructional Models (3)

TEDU 452\* Teaching English Language Learners (2)

TEDU 510 Instructional Technology in PK-12 Environments (2)

## **Free Electives - 2 credit hours**

### **Concentration Courses PK-12- 58 credit hours**

TEDU 102*	Health Education as a Discipline (3)
TEDU 103*	Lifetime Fitness, Wellness, and Nutrition for the Health and Physical Educator (3)
TEDU 200*	Motor Learning and Performance (3)
TEDU 201*	Assessment and Technology in Health and Physical Education (3)
TEDU 202*	Health Education Content (3)
TEDU 204*	Outdoor Education (3)
TEDU 205*	History and Philosophy of Health and Physical Education (3)
TEDU 300*	Adaptive Physical Education (3)
TEDU 301*	Biomechanics of Teaching Movement Skills (3)
TEDU 302*	Elementary Methods of Physical Education (3)
TEDU 303*	Teaching Team and Individual Sports for Lifetime Fitness (3)
TEDU 304*	Secondary Methods of Physical Education (3)
TEDU 313	Elementary School Practicum B (2)
TEDU 402*	Becoming a Health and Physical Education Professional (1) Tier 3: Program Specific Capstone
TEDU 403*	Teaching Health Education (3)
TEDU 405*	Seminar for Student Teaching (1)
TEDU 493*	Field Experience I Elementary (6)
TEDU 495*	Field Experience II Secondary (6)
TEDU 562	Reading in the Content Area (3)

## **Total Credits - 120 minimum**

## **B.S. in Education in Health and Physical Education**

### **Field-Based Learning Requirements**

All students in the proposed degree program will have supervised culminating field experience placements during the final semester of their senior year, after completing 108 credit hours. Students must meet the requirements as outlined in the student teaching application.

### Health and Physical Education (K-12) Licensure Program

Students who are completing the Health and Physical Education licensure program will have a student teaching requirement of approximately 16 weeks in which the student works with a cooperating teacher in a school each day. A comprehensive handbook is provided by the Office of Student Services that outlines the policies and requirements for the student teaching/field experience in addition to course syllabi. A final grade of A-F is assigned by the VCU clinical supervisor.

Students who do not pass their student teaching experience with a grade of C or better, or who are not accepted into student teaching will have the opportunity to complete their degree as a non-licensure option, provided they meet all other undergraduate degree requirements.

## **Student Retention and Continuation Plan**

All students are required to meet with their academic advisor at least once each semester to discuss academic progress and to update their plan of study. In addition to regular interaction with students, the program faculty also meets at least once each semester to discuss the performance of each student in the program. Grade point average, academic progress in classes, and the professional dispositions each student is displaying in class and through out-of-class field-based learning assignments are reviewed. Faculty note students who are meeting course requirements, turning in quality work on time, working well with the group, and completing their field-based learning assignments, as well as those who may not be doing these things. When faculty mention a student who is not showing progress, the group discusses possible reasons for this and possible solutions. For example, if a student is having a difficult time passing a particular part of a Praxis I Core Academic Skills for Educators (CASE) test (the Mathematics section perhaps), the faculty could direct the student to university tutoring sessions in this area or recommend a specific mathematics course to meet General Education curriculum requirements.

The faculty member who is concerned about a student schedules a meeting with the student to discuss the issue, and that student's advisor is also alerted and may meet with the student as well. If progress or resolution does not occur in a timely manner (e.g., by the end of the course or semester), the student is called to meet with the program faculty as a group. Issue(s) of concern and plans for remediation, including timeline goals for remediation, are enumerated in a document signed by the student and the program coordinator. This serves as a reference for all parties and as a basis for judging improvement in the student's performance.

VCU offers a number of supports and services to students who are experiencing ongoing and/or short-term difficulties and advisors may refer students to the appropriate offices or services for support. These services include the following: Campus Learning Center, Counseling Services, Division for Inclusive Excellence, Division for Student Affairs, Financial Aid, Global Education Office, Health Services, JED, Campus Program, Military Student Services, Sexual Violence Reporting and Resources, Student Accessibility and Educational Opportunity, Student Employment, Transfer Center, TriO, You First at VCU, Wellness Resource Center, and the Writing Center.

Descriptions of these programs and offices along with the services they provide can be found on the VCU webpage for current students (<http://www.vcu.edu/current-students>).

### **Faculty**

Four of these five proposed degree programs will be housed within the Department of Teaching and Learning (B.S. Eds. in Elementary Education and Teaching; Early Childhood Education and Teaching; Secondary Education and Teaching with a concentration in Engineering Education; and Health and Physical Education). Required courses will be taught by faculty in that department, as well as faculty from Foundations of Education and Counseling and Special Education in the School of Education as well as faculty in Humanities and Sciences and/or Engineering.

#### **Faculty B.S. in Education in Health and Physical Education**

The B.S.Ed. in Health and Physical Education will be housed in the Department of Teaching and Learning. The department currently consists of 14 full-time faculty members of which five faculty will be dedicated to the core education courses of the proposed degree. Of the five current faculty two (2) are tenured and hold doctoral degrees, two (2) are tenure-track faculty holding doctoral degrees and one (1) is a full-time term faculty member currently completing her dissertation. The faculty members dedicated to the Bachelor of Science in Education in Health and Physical Education degree have a combined 25+ years of teaching experience in public schools.

Collectively, the current faculty serving in the program have over 150 publications including published books, peer-refereed articles in professional journals, and papers. The faculty have served as textbook reviewers as well as manuscript reviewers for professional journals and have made over 300 presentations at professional conferences. They have also directed or co-directed local, state and federal grants specific to training and research education. The faculty have expertise in working with youngsters in grades PK-12 with one member having extensive experience in health and physical education. Four additional faculty from the Department of Teaching and Learning will provide instruction in the program with one having expertise in literacy education, one having expertise in classroom management, one in working with English Language Learners and one having expertise in educational technology.

Two faculty members in the Department of Educational Foundations with doctorates in Educational Psychology or a closely related field will teach courses in the proposed program's core requirements. They will also have appropriate teaching experiences to offer instruction in the proposed program.

Two faculty members in the Department of Counseling and Special Education will provide instruction in the program. Both of the faculty hold doctoral degrees and have experience working in inclusive environments. One faculty member will teach a survey of special education course as part of the core education requirements. The other faculty member will teach a course in assessment. This faculty member is an internationally recognized expert in the field with over 60 publications, 135 presentations and \$7.5 M in grant funding.

This degree program will also receive support from at least one faculty member with an earned doctorate in the Department of Kinesiology and Health Sciences housed in the College of Humanities and Sciences. The department faculty have extensive experience in the fields of kinesiology and physiology, multiple grant projects and prolific publication records.

Several adjunct faculty members with master's degrees and educational experience in health and physical education will teach required courses in the Bachelor of Science in Education in Health and Physical Education degree program. Adjunct faculty will teach methods courses that are specific to their classroom teaching experience, licensure and academic credentials.

### **Student Assessment**

Student learning will be assessed throughout the proposed degree programs using a variety of evaluations and measures. Some of these measures include, but are not limited to, assigned

papers, quizzes, tests, and projects assigned during field-based learning and classroom instructional experiences. In field-based learning experiential experiences students will be expected to demonstrate knowledge and skills in a practical, “real world” sense. During the internship and student teaching experiences, students are assessed by on-site professionals as well as by university faculty supervisors. Each of these professionals monitors and notes the students’ performance during multiple observations and each of them writes clinical reviews of that performance both as formative and as summative evaluations. Students will also be required to complete a capstone project, agreed upon by the student, the advisor, and the university faculty supervisor.

## **Learning Outcomes**

### Student Learning Outcomes: B.S.Ed. in Health and Physical Education

The core outcomes of the proposed program are based on national professional guidelines. These outcomes are derived from the Society for Health and Physical Educators (SHAPE), the national organization of health and physical education professionals, and the National Standards for Initial Health Education Teacher Education. Program faculty maintain awareness of these standards through professional membership and professional development in the organization, and through activities such as conference attendance, workshop training, and keeping well-informed of the professional literature. Students in the proposed degree program will acquire knowledge and skills about discipline-specific scientific and theoretical concepts critical to begin teaching. They will be able to demonstrate their achievement of the following core learning outcomes:

**Core Outcome 1: Content and Foundational Knowledge.** Students will be able to demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 health and physical education program. **Assessment Measures:** At least 80% of students will achieve a passing score (160) on PRAXIS II 5857. Courses: TEDU 205, TEDU 303, TEDU 302, and TEDU 304.

**Core Outcome 2: Skillfulness and Health-Related Fitness.** Students will be able to demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness. **Assessment Measures:** Students will be assessed on their ability to develop fitness plans and administer fitness tests in TEDU 103. Students will also be assessed on their personal fitness (using FitnessGram) three times during their college career. (These occur in TEDU 205, 201, and 304. Students will demonstrate skillful performance in sports skills (TEDU 303) as well as Outdoor Education (TEDU 204) by earning certifications in archery, biking, and fishing. Courses: TEDU 103, TEDU 204, TEDU 301, and TEDU 303.

**Core Outcome 3: Planning and Implementation.** Students will be able to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America’s National Standards and Grade-Level Outcomes for K-12 Health and Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students. **Assessment Measures:** Students will create and implement lesson plans during in-school mini-lessons (TEDU 302, 304, and 403). During student teaching (TEDU 493 and TEDU 495), full lesson

plans will be created and implemented. Students will develop and implement adaptive lesson plans to accommodate diverse learners (TEDU 300).

**Core Outcome 4:** Instructional Delivery and Management. Students will be able to engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning. **Assessment Measures:** Students engage in mini teaching lessons (201) focused on utilizing available technologies to enhance health and physical education instruction and assessment. The student teaching experience will allow students to (TEDU 493 and TEDU 495), implement lessons and these will be evaluated by the supervisor.

**Core Outcome 5:** Assessment of Student Learning. Students will be able to select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning. **Assessment Measures:** During student teaching (TEDU 493 and TEDU 495), students will be evaluated on their ability to implement lessons, reflect on the lessons, and make adjustments to future lessons.

**Core Outcome 6:** Students will be able to utilize the principles of the physiology of exercise to create fitness programs for target students. **Assessment Measures:** Students will incorporate fitness principles to produce fitness plans in the following courses: TEDU 103 and TEDU 403.

### **Program Assessment**

The School of Education will assess and evaluate the proposed programs after the initiation year. The School will conduct and report annual assessments of program outcomes in accordance with Virginia Commonwealth University's Assessment Policy. Reviews at the School and University levels consist of:

- Annual analysis of results of the end-of-program evaluation data to determine students' satisfaction with the teaching/learning process.
- Analysis and reporting of annual retention and attrition rates to assure optimal success of enrollees.
- Job placement analysis to assure that the program remains current to the workforce needs.
- Analysis of the dissemination of results of student research, presentations, and grant proposals.

An institutional review of the degree program's mission, goals, learning outcomes, and student successes will occur on a seven-year cycle. This review, directed by Academic Affairs and the Office of Planning and Decision Support, will use institutional data, student and alumni surveys, and learning outcomes assessment to write an Academic Program Review (APR) report that will describe how program goals and learning outcomes have been achieved. The proposed B.S.Ed. programs are scheduled to submit its first Academic Program Review report seven years after program initiation, in 2026.

In addition to unit and University-level monitoring and review, all licensure programs will also be required to maintain VDOE program approval with submission of biennial reports to demonstrate state benchmark standards.

In accordance with the VDOE's requirement that approved programs maintain national program accreditation, all licensure concentrations in the B.S.Ed. program will be required to complete a Council for the Accreditation of Educator Preparation (CAEP) unit review every seven years.<sup>3</sup>

### **Benchmarks of Success**

The following initial benchmarks will be used to gauge the growth and success of the five B.S. in Education programs:

- Enrollment will reach at least 400 students across all five programs by the target year (2023-2024).
- Ninety percent (90%) of students in the program will pass national or state test standards for their concentration. These measures are the Praxis II exam (national) or VCLA (state), which are mandated by the Virginia Department of Education for licensure.
- Within four years of formal admission to the program, 80% of the admitted students will graduate.
- Eighty percent (80%) of students who seek employment will be hired within one year of graduation.
- Of those graduates who found employment, eighty percent (80%) will be teaching in Virginia public schools.
- Ninety percent (90%) of alumni who complete our VCU alumni survey will rate their preparation as being either good or excellent.
- Sixty percent (60%) of students who apply to graduate school will be accepted into a Master's degree program.
- Ninety percent (90%) of employers of our graduates will report that they are likely or very likely to hire another graduate of our program (based on the response to annual employer surveys).
- VCU's School of Education will increase its production of fully licensed educators by fifty percent (50%) by the target year.
- VCU programs will increase the enrollment of under-represented minority students by fifty percent (50%) by the target year.

The B.S.Ed. undergraduate faculty will review the program assessment data annually to assess student satisfaction and track progress in terms of each stated benchmark. If any of the benchmarks of success are not being met, the faculty will re-evaluate and determine appropriate strategies to reach the benchmarks. For example, if less than 80% of the students are not passing the Praxis II exams, one potential strategy would be to have faculty sit for these exams to better determine the content students need to possess and to review the curriculum and course-by-course content accordingly to ensure success.

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<sup>3</sup> <http://caepnet.org/accreditation/about-accreditation/what-is-accreditation>



## **Relationship to Existing Virginia Commonwealth University’s Degree Programs**

Currently, Virginia Commonwealth University does not offer any undergraduate programs that lead to licensure in Virginia. These proposed programs have been developed based on a new directive by the Governor that allows undergraduate majors that lead to initial licensure to be offered in a School or College of Education. This was identified as one important strategy for addressing the critical shortage of licensed teachers in the Commonwealth of Virginia. This section will address any relationship to existing degree programs for these four proposed degree programs.

### **Bachelor of Science in Education in Health and Physical Education**

Although Virginia’s Department of Education has allowed Universities across the Commonwealth to offer initial licensure programs in Health and Physical Education at the Bachelor’s degree level, Virginia Commonwealth University does not currently offer one. The School of Education does have a Master’s of Teaching program in Health and Physical Education that has already suspended enrollment and currently has no students enrolled in that program. It will be closed this year once this proposed degree program is approved.

### Justification for the Proposed Program

#### **Response to Current Needs (Specific Demands)**

School divisions across the Commonwealth of Virginia are facing a critical shortage of fully licensed teachers and that shortage shows no sign of abating. Urban, high-needs school divisions are prone to teacher shortages. For example, in August 2018, a month before the school year resumed, Richmond Public Schools (RPS) had nearly 100 vacancies in staffing, with 85 of those vacancies in teaching positions. Even more alarming, most of these vacancies were at the elementary level with 53 teaching positions in RPS’ elementary sites. Unfortunately, this shortage is not new to RPS. The year prior in August 2017, RPS had 109 total vacant teaching positions. This trend also holds true for neighboring divisions in the Tri-Cities area of Petersburg, Hopewell and Dinwiddie. In 2016, VDOE reported that the Tri-Cities area had more than a 1,000 vacant teaching positions leading up to the school year, an increase by 200 from the previous year. In 2016-17, there were more than 300 vacant special education positions and 200 vacant elementary education positions in the Tri-Cities area. This trend raises concerns for district leaders and VCU’s School of Education. As the largest research institution and producer of highly-qualified teachers in the Greater Richmond area, the VCU School of Education plays a pivotal role in addressing teacher shortage in these areas. In the 2018-19 school year, the Virginia Department of Education (VDOE) identified a critical shortage in ten teaching endorsement areas. The critical shortage areas in the Commonwealth are listed below.

1. Special Education
2. Elementary Education PreK-6
3. Middle Education Grades 6-8

4. Career and Technical Education
5. Mathematics Grades 6-12 (including Algebra 1)
6. School Counselor PreK-12
7. English (Secondary)
8. Science (Secondary)
9. Foreign Language PreK-12
10. Health and Physical Education PreK-12

School divisions on average have received applications from three or fewer qualified candidates for vacancies in these teaching endorsement areas, which has led to the identification of critical shortages. The proposal seeks to initiate three programs that prepare highly-qualified teachers in two of the highest priority areas of critical teacher shortages: Special Education and Elementary Education (both the Early Childhood and Teaching and the Elementary Education and Teaching address these two critical shortage areas). First, the need for elementary education teachers is growing in Virginia and currently has the second highest number of unfilled positions (200) in Virginia (with special education being the highest at 300+) (Annual Report, 2018 available at <http://www.doe.virginia.gov/boe/reports/index.shtml>). In addition, the critical shortage area of Health and Physical Education is included in Virginia Commonwealth's proposal for new undergraduate programs. Lastly, our proposed program in Secondary Education with a concentration in Engineering Education is our plan for addressing both the need for Mathematics and Science teachers at the Secondary level.

### **Why Virginia Commonwealth University?**

Virginia Commonwealth University has a strong commitment to diversity, equity and inclusion as described in its strategic plan. VCU's School of Education has a similar mission and strategic plan to address the needs of Virginia's urban school divisions and the surrounding communities. These programs provide initial licensure coursework and experiences that address the critical needs of students in our urban and high-needs school divisions. We have infused information into our programs to prepare future teachers to address the needs of a diverse group of students, including those who have experienced trauma, those who are English-language learners, those with disabilities who are included in general education classrooms, and those who struggle with learning and who are at risk of being identified with disabilities.

The School of Education has existing collaborative partnerships with Virginia School Divisions surrounding Richmond (Region I), as well as other divisions across the Commonwealth, particularly for clinical/student teaching placements for our graduate students. These will continue for the students who enroll in the proposed B.S. Ed. programs in Elementary Education and Teaching, Early Childhood and Teaching, Health and Physical Education, Secondary Education and Teaching with a concentration in Engineering Education, and Special Education and Teaching with a concentration in General Education.

Appendix H – Letters of Support

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA**  
**SUMMARY OF PROJECTED ENROLLMENTS IN PROPOSED PROGRAM**

**Projected enrollment: B.S.Ed. in Health and Physical Education**

Year 1		Year 2		Year 3		Year 4 Target Year (2-year institutions)			Year 5 Target Year (4-year institutions)		
2019 - 2020		2020 - 2021		2021 - 2022		2022 – 2023			2023 - 2024		
HDCT <u>15</u>	FTES <u>15</u>	HDCT <u>27</u>	FTES <u>27</u>	HDCT <u>39</u>	FTES <u>39</u>	HDCT <u>51</u>	FTES <u>51</u>	GRAD <u>    </u>	HDCT <u>51</u>	FTES <u>51</u>	GRAD <u>12</u>

Assumptions:

Retention percentage: 80%

Percentage of full-time students 100% Percentage of part-time students 0%

Full-time students credit hours per semester: 15

Full-time students graduate in 4 years

Projected Resource Needs for the Proposed Programs

**Resource Needs**

Virginia Commonwealth University, the School of Education, and the Departments of Teaching and Learning and Counseling and Special Education have the resources needed to initiate and sustain the following proposed degree programs: Elementary Education and Teaching: Early Childhood Education and Teaching: Secondary Education and Teaching with a concentration in Engineering Education: Health and Physical Education; and Special Education and Teaching with a concentration in General Education. The following subsections detail the resources required to operate the programs from their initiation in the fall 2019 through the target year 2023-24. Assessments of need for full-time, part-time, and adjunct faculty are based on a ratio of 1.0 FTE of instructional effort for every 20 FTE students in lower division courses and 1.0 FTE of instructional effort for 14 FTE students in upper division courses (including any required graduate courses needed for licensure). The proposed programs will require a total of 3.85 FTE faculty in 2019-20, rising to 26.65 FTE by the target year of 2023-24.

### **Full-time Faculty**

For the initiation year one (1) faculty member from the Department of Foundations of Education will provide .65 FTE. By target year, an additional 10 faculty members from the Department of Foundations of Education, the Department of Teaching and Learning, and the Department of Counseling and Special Education will provide 10 FTE for a total of 10.65 full-time FTE. Of these, 8.65 FTE are reallocations and 2.0 FTE are new faculty lines.

The Dean of the School of Education has committed resources for another 4 faculty members (2.0 FTE) who will be available to teach in the proposed undergraduate degree programs in the Department of Teaching and Learning and the Department of Counseling and Special Education. The new faculty members will be hired at the rank of Assistant Professor with a combined salary of \$300,000 and benefits of \$118,200.

### **Part-time Faculty**

For the initiation year, two (2) faculty members from the Departments of Teaching and Learning, two (2) faculty members from the Department of Counseling and Special Education, and three (3) faculty from the Department of Foundations of Education will provide 2.0 FTE. By the target year, an additional 6.50 will be added for a total FTE of part-time faculty will rise to 8.50 FTE. These FTE are reallocations.

### **Adjunct Faculty**

For the initiation year, adjunct faculty will provide 1.20 FTE for the proposed degree program. For the target year this will add 6.30 FTE for a total of 7.50 FTE. Adjunct instructors will be across most departments and Schools/Colleges of the university including SOE Departments of Teaching and Learning, Counseling and Special Education, and Foundations of Education and Colleges of Humanities and Sciences and Engineering. Currently, adjunct faculty in the School of Education receive \$3000 in salary per course.

### **Graduate Assistants**

No graduate assistants are required to initiate or sustain proposed degree programs.

### **Classified Positions**

Classified support for these proposed programs will come from a reallocation of .60 FTE for a clerical staff person who will arrange clinical placements for students in the undergraduate degree programs.

An undergraduate advisor will be needed for the initiation year at .80 FTE. For the target year, an additional advisor at .70 FTE will be added. This represents a salary of \$50,716 and related fringe benefits are \$19,981 in the initiation year, with salaries of \$113,416 and fringe benefits of \$37,688 in the target year.

### **Targeted Financial Aid**

No targeted financial aid is needed to initiate and sustain the proposed degree program.

**Equipment (including computers)**

No new equipment, including computers, is needed to initiate or sustain the proposed degree program. The equipment resources are sufficient to initiate and sustain this proposed degree program. For new hires, existing furniture and equipment (including computers) will be provided.

**Library**

No additional library resources are required to initiate or sustain the proposed degree programs. VCU's James Branch Cabell Library has resources that include journals, magazines, electronic materials, and other publications for education. In addition, students and faculty can borrow items not in the VCU collection through inter-library loans.

**Telecommunications**

No additional telecommunication resources are needed to initiate and sustain this proposed degree program. Telecommunications equipment is provided by the School and University, often through funds from student technology fees. For new hires, existing telecommunications services and devices will be used.

**Space**

No new or additional space is required to initiate or sustain the proposed new degree program. There is adequate space on VCU's campus for classrooms, meetings, and current and future offices. The space resources are sufficient to initiate and sustain this proposed degree program.

**Other Resources (specify)**

No other resources other than those described above are needed to initiate and sustain this proposed degree program.

**Resource Needs: Part A – D**

**Part A: Answer the following questions about general budget information.**

- Has or will the institution submit an addendum budget request to cover one-time costs? Yes \_\_\_\_\_ No   X
- Has or will the institution submit an addendum budget request to cover operating costs? Yes \_\_\_\_\_ No   X
- Will there be any operating budget requests for this program that would exceed normal operating budget guidelines (for example, unusual faculty mix, faculty salaries, or resources)? Yes \_\_\_\_\_ No   X
- Will each type of space for the proposed program be within projected guidelines? Yes   X   No \_\_\_\_\_
- Will a capital outlay request in support of this program be forthcoming? Yes \_\_\_\_\_ No   X

**Part B-1: Fill in the number of FTE positions needed for the B.S.Ed. Degree Programs**

	Program Initiation Year		Expected by Target Enrollment Year	
	2019 - 2020		2023 - 2024	
	On-going and reallocated	Added (New)	Added (New)***	Total FTE positions
Full-time faculty FTE*	0.65		10.00	10.65
Part-time faculty FTE**	2.00		6.50	8.50
Adjunct faculty	1.20		6.30	7.50
Graduate assistants (HDCT)				0.00
Classified positions	0.60	0.80	0.70	2.10
<b>TOTAL</b>	<b>4.45</b>	<b>0.80</b>	<b>23.50</b>	<b>28.75</b>
*Faculty dedicated to the program. **Faculty effort can be in the department or split with another unit.				
*** Added <b>after</b> initiation year				

**Part C: Estimated resources to initiate and operate the proposed B.S. Ed. Degree Programs**

	Program Initiation Year		Expected by Target Enrollment Year	
	2019- 2020		2023- 2024	
Full-time faculty	0.65	0.00	10.00	10.65
salaries	\$48,750		\$750,750	\$799,500
fringe benefits	\$19,208		\$295,796	\$315,003
Part-time faculty (faculty FTE split with unit(s))	2.00	0.00	6.50	8.50
salaries	\$150,750		\$516,740	\$667,490
fringe benefits	\$59,396		\$203,596	\$262,991
Adjunct faculty	1.20	0.00	6.30	7.50
salaries	\$3,600		\$18,900	\$22,500
fringe benefits	\$292		\$1,531	\$1,823
Graduate assistants	0.00	0.00	0.00	0.00
salaries				\$0
fringe benefits				\$0
Classified Positions	0.60	0.80	0.70	2.10
salaries	\$19,800	\$26,400	\$23,100	\$69,300
fringe benefits	\$7,801	\$10,402	\$9,101	\$27,304
<b>Personnel cost</b>				
salaries	\$222,900	\$26,400	\$1,309,490	\$1,558,790
fringe benefits	\$86,696	\$10,402	\$510,023	\$607,121
Total personnel cost	\$309,596	\$36,802	\$1,819,513	\$2,165,911
Equipment				\$0
Library				\$0
Telecommunication costs				\$0
Other costs				\$0
<b>TOTAL</b>	<b>\$309,596</b>	<b>\$36,802</b>	<b>\$1,819,513</b>	<b>\$2,165,911</b>



**Part D: Certification Statement(s)**

The institution will require additional state funding to initiate and sustain this program.

\_\_\_\_\_ Yes \_\_\_\_\_  
Signature of Chief Academic Officer

X  No \_\_\_\_\_  
Signature of Chief Academic Officer

If “no,” please complete items 1, 2, and 3 below.

**1. Estimated \$\$ and funding source to initiate and operate the programs.**

Funding Source	Program initiation year 2019-2020	Target enrollment year 2023-2024
Reallocation within the department <i>(Note below the impact this will have within the department.)</i>	\$16,728	\$789,353
Reallocation within the school or college <i>(Note below the impact this will have within the school or college.)</i>	\$292,868	\$570,030
Reallocation within the institution <i>(Note below the impact this will have within the institution.)</i>	\$0	\$0
Other funding sources <i>(Specify and note if these are currently available or anticipated.)</i>	\$36,802	\$460,130

**2. Statement of Impact/Other Funding Sources. A separate detailed explanation of funding is required for each source used and a statement of impact on existing resources.**

**Reallocation within the department**

There will be reallocations within the Departments of Teaching and Learning, Foundations, and Counseling and Special Education. Faculty who currently teach graduate courses in the departments will change their teaching load to cover courses in the proposed undergraduate degree programs. It is planned that the initial teaching licensure program in elementary education will be closed once students currently in the program graduate from those programs. For special education, it is believed that enrollment in the graduate initial licensure program will decrease

substantially and possibly close given the initiation of this initial licensure program at the undergraduate level. Other faculty in the two departments will be teaching undergraduate courses that are required for all new undergraduate programs so they will be including students from all four of these areas into their courses.

**Reallocation within the school or college**

The total reallocation within the School of Education includes faculty in departments outside of the program home who will refocus their teaching effort to include students in those programs into their new and/or existing undergraduate courses. In addition, clerical staff listed for these programs include reallocating the time of a student services employee to oversee clinical placements of these students from her current work of overseeing clinical placements of students in graduate programs that will be significantly decreasing in size and/or closing. New undergraduate advising staff in the target year will be devoting time to serving the students in these programs.

**Reallocation within the institution**

The total reallocation within the institution includes faculty from the College of Engineering as well as the College of Humanities and Sciences who will be including students from these programs in courses that already exist in their Colleges, or adjunct instructors who will teach new courses required for the programs.

**Other funding sources**

**3. Secondary Certification.**

If resources are reallocated from another unit to support this proposal, the institution will not subsequently request additional state funding to restore those resources for their original purpose

_____ Agree	_____
	Signature of Chief Academic Officer
_____ Disagree	_____
	Signature of Chief Academic Officer

## Appendix A - Sample Plan of Study

### B.S.Ed. in in Health and Physical Education (Full-time Student)

<b>Year</b>	<b>Fall Semester</b>	<b>Spring Semester</b>
Freshman	Tier 2 General Education Requirement: Natural/Physical Sciences (3)	EDUS 202 Diversity, Democracy, & Ethics (4)
	TEDU 103 - Lifetime Fitness, Wellness, and Nutrition for the Health & Physical Educator (3)	TEDU 101 Introduction to Teaching (3)
	Tier 2 General Education Requirement– Quantitative Literacy course from approved list (e.g., MATH 131) (3)	TEDU 205 - History and Philosophy of Health & Physical Education (3)
	Tier 2 General Education Requirement Humanities/Fine Arts (3)	TEDU 102 - Health Education as a Discipline (3)
	Tier 1 General Education Requirement– UNIV 111 (3)	Tier 1 General Education Requirement UNIV 112 (3)
<b>Sophomore</b>	Program Specific General Education Requirement: BIOL 205 Anatomy (4)	Tier 2 General Education Requirement - Social/Behavioral Sciences (3)
	SEDP 330: Survey of Special Education (3)	TEDU 201 - Assessment and Technology in Health and Physical Education (3)
	TEDU 204 - Outdoor Education (3)	Program Specific General Education Requirement: PHIS 206 Physiology and PHIZ 206 Lab (4)
	EDUS 301 - Human Growth & Development (3)	TEDU 202 Health Education Content (3)
	Tier 2 General Education Requirement – Research and Academic Writing UNIV 200 (3)	TEDU 200 - Motor Learning and Performance (3)

<b>Year</b>	<b>Fall Semester</b>	<b>Spring Semester</b>
<b>Junior</b>	TEDU 510 - Instructional Technology in PK-12 Environments (2)	TEDU/SEDP 410 Building a Community of Learners: Classroom Management (3)
	TEDU 413 - Curriculum Methods & Instructional Models (3)	TEDU 302 - Elementary Methods of Physical Education (3)
	SEDP/EDUS 401 - Assessment in Diverse Settings (3)	TEDU 300 - Adaptive Physical Education (3)
	Program Specific General Education Requirement: HPEX 372 - Survey of Kinesiology and Physiology of Exercise (3)	TEDU 301 - Biomechanics of Teaching Movement Skills (3)
	TEDU 303 - Teaching Team and Individual Sports for Lifetime Fitness (3)	EDUS 304: Educational Psychology for Educators (2)
		Electives (2)
<b>Senior</b>	TEDU 313: Practicum I (2)	Tier III: General Education Requirement: Capstone: TEDU 402: Becoming a Health and Physical Education Professional (1)
	TEDU 562: Reading in the Content Area (3)	TEDU 495 Field Experience II (6)
	TEDU 403 - Teaching Health Education (3)	TEDU 405 - Seminar in Teaching (1)
	TEDU 304 - Secondary Methods of Physical Education (3)	TEDU 493 Field Experience I (6)
	TEDU 452 Teaching English Language Learners (2)	

Credit Hours – Freshman – Fall Term – 15

Credit Hours – Freshman – Spring Term - 16

Credit Hours – Sophomore – Fall Term - 16

Credit Hours – Sophomore – Spring Term - 16

Credit Hours – Junior – Fall Term - 14

Credit Hours – Junior – Spring Term - 16

Credit Hours – Senior – Fall Term - 13  
Credit Hours – Senior – Spring Term – 14  
TOTAL CREDIT HOURS - 120

## **Appendix B - Course Descriptions**

### **B.S. Ed. in Health and Physical Education**

EDUS 202.\* Diversity, Democracy, and Ethics. 4 Hours. Semester course; 4 hours. 4 credits. This course engages students in critical exploration of public education in the United States within sociocultural, historical, and philosophical contexts. It examines the relationships between our increasingly diverse society and education in a democracy. Students will be taught the ethical obligations of educational professionals and how to become active agents for democratic, equity-oriented schools. In addition, the course will explore legal and policy aspects of education.

EDUS 301. Human Development and Learning. 3 Hours. Semester course; 3 lecture hours. 3 credits. A study of human development through the lifespan with special emphasis on child and adolescent psychology, the nature of learning, and basic concepts of learning theories.

EDUS 304\*. Educational Psychology for Educators. 2 Hours. (delivered online, face to face, or hybrid). Semester course; 2 lecture hours. 2 credits. The application of psychological principles to the teaching-learning process, with special emphasis on theories of learning and development. This course explores the application of psychological principles to the teaching-learning process, with special emphasis on learning and development. Intended specifically for pre- and in-service educators, the course will require students to apply theory and research in educational psychology to their prior, current, and future teaching experiences.

SEDP 330. Survey of Special Education. 3 Hours. Semester course; 3 lecture hours. 3 credits. Presents an overview of the historical basis and regulatory requirements related to special education, including the individual education program as a legal document and the rights and responsibilities of parents, teachers and schools. The characteristics of learners with disabilities and their educational and medical implications are also examined, as well as the cultural, familial and ethical issues involved.

SEDP/EDUS 401\*. Assessment in Diverse Setting. 3 hours. Semester course; 3 lecture hours. 3 credits. This course explores all aspects of assessment that a teacher encounters in PreK-12 educational settings. The course will discuss current assessment theories, approaches, and instruments used to measure the performance of the children and students representing the diverse learners in today's classrooms; including students with and without disabilities, English language learners, and students representing a range of cultural backgrounds. Assessments at all stages of instruction (before, during, and after), including formal and informal assessments and their applications in an inclusive educational setting will be addressed. Particular attention is paid to the ways in which teachers can gather and use assessments to make data-informed decisions for effective instruction and intervention leading to optimal child development and student achievement. Specifically, the course will explore the relationships among content standards,

instruction and assessment as well as ways to use a variety of assessments to monitor to student progress. The course emphasizes making valid inferences from assessments in a variety of formats, understanding the legal and policy context of assessment, and the implications for appropriate grading practices and decision-making. Course content and assignments will promote critical thinking and problem solving skills.

TEDU/SEDP 410\*. Building a Community of Learners: Classroom Management. 3 hours. Semester course; 3 lecture hours. 3 credits. The course is designed to encompass Pre-K through 12 classroom management theory and application, motivation theory and application, diversity, socio-emotional development, trauma informed care and restorative justice for regular education and special education students.

TEDU 413\*. Curriculum Methods and Instructional Models. 3 hours. Semester course; 3 lecture hours. 3 credits. In accordance with the VCU School of Education Conceptual Framework (CF), “Educator as Critically Reflective Practitioner,” students will partake in various activities that provide and promote opportunities that invite reflective practices. A study of developmentally appropriate curriculum methods for teaching PK- 12th children, including lesson planning, curriculum selection and use of instructional models, selecting appropriate support materials, and celebrating diversity. This course is a 3 credit, 40 hour lecture style class that also includes a 20 hour field placement experience as well.

TEDU 452. Teaching English Language Learners. 2 hours. Semester course; 2 lecture hours. 2 credits. This course is designed to help teachers who plan to teach English and other content areas to Pk-12 students who are speakers of other languages. The course includes attention to social and cultural contexts, the diversity of emergent bilingual students in the United States, legal and policy contexts, models of ESL programs, and advocacy for students. We also develop skills in lesson preparation and delivery for emergent bilingual students, both within ESL classrooms as well as in other content area classrooms.

TEDU 510. Instructional Technology in PK-12 Environments. Semester course; 2 lecture hours. 2 credits. An introduction to effectively integrating technology into PK-12 instruction to improve student learning outcomes. Students will have hands-on experiences with a variety of current instructional technologies and learn how to integrate these technologies into their practice using research-driven theoretical frameworks. This hybrid course includes both online and face-to-face learning activities; it also models technology-rich face-to-face instruction for students as well as hybrid and fully online instructional methods. Students will design technology-rich instructional modules that can be utilized to improve student learning in their content areas, as well as develop personal learning networks that will continue to provide them with informal and independent learning opportunities well after the conclusion of the course.

### **Concentration Courses**

BIOL 205. Basic Human Anatomy. BIOL 205. Basic Human Anatomy. 4 Hours. Semester course; 3 lecture and 2 laboratory hours, plus online component. 4 credits. Prerequisites: [BIOL 101](#) and [BIOZ 101](#), [BIOL 151](#) and [BIOZ 151](#), or [BIOL 152](#) and [BIOZ 152](#), each with a minimum grade of C. Restricted to communication arts majors; health, physical education and exercise science majors; pre-health majors in clinical laboratory sciences, clinical radiation sciences, dental hygiene and nursing; students enrolled in the health sciences certificate program; and students in the advising tracks for pre-nursing, pre-occupational therapy, pre-pharmacy and pre-physical therapy and pre-nursing accelerated. Human specimens, models and interactive software are used to study human body structures; emphasis is on the skeletal-muscular aspects. Not applicable for credit toward the B.S. in Biology.

HPEX 372. Survey of Kinesiology and Physiology of Exercise. 3 Hours. Semester course; 3 lecture hours. 3 credits. Examines the basic concepts of human biomechanics and exercise physiology. Includes basic and applied kinesiology and metabolic, endocrinological, cardiovascular and respiratory responses and adaptations to exercise. Emphasizes the integration of kinesiological and physiological principles.

PHIS 206. Human Physiology. 3 Hours. Semester course; 3 lecture hours. 3 credits. Prerequisites: [BIOL 101](#) and [BIOZ 101](#), [BIOL 151](#) and [BIOZ 151](#), or [BIOL 152](#) and [BIOZ 152](#), each with a minimum grade of C. Functioning of the human body with emphasis on experimental procedures.

PHIZ 206. Human Physiology Laboratory. 1 Hour. Semester course; 2 laboratory hours. 1 credit. Pre- or corequisite: [PHIS 206](#). Functioning of the human body with emphasis on experimental procedures. Not applicable for credit toward the B.S. in Biology.

TEDU 101. Introduction to Teaching. 3 Hours. Semester course; 3 lecture hours. 3 credits. Provides undergraduate students with an introduction to teaching and learning in elementary settings. Students will explore current educational reforms and their influences on elementary schools and students. Service-learning activities will enable students to gain firsthand experiences in urban elementary classrooms.

TEDU 102.\* Health Education as a Discipline. 3 Hours. Semester course; 3 lecture hours. 3 credits. This course is designed to provide students with a basic understanding of health behavior theories, valid sources of information, and tools for assessing school health needs. In addition, community health issues and health advocacy are examined.

TEDU 103\*. Lifetime Fitness, Wellness, and Nutrition for the Health and Physical Educator. 3 Hours. Semester course; 3 lecture hours. 3 credits. This course is designed to provide health and physical educators the foundational knowledge specific to concepts related to the health and



skills related components of fitness, functional fitness, energy balance, and overall well being. This course will provide an overview of the necessary skills needed to develop smart goals for personal fitness, nutrition, and wellness.

TEDU 200\*. Motor Learning and Performance. 3 Hours. Semester course; 3 lecture hours. 3 credits. Students will be introduced to the major concepts of motor control and motor learning and influencing conditions. The course will provide a framework for understanding the structure and function of the nervous system in relation to perception and motor control. Other topics include the general nature of skill acquisition and how learners interact with the environment while performing motor tasks. The theoretical framework underlying learning and memory are related to the acquisition of motor skills.

TEDU 201\*. Assessment and Technology in Health and Physical Education. 3 Hours. Semester course; 3 lecture hours. 3 credits. This course provides students with the theoretical foundation for assessment in Health and Physical Education. Students will utilize multiple data sources, develop rubrics, and analyze available technologies for assessment within each of the domains of K-12 health and physical education. Students will design lessons utilizing technology with a purpose to enhance the curriculum.

TEDU 202\*. Health Education Content. 3 Hours. Semester course; 3 lecture hours. 3 credits. This course focuses on health promotion and the prevention of injury and disease. In addition, healthy relationships, mental and emotional health are examined.

TEDU 204\*. Outdoor Education. 3 Hours. Semester course; 3 lecture hours. 3 credits. This course is designed to examine the principal philosophical foundations of adventure theory and outdoor educational leadership. Concepts of judgment, decision-making, leadership and environmentally correct practices are introduced. Cooperative and team building practices will be emphasized as a way to promote increased collaboration, communication, critical thinking, and creativity while in the health and physical education environment. Students will learn pedagogical skills needed to teach a variety of outdoor education activities, including a variety of teaching styles, the development of lesson plans, assessment in the four domains of physical education, and the use of basic class management skills.

TEDU 205\*. History and Philosophy of Health and Physical Education. 3 Hours. Semester course; 3 lecture hours. 3 credits. History and Philosophy of Health and Physical Education. This course has been designed to provide an overview of the professional aspects of health and physical education. Specifically, the course provides students with knowledge of the historical role of health and physical education; acquaints them with the different domains that fit under the “physical education” umbrella and within the health professions’ informs them of opportunities present at VCU and in the greater community in the health and physical education

fields; and provides information about the full spectrum of career choices in physical education and health. Students will also spend one hour a week in a public school setting.

TEDU 300\*. Adaptive Physical Education. 3 Hours. Semester course; 3 lecture hours. 3 credits. This course is designed to prepare future teachers and professionals to meet the needs of persons with disabilities in organized health, physical education, and activity programs in the school and/or recreational and sport setting. This course is designed to help students become critically reflective learners. Provides an overview of those disabilities found most frequently in public schools.

TEDU 301\*. Biomechanics of Teaching Movement Skills. 3 Hours. Semester course; 3 lecture hours. 3 credits. The purpose of this course is to provide learning experiences that will lead to the development of fundamental movement skills; i.e., manipulative, locomotor, and non-locomotor. Utilization of basic biomechanical principles will be infused in all topics.

TEDU 302\*. Elementary Methods of Physical Education. 3 Hours. Semester course; 3 lecture hours. 3 credits. This course is designed to enhance student knowledge of and preparation for the teaching of elementary physical education. Through lecture, practical experience, small group work, and projects. Students will learn how to plan and conduct an elementary program, control the learning environment, effectively discipline children, and analyze children's behavior. Students will also learn the characteristics of a good teacher as well as methods to change personal teaching behaviors to increase classroom effectiveness. Students will design and conduct activities which integrate literacy with physical education. To become a more reflective teacher, students will write self-evaluations throughout the semester.

TEDU 303\*. Teaching Team and Individual Sports for Lifetime Fitness. 3 Hours. Semester course; 3 lecture hours. 3 credits. This course is designed to prepare students to develop educational skills and methodology for instruction of team and individual lifetime sports and activities in the gymnasium and outdoor settings. Students will learn pedagogical skills needed to teach these activities including the use of a variety of teaching styles, the development of lesson plans, the assessment of student knowledge and skill acquisition, and the use of basic class management skills. These pedagogical skills will be applied within the realm of specific sports such as flag football, soccer, basketball, team handball, badminton, pickleball, and golf.

TEDU 304\*. Secondary Methods of Physical Education. 3 Hours. Semester course; 3 lecture hours. 3 credits. This course is designed to prepare students for student teaching. Students will learn pedagogical skills including the use of a variety of teaching styles, the development of lesson plans and unit plans, the assessment of student knowledge and skill acquisition, and the use of classroom management skills. In addition, students will gain insight into the development of a physical education curriculum as influenced by philosophies, models, issues,

and trends. Elementary, middle, and high school levels are included in discussions. Students will also learn how to integrate literacy into the physical education curriculum. A major emphasis will be to prepare students as critical reflective practitioners by learning how to evaluate the teaching/learning situation and make appropriate changes. In that regard, students will learn how to design and analyze instruments that help them in this evaluation.

TEDU 313. Elementary School Practicum B. 2 Hours. Semester course; 2 lecture hours. 2 credits. Semester course; 2 lecture hours. 2 credits. Prerequisite: [TEDU 310](#); corequisites: [TEDU 517](#), [TEDU 522](#) and [TEDU 591](#). Restricted to students admitted to the M.T. program with a concentration in early and elementary education. A field placement that precedes student teaching/internship. Includes planned observations, tutorials and small-group and whole class involvement.

TEDU 402\*. Becoming a Health and Physical Education Professional. 1 Hours. Semester course; 1 lecture hours. 1 credits. This is a capstone course designed to prepare the teacher candidate to bridge from student to student teacher. Activities focus on professional experiences and behaviors.

TEDU 403\*. Teaching Health Education. 3 Hours. Semester course; 3 lecture hours. 3 credits. This course has been designed to prepare students to critically think and become independent problem solvers and decision makers by applying previously acquired professional knowledge to curriculum design and instruction in multiple settings. Students will learn pedagogical skills including the use of a variety of teaching styles, the development of lesson plans and unit plans, the assessment of student knowledge and skill acquisition, and the use of classroom management skills. In addition, students will gain insight into the development of a health education curriculum as influenced by philosophies, models, issues, and trends. Elementary, middle, and high school levels are included in discussion. (3 credit hours).

TEDU 405\*. Seminar for Student Teaching. 1 Hours. Semester course; 1 lecture hours. 1 credits. This seminar is “attached” to the student teaching internship in the schools and is intended as a companion piece to that semester experience. Issues, which have been identified by the members of this seminar, issues that arise in the classroom, and issues that are of perennial concern to teachers of Health and Physical Education are the basis for this class. The “teacher” as the critically reflective educator is, once again, the focus of this seminar: what choices you have in the classroom, what affect those choices make upon student learning.

TEDU 493\*. Field Experience III. 6 Hours. Semester course; 6 lecture hours. 6 credits. An in-depth field experience in a public school, health education/health promotion agency or other approved setting. Students gain practical experience in teaching in the PreK-5 health and physical education setting with greater practical application of skills culminating in full

responsibility for planning, implementing and evaluating the classroom. A minimum of 50 contact hours per credit hour required; consult with adviser to obtain a course syllabus regarding prerequisites and specific course requirements. Fulfills capstone requirement.

TEDU 495\*. Field Experience IV. 6 Hours. Semester course; 6 lecture hours. 6 credits. Addresses competencies in Health and Physical Education. Provides experiences at an approved affiliate site under the supervision of faculty and approved site supervisors. Students gain practical experience in teaching in the 6-12 health and physical education setting. A minimum of 50 contact hours per credit hour required.

TEDU 562. Reading Instruction in the Content Areas. 3 Hours. Semester course; 3 lecture hours. 3 credits. Prepares teachers to apply skills and methods of reading instruction to content areas in elementary, middle and secondary school curricula. Includes theoretical bases and methodology for incorporating reading skills and strategies within content areas of instruction.

**Appendix C - PK-12 Student Teaching Sites**

<b>Chesterfield County</b>	<b>Henrico County</b>	<b>Hanover County</b>	<b>Richmond City</b>
<u>Hopkins ES</u> 6000 Hopkins Road North Chesterfield, VA 23234	<u>Three Chopt ES</u> 1600 Skipwith Road Henrico, VA 23229	<u>Kersey Creek ES</u> 10004 Learning Lane Mechanicsville, VA 23116	<u>Patrick Henry ES</u> 3411 Semmes Ave, Richmond, VA 23225
<u>Clover Hill ES</u> 5700 Woodlake Village Pkwy Midlothian, VA 23112	<u>Ruby Carver ES</u> 1801 Lauderdale Drive Henrico, VA 23238	<u>Cool Spring ES</u> 9964 Honey Meadows Road Mechanicsville, VA 23116	<u>Miles Jones ES</u> 200 Beaufont Hill Drive Richmond, VA 23225
<u>Enon ES</u> 2001 E. Hundred Rd Chester, VA 23836	<u>Highland Springs HS</u> 600 Pleasant Street Highland Springs, VA 23075	<u>Battlefield Park ES</u> 5501 Mechanicsville Turnpike Mechanicsville, VA 23111	<u>JL Francis ES</u> 5146 Snead Road Richmond, VA 23224
<u>Salem Church ES</u> 9600 Salem Church Road Richmond, Virginia, 23237	<u>Nucklos Farm ES</u> 12351 Graham Meadows Drive Henrico, VA 23233	<u>Rural Point ES</u> 7161 Studley Road Mechanicsville, VA 23116	<u>Westover Hills ES</u> 1211 Jahnke Road Richmond, VA 23225
<u>Gordon ES</u> 11701 Gordon School Road North Chesterfield, VA 23236	<u>Adams ES</u> 600 Laburnum Avenue Henrico, VA 23223	<u>Beaverdam ES</u> 15485 Beaverdam School Road Beaverdam, VA 23015	<u>Chimborazo ES</u> 3000 East Marshall Street Richmond, VA 23223

<b>Chesterfield County</b>	<b>Henrico County</b>	<b>Hanover County</b>	<b>Richmond City</b>
<u>Watkins ES</u> 501 Coalfield Road Midlothian, VA 23114	<u>Maybeury ES</u> 901 Maybeury Drive Henrico, VA 23229	<u>Hanover HS</u> 10307 Chamberlayne Road Mechanicsville, VA 23116	<u>Elizabeth Redd ES</u> 5601 Jahnke Road Richmond, VA 23225
<u>Bettie Weaver ES</u> 3600 James River Road Midlothian, VA 23113	<u>Harvie ES</u> 3401 Harvie Road Henrico, VA 23223	<u>Chickahominy MS</u> 9450 Atlee Station Road Mechanicsville, VA 23116	<u>Holton ES</u> 1600 West Laburnum Avenue Richmond, VA 23227
<u>Elizabeth Scott ES</u> 813 Beginners Trail Loop Chester, VA 23836	<u>Springfield Park ES</u> 4301 Fort McHenry Parkway Glen Allen, VA 23060	<u>Patrick Henry HS</u> 12449 W. Patrick Henry School Ashland, VA 23005	<u>JB Fisher ES</u> 3701 Garden Road Richmond, VA 23235
<u>Hopkins ES</u> 6000 Hopkins Road North Chesterfield, VA 23234	<u>Gayton ES</u> 12481 Church Road Henrico, VA 23233	<u>Atlee HS</u> 9414 Atlee Station Road Mechanicsville, VA 23116	<u>JB Cary ES</u> 3021 Maplewood Avenue Richmond, VA 23221
<u>Robious ES</u> 2801 Robious Crossing Drive Midlothian, VA 23113	<u>Pinchbeck ES</u> 1275 Gaskins Road Henrico, VA 23238	<u>Lee Davis HS</u> 7052 Mechanicsville Turnpike Mechanicsville, VA 23111	<u>Bellevue ES</u> 2301 East Grace Street Richmond, VA 23223

<b>Chesterfield County</b>	<b>Henrico County</b>	<b>Hanover County</b>	<b>Richmond City</b>
<u>Marguerite Christian ES</u> 14801 Woods Edge Road South Chesterfield, VA 23834	<u>JR Tucker HS</u> 2910 Parham Road Henrico, VA 23294	<u>Elmont ES</u> 12007 Cedar Lane Ashland, VA 23005	<u>Elkhardt-Thompson MS</u> 7825 Forest Hill Avenue Richmond, VA 23225
<u>Clover Hill HS</u> 13301 Kellet Green Lane Midlothian, VA 23112	<u>Glen Allen HS</u> 10700 Staples Mill Road Glen Allen, VA 23060	<u>Laurel Meadow ES</u> 8248 Lee-Davis Road Mechanicsville, VA 23111	<u>John Marshall HS</u> 4225 Old Brook Road Richmond, VA 23227
<u>James River HS</u> 3700 James River Road Midlothian, VA 23113	<u>Fairfield MS</u> 5121 Nine Mile Road Henrico, VA 23223	<u>Liberty MS</u> 13496 Liberty School Road Ashland, VA 23005	<u>Armstrong HS</u> 2300 Cool Lane Richmond, VA 23223
<u>Swift Creek MS</u> 3700 Old Hundred Road Midlothian, VA 23112	<u>Pocahontas MS</u> 12000 Three Chopt Road Henrico, VA 23233	<u>Mechanicsville ES</u> 7425 Mechanicsville Elementary Drive Mechanicsville, VA 23111	<u>Thomas Jefferson HS</u> 4100 West Grace Street Richmond, VA 23230
<u>Falling Creek MS</u> 4724 Hopkins Road North Chesterfield, VA 23234	<u>Moody MS</u> 7800 Woodman Road Henrico, VA 23233	<u>Pearson's Corner ES</u> 8290 New Ashcake Road Mechanicsville, VA 23116	<u>Binford MS</u> 1701 Floyd Avenue Richmond, VA 23221
<u>Midlothian HS</u> 401 Charter Colony Parkway Midlothian, VA 23114	<u>Varina HS</u> 7053 Messer Road Henrico, VA 23231	<u>South Anna ES</u> 13122 Walton's Tavern Road Montpelier, VA 23192	<u>George Wythe HS</u> 4314 Crutchfield Street Richmond, VA 23225

<b>Chesterfield County</b>	<b>Henrico County</b>	<b>Hanover County</b>	<b>Richmond City</b>
<u>Monacan HS</u> 11501 Smoketree Drive North Chesterfeild, VA 23236	<u>Highland Springs HS</u> 15 S Oak Ave Highland Springs, VA 23075	<u>Gandy ES</u> 201 Archie Cannon Drive Ashland, VA 23005	<u>Redd ES</u> 5601 Jahnke Road Richmond, VA 23225
<u>LC Bird HS</u> Courthouse Road Chesterfeild, VA 23832	<u>Henrico HS</u> 302 Azalea Ave Henrico, VA 23227		<u>Blackwell Preschool Cnt</u> 300 E 15th St Richmond, VA 23224
<u>Grange Hall ES</u> 19301 Hull Street Road Moseley, VA 2312	<u>Pemberton ES</u> 1400 Pemberton Road Henrico, VA 23238		
<u>Crenshaw ES</u> 11901 Bailey Bridge Road Midlothian, VA 23112	<u>Springfield Park ES</u> 4301 Fort McHenry Parkway Glen Allen, VA 23060		
<u>Evergreen ES</u> 1701 E. Evergreen Parkway Midlothian, VA 23114	<u>Echo Lake ES</u> 5200 Francistown Road Glen Allen, VA 23060		
<u>Bon Air ES</u> 8701 Polk Street North Chesterfield, VA 23235	<u>Deep Run HS</u> 4801 Twin Hickory Road Glen Allen, VA 23059		



<b>Chesterfield County</b>	<b>Henrico County</b>	<b>Hanover County</b>	<b>Richmond City</b>
<u>Ecoff ES</u> 5200 Ecoff Avenue Chester, Virginia 23831	<u>Seven Pines ES</u> 301 Beulah Road Sandston, VA 23150		
<u>Crestwood ES</u> 7600 Whittington Drive Richmond, VA 23225	<u>Henrico HS</u> 302 Azalea Ave Henrico, VA 23227		
<u>Reams Road ES</u> 10141 Reams Road Richmond, VA 23236	<u>Quioccasin MS</u> 9400 Quioccasin Road Henrico, VA 23238		
<u>Davis ES</u> 8801 Nettlewood Drive Henrico, VA 23229	<u>Freeman HS</u> 8701 Three Chopt Road Henrico, VA 23229		
<u>Woolridge ES</u> 5401 Timberbluff Parkway Midlothian, VA. 23112	<u>Shady Grove ES</u> 12200 Wyndham Lake Drive Glen Allen, VA 23059		
<u>Greenfield ES</u> 10751 Savoy Road North Chesterfield, VA 23235	<u>Twin Hickory ES</u> 4900 Twin Hickory Lake Drive Glen Allen, VA 23059		

<b>Chesterfield County</b>	<b>Henrico County</b>	<b>Hanover County</b>	<b>Richmond City</b>
<u>Manchester MS</u> 7401 Hull Street Road Richmond, VA 23235			
<u>LC Bird HS</u> 1201 Courthosue Road Chesterfeild, VA 23832			
<u>Davis MS</u> 601 Corvus Court Chester, VA 23836			
<u>Monacan HS</u> 11501 Smoketree Drive North Chesterfeild, VA 23236			
<u>James River HS</u> 3700 James River Road Midlothian, VA 23113			
<u>Matoaca HS</u> 17700 Longhouse Lane Chesterfeild, VA 23838			
<u>Salem Church ES</u> 9600 Salem Church Road Richmond, Virginia, 23237			
<u>Carver MS</u> 3800 Cougar Trail Chester, VA 23831			

<b>Chesterfield County</b>	<b>Henrico County</b>	<b>Hanover County</b>	<b>Richmond City</b>
<u>Bailey Bridge MS</u> 12501 Bailey Bridge Road Midlothian, VA 23112			
<u>Chalkley ES</u> 3301 Turner Road Chesterfield, VA 23832			
<u>Carver MS</u> 3800 Cougar Trail Chester, VA 23831			

## **Appendix D - Council for Accreditation and Educator Preparation (CAEP)**

All proposed degree programs were developed to meet CAEP standards. Content and Pedagogical Knowledge is reflected in the program of study which ensures that candidates have knowledge of research and evidence-based practices to promote understanding of the teaching profession and to measure progress of students. This standard also ensure that candidates can demonstrate commitment to college and career readiness standards and meet standards of professional associations and accrediting bodies. Retrieved on January 31, 2019, at this link: [2013 CAEP Standards](#).

Standard 1. Content and Pedagogical Knowledge - The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Standard 2. Clinical Partnerships and Practice - The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

Standard 3. Candidate Quality, Recruitment, and Selectivity - The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

Standard 4. Program Impact - The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Standard 5. Provider Quality Assurance and Continuous Improvement - The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

## **Appendix E - Society for Health and Physical Educators (SHAPE America)**

The B.S.Ed. in Secondary Education program meets the SHAPE standards to prepare educators who demonstrate content expertise for effective PreK-12 physical and health education, and are physically literate to enhance the physical and health fitness of students. The program also seeks to prepare educators who're culturally responsive and possess professional ethics.

Retrieved on January 31, 2019, at this link: <http://www.ncate.org/~media/Files/caep/program-review/2017-shape-america-full-pete-standards-r.pdf?la=en>.

Standard 1. Content and Foundational Knowledge - Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective PreK-12 physical education program.

Standard 2. Skillfulness and Health-Related Fitness - Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.

Standard 3. Planning and Implementation - Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.

Standard 4. Instructional Delivery and Management - Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, and instructional and managerial skills to enhance student learning.

Standard 5. Assessment of Student Learning - Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.

Standard 6. Professional Responsibility - Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

## Appendix F - Council for Exceptional Children (CEC)

The proposed B.S.Ed. in Special Education and Teaching General program was developed to meet the [CEC standards](#) for initial preparation and specialty areas for special education educators. The proposed program scheme meets these standards including understanding learning differences, building inclusive and culturally-responsive learning environments, curricular content expertise and measurement theory and assessments to evaluate student learning. Retrieved on January 31, 2019, at this link:  
<https://www.cec.sedp.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Explanation.pdf>.

Standard 1. *Learner Development and Individual Differences* - Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Standard 2. *Learning Environments* - Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Standard 3. *Curricular Content Knowledge* - Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

Standard 4. *Assessment* - Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.

Standard 5. *Instructional Planning and Strategies* - Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

Standard 6. *Professional Learning and Ethical Practice* - Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Standard 7. *Collaboration* - Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences

## **Appendix G - Faculty Curriculum Vitae (Abbreviated)**

Lisa Abrams, PhD in Educational Research, Measurement and Evaluation, 2001, Boston College, Associate Professor of Foundations of Education. Specialization: Classroom assessment, Test-Based accountability policies.

Nora Alder, EdD in Educational Research, 1996, University of Nevada, Las Vegas, Associate Professor of teaching and Learning. Specialization: Caring student/teacher relationships and urban schooling and teacher education.

Christine Bae, PhD in Educational Psychology, 2012, University of Florida, Assistant Professor, Educational Psychology, Department of Foundations of Education. Specialization: Cognition, reasoning, problem-solving, motivation, STEM teaching and learning.

Al Byers, PhD in Curriculum and Instruction, 2010, Virginia Polytechnic Institute and State University, Visiting Scholar for STEM Education. Specialization: STEM education, online and blended teacher professional learning, online communities of practice.

Chin-Chih Chen, PhD in Educational Psychology, 2008, University of Minnesota, Assistant Professor of Special Education & Disability Policy. Specialization: High incidence disabilities; elementary level at risk students.

Jason Chow, PhD in Special Education, 2016, Vanderbilt University, Assistant Professor of Special Education & Disability Policy. Specialization: Mitigating the adverse effects of language and behavioral deficits in educational contexts.

Lisa Cipolletti, MEd in Reading, 2001, Virginia Commonwealth University, Assistant Professor of Teaching and Learning. Specialization: Children's Literature in the elementary classroom, early literacy development, methods to provide formative feedback to pre-service teachers.

Ross Collin, PhD in Curriculum and Instruction, 2009, University of Wisconsin-Madison, Associate Professor of Teaching and Learning. Specialization: English education and literacy; critical theory; discourse; social, political and economic contexts of schooling; urban education.

Katherine Dabney, PhD in Science Education, 2012, The University of Virginia, Assistant Professor of Teaching and Learning. Specialization: Formal and informal educational experiences that influence achievement, literacy and eventually persistence in science-related career fields, especially among underrepresented groups in STEM.

Serra De Arment, PhD in Education, 2016, Virginia Commonwealth University, Assistant Professor of Special Education. Specialization: Teacher preparation and development in early childhood and K-12 special education, collaborative and inclusive teaching practices, universal design for learning, technology-based enhancements for course delivery in higher education.

Laura Domalik, MEd in Curriculum and Instruction, 1996, Virginia Commonwealth University, Assistant Professor and Elementary Program Chair, Department of Teaching and Learning.

Specialization: Practicum experiences to prepare pre-service teachers in becoming strong first year teachers, teaching in an urban setting, pre-service mathematics education.

Henry Donahue, PhD in Biology, 1986, University of California, Santa Barbara, Professor and Chair, Department of Biomedical Engineering. Specialization: Bone, mechanobiology, regenerative medicine, effects of space travel on bone and muscle, gap junctions, osteoblast, osteocyte, osteoclast.

Elizabeth Edmondson, PhD in Curriculum and Instruction, 2005, Clemson University, Principal Investigator, VISTA ELIS at VCU, Teaching and Learning. Specialization: Teacher Classroom Dialogue, Teacher Professional Development, Teacher Retention, and Culturally Responsive Practices.

Laleh Golshahi, PhD in Mechanical Engineering, 2012, University of Alberta, Assistant Professor, Department of Mechanical and Nuclear Engineering. Specialization: Aerosol science and in vitro-in vivo correlations for respiratory support, diagnosis and inhalation therapy.

Frank Gulla, M.S. in Mechanical Engineering, 2012, Virginia Commonwealth University, Assistant Professor, Department of Mechanical and Nuclear Engineering. Specialization: Engineering Education, Process Control Engineering, Manufacturing Engineering, and Total Quality Management.

Alison King, PhD in Education, 2017, Virginia Commonwealth University, Assistant Professor of Special Education. Specialization: Early childhood and early intervention professional preparation; policy initiatives affecting transition practices for students with disabilities.

W. Monty Jones, PhD in Instructional Technology, 2014, The University of Virginia, Assistant Professor of Instructional Technology, Department of Teaching and Learning. Specialization: K-12 teacher learning of technology integration, online teaching, teacher preparation for online teaching, digital fabrication.

Reza Mohammadi, PhD in Mechanical Engineering, 2008, University of Alberta, Assistant Professor, Department of Mechanical and Nuclear Engineering. Specialization: Materials Science and Engineering, Surface Engineering, Wetting Phenomena, Metal Forming, Materials Chemistry.

Karla Mossi, PhD in Mechanical Engineering, 1998, Old Dominion University, Associate Professor and Graduate Program Director, Department of Mechanical and Nuclear Engineering. Specialization: Design, construction and characterization of composites and study their applications in energy harvesting, flow control and integrated sensing and actuation.

William Muth, PhD in Literacy Education, 2004, George Mason University, Associate Professor of Teaching and Learning. Specialization: Literacy, adult learning and intergenerational relationships from multiple perspectives, including sociocultural, phenomenological, post structural and critical approaches to prison-based literacy and learning.



Bradley Nichols, PhD in Mechanical Engineering, 2017, The University of Virginia, Assistant Professor, Department of Mechanical and Nuclear Engineering. Specialization: Measurements and Instrumentation, System Identification, Vibrations, Rotordynamics, Turbomachinery, Dynamics and Control Systems, Mechatronics.

Hillary Parkhouse, PhD in Education, 2016, University of North Carolina at Chapel Hill, Assistant Professor of Teaching and Learning. Specialization: Critical pedagogy, urban schooling, youth activism, citizenship education, social justice education, secondary teacher education, global education.

Supathorn Phongikaroon, PhD in Chemical Engineering, 2001, University of Maryland, College Park, Associate Professor and Director of Nuclear Engineering Programs. Specialization: Pedagogy and experimental studies in used nuclear fuel reprocessing via novel detection techniques.

Joan Rhodes, PhD in Education, 1998, Virginia Commonwealth University, Department Chair and Professor of Teaching and Learning. Specialization: Literacy education, digital literacy, the use of social media, and the impact of study abroad experiences on educators.

Valerie Robnolt, PhD in Reading Education, 2004, The University of Virginia, Associate Professor of Teaching and Learning. Specialization: Professional development and literacy processes, including supporting teachers to improve instruction for English language learners and to implement Response to Intervention (RTI).

LaRon Scott, EdD in Administrator Leadership for Teaching and Learning/Special Education, 2011, Walden University, Assistant Professor of Special Education & Disability Policy. Specialization: Secondary education and transition.

Kurt Stemhagen, PhD in Social Foundations/Philosophy of Education, 2004, The University of Virginia, Associate Professor of Foundations of Education. Specialization: philosophy of mathematics education.

Gary Tepper, PhD in Engineering Sciences, 1993, University of California at San Diego, Professor and Chair, Department of Mechanical and Nuclear Engineering. Specialization: Radiation detection and measurement.

Erdem Topsakal, PhD in Electrical and Communications Engineering, 1996, Istanbul Technical University, Professor and Chair, Department of Electrical and Computer Engineering. Specialization: Microwave Early Cancer Detection and Monitoring, Microwave Hyperthermia and Ablation, Wireless Medical Telemetry (Implantable and Body-centric) and E-Health, Medical Applications of Microfluidics (Microfluidic Antennas and Sensors), Novel Microwave Antennas and Arrays, Computational Electromagnetics, Military Applications of Electromagnetics, Analytical Methods in Electromagnetics.

Misti Wajciechowski, EdD in Kinesiology, expected 2019, The University of North Carolina at Greensboro, Assistant Professor of Teaching and Learning. Specialization: Connection between health, wellness and exercise to academic success.

Christine Walther-Thomas, PhD in Special Education, 1990, University of Kansas, Professor of Special Education & Disability Policy. Specialization: School reform; institutions of higher education-community partnerships; teacher leadership development; doctoral education and institutions of higher education faculty development.

Yaoying Xu, PhD in Special Education, 2003, University of Nevada, Las Vegas, Professor of Special Education & Disability Policy. Specialization; Early Childhood Special Education; social cultural and linguistic diversity.

Sharon Zumbrunn, PhD in Psychological Studies in Education, 2010, University of Nebraska-Lincoln, Associate Professor of Educational Psychology, Foundations of Education. Specialization: Understanding relationships among students' learning, self-regulation, motivation and emotional well-being in the classroom, with a primary focus on writing.

## Appendix H - Letters of Support (Specific Demand)



### COMMONWEALTH of VIRGINIA

James F. Lane, Ed.D.  
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION  
P.O. BOX 2120  
Richmond, Virginia 23218-2120

Office: (804) 225-2023  
Fax: (804) 371-2099

January 23, 2019

Dr. Michael Rao  
President  
Virginia Commonwealth University  
Oliver Hall, Room 2090  
1015 W. Main Street, Box 842020  
Richmond, Virginia 23284

Dear President Rao,

In addressing the teacher shortage and the preparation of teachers, we are reaching out to leaders of Virginia colleges and universities.

Virginia, as well as the nation, is experiencing shortages of teachers, and many school divisions continue to have unfilled positions. Last spring, the provosts of our public universities identified the teacher shortage in the Commonwealth as one of the most significant issues in our state affecting economic development. A report prepared for the Provosts in 2018 concludes that, "...reversing the trend in teacher shortages is essential for the Commonwealth's future economic growth and prosperity."

To expand pathways for teacher education preparation programs, legislation was passed by the General Assembly in 2018 that allows institutions of higher education the option to offer four-year bachelor's degree programs in teacher education. The Board of Education *Regulations Governing the Review and Approval of Education Programs in Virginia* outline the requirements for program approval, including that professional education programs in Virginia shall obtain and maintain national accreditation from the Council for the Accreditation of Educator Preparation (CAEP).

We fully concur that the development of undergraduate major programs of study in teacher education in our nationally accredited colleges and schools of education is an important strategy to help address the challenges of the statewide teacher shortages we face in the Commonwealth.

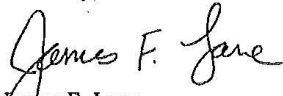
We encourage your institution to consider developing an undergraduate major program of study in teacher education within your accredited college/school of education. Many colleges/schools of education in Virginia already have begun the process of undergraduate program design and development. Our hope is that new undergraduate programs with education majors can begin in fall 2019.

January 23, 2019  
Page Two

We look forward to having as many new undergraduate educator preparation programs as possible approved by the Virginia Board of Education and the State Council of Higher Education for Virginia (SCHEV) this spring, and some institutions have already communicated that the development of their programs is under way. The Virginia Board of Education and SCHEV, at our request and with our collaboration, are finalizing the necessary steps to accelerate the state's review process for these programs. Program applications would need to be submitted by February 15, 2019, for review this spring. We understand that this process would require colleges and universities to accelerate their own internal review process in order to submit programs for approval.

Thank you and your faculty for your work preparing instructional personnel for the schools in the Commonwealth. We also thank you for considering expansion of your programs to include undergraduate teacher education programs. Best wishes as you continue to support public education in Virginia.

Sincerely,



James F. Lane  
Superintendent of Public Instruction



Atif Qarni  
Secretary of Education



**VCU**

**Virginia Commonwealth University  
Office of the President**

910 West Franklin Street  
Box 842512  
Richmond, Virginia 23284-2512

**804 828-1200 • Fax: 804 828-7532**  
TDD: 1-800-828-1120  
president@vcu.edu

January 29, 2019

Dr. James Lane  
Superintendent of Public Instruction  
Department of Education  
Commonwealth of Virginia  
Post Office Box 2120  
Richmond, Virginia 23218-2120

The Honorable Atif Qarni  
Secretary of Education  
Office of the Governor  
Commonwealth of Virginia  
Post Office Box 1475  
Richmond, Virginia 23218

Dear Superintendent Lane and Secretary Qarni:

Thank you for your commitment to addressing the teacher shortage by expanding the opportunities for teacher preparation in the Commonwealth. Virginia Commonwealth University is proud to be among the institutions of higher education in Virginia that has begun the process of developing an undergraduate degree in our School of Education. We look forward to implementing this program in fall 2019.

Thank you for your leadership in this important initiative, which will benefit all of our citizens.

Best wishes.

Sincerely,

Michael Rao  
President  
VCU and VCU Health System

copies: Dr. Gail Hackett, Provost and Senior Vice President for Academic Affairs  
Dr. Deborah Noble-Triplett, Senior Vice Provost for Academic Affairs  
Dr. Andrew Daire, Dean, School of Education



**VCU**

College of Humanities  
and Sciences

**College of Humanities and Sciences  
Office of the Dean**

Blanton House, Room 104  
828 W. Franklin St.  
P.O. Box 842019  
Richmond, VA 23284-2019  
Phone: 804-827-0857

February 26, 2019

RE: Proposed B.S. in Education

Dear Dean Daire and School of Education Curriculum Committee,

I am writing this letter to extend support for the proposed B.S. in Education. I certainly want the College of Humanities and Sciences to partner and support an initiative to prepare our future teachers in four years as an effort to address the teacher shortage in Virginia.

The College of Humanities and Sciences is interested in this collaboration with the School of Education to prepare our students who express interest in teaching as a profession. I support these new degree programs and I look forward to a continued partnership to ensure our success in providing the best preparation for our students to become future teachers.

Sincerely,

Montserrat Fuentes, Dean  
College of Humanities and Sciences



## HANOVER COUNTY PUBLIC SCHOOLS


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Ashland, Virginia 23005-1399  
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www.hcps.us  
hanover@hcps.us

*Michael B. Gill, Ed. D.*  
*Superintendent of Schools*

**TO:** Dr. Andrew Daire, School of Education Dean  
Virginia Commonwealth University

**FROM:** Dr. Mike Gill, Superintendent of Schools  
Hanover County Public Schools 

**RE:** New Undergraduate Programs - Virginia Commonwealth University

**DATE:** February 5, 2019

On behalf of Hanover County Public Schools (HCPS), I am writing to indicate my strong support of the Virginia Commonwealth University's (VCU) School of Education proposal for new undergraduate programs to the Virginia Department of Education. VCU's proposal to create new Bachelor of Science in Education (B.S.Ed.) programs in Early and Elementary Education, Secondary Engineering, Special Education, and Health and Physical Education, aligns with HCPS' mission to prepare high-quality educators to teach students to compete in a global society.

Historically, VCU has met the needs of local school divisions in Region I, Central Virginia, by preparing skilled and diverse educators to teach in high-need schools. Closing the achievement and opportunity gap for our students starts within the classroom. We are committed to investing in Tier 1 instruction, which begins with a high-quality teacher workforce. This proposal will benefit our school division in many ways. First, it would allow us to increase the number of high-quality teachers in our schools, which is a divisional priority. The proposal would also address challenges with filling vacancies in critical shortage areas, including Special Education, Elementary Education, and Health and Physical Education.

At a time when teacher shortage is increasing due to the decline in enrollment in teacher preparation programs, VCU is leading the charge to address this issue by creating innovative programs that will attract future educators. Programs like the B.S.Ed. in Secondary Engineering will train prospective teachers to bring STEM-enriched learning experiences to our classrooms. In the B.S.Ed. Early and Elementary Education program, future educators will be prepared to teach HCPS' young learners through pedagogical training offered from an extensive curriculum that builds emergent literacy skills in young children. Prospective educators enrolled in the Special Education program will be knowledgeable of special education laws and policies, theories for educating children with special needs and frameworks for addressing academic and behavioral challenges, such as Multi-Tiered System of Support (MTTS).


HCPS wishes to continue its long-term and successful partnership with VCU and are pleased to submit this letter of support for the creation of new undergraduate programs that will prepare high-quality teachers in the aforementioned areas. We are committed to partnering with VCU to offer rich field experiences to its students, support hiring of graduates from its programs and provide technical support and mentorship to promote retention of new teachers. Partnership agreements will be solidified to ensure that collaboration activities are achieved.

The VCU's School of Education is well-regarded and ranks #26 in Best Education Schools according to the U.S. News and World report. Based on its proven record of success, we are confident that the proposed VCU teacher education undergraduate programs will have a significant impact on our ability to recruit high-quality teachers to our division. We believe that the proposed programs are timely and relevant to our needs as a school division. We are committed to partnering with VCU to prepare educators who are knowledgeable and skilled to meet the needs of the local community. Again, we commend the VCU's School of Education for its innovative stewardship to address the teacher shortage issue in the Commonwealth, and more specifically in Region 1. Thank you for considering this important proposal. We look forward to hearing that the proposal is successful and to continuing our collaboration with VCU.





TO: Dr. Andrew Daire  
Dean, School of Education  
Virginia Commonwealth University

FROM: Kathy Glazer, President  
Virginia Early Childhood Foundation 

RE: New Undergraduate Programs  
Virginia Commonwealth University

DATE: February 11, 2019

On behalf of Virginia Early Childhood Foundation (VECF), I would like to offer our strong support of Virginia Commonwealth University (VCU) School of Education's proposal for new undergraduate programs to the Virginia Department of Education. VCU's proposal to create new Bachelor of Science in Education (B.S.Ed.) programs in Early and Elementary Education aligns with VECF's work to upskill the early educator workforce as a strategy to ensure that Virginia's young children are ready for school and life.

This proposal will benefit Virginia's early childhood space in many ways. First, it would allow us to increase the number of early childhood educators working with children birth-five who hold degrees that are relevant to their work with young children. According to our recent workforce survey (2017), a full 43% of this workforce in the Commonwealth holds less than a baccalaureate degree. This degree program would also allow VCU to help meet the challenge of staffing state- and federally-funded preschool classrooms (such as Head Start and VPI) with degreed educators. Finally, the proposal would address challenges with filling vacancies in critical shortage areas in elementary education. We believe this program will be valuable both to pre-service PreK-3 educators and to incumbent educators who work with children birth-five who wish to continue their professional growth.

VECF has worked closely with representatives from VCU School of Education during the planning phase for this degree program. We have been most pleased with the collaboration between VCU and various community college representatives to ensure a seamless pathway between associate and baccalaureate degree programs. This collaborative work has convinced VECF that graduates from Virginia's community colleges will be prepared with coursework and experiences that will allow them to transfer into VCU's new program and to be successful students at the baccalaureate level, and, more importantly, effective educators. We wish to continue this partnership and are excited to see this program come to fruition.

We believe that the proposed program in Early & Elementary Education is timely and relevant to the Commonwealth's needs for a competent and knowledgeable early educator workforce. We commend VCU School of Education for being among the first in the state to propose such a program. We look forward to hearing that the proposal is successful and to continuing our collaboration with VCU.





# VCU

## School of Education

**TO:** Dr. Colleen Thoma  
Associate Dean of Academic Affairs and Graduate Studies  
Virginia Commonwealth University, School of Education

**FROM:** Dr. Andrew Daire, Dean  
Virginia Commonwealth University, School of Education

**RE:** B.S.Ed. Undergraduate Programs  
Virginia Commonwealth University, School of Education

**DATE:** January 28, 2019

This letter represents my full endorsement and support of the Virginia Commonwealth University (VCU) School of Education's proposal for new Bachelor of Science in Education (B.S.Ed.) programs in Special Education, Early and Elementary Education, Secondary Engineering, and Health and Physical Education. I have read the proposal thoroughly and endorse it with great enthusiasm. The addition of the proposed programs will help to address an important policy issue that's a programmatic foci area of our mission: preparing high-quality educators to combat the increasing teacher shortage.

The programs represented in the proposal serve a dire need to prepare teachers to fill positions in critical shortage areas, including Special Education, Early and Elementary Education and STEM related fields. These program offerings are relevant and innovative to meet the growing need in surrounding counties. The B.S.Ed. in Special Education program will prepare future educators who're knowledgeable of special education laws, policies and learning theories for educating children with special needs. Whereas, the B.S.Ed. in Early and Elementary Education program will prepare teachers to build the foundational skills for young learners in K-6, with pedagogical training to teach a broad range of subjects to elementary students with an emphasis on building emergent literacy skills to close the early literacy achievement gap. The B.S.Ed. program in Secondary Engineering is one of its kinds at VCU. This innovative program will foster collaboration between the VCU School of Education and the College of Engineering to increase the number of quality secondary STEM teachers in the Commonwealth.

We look forward to engaging in a successful partnership with local school division partners to launch these new programs to enhance the quality of the teacher workforce. We are committed to supporting our school division partners to promote effective Tier 1 instruction, starting with knowledgeable and highly-skilled teachers. It is with great pleasure that I provide my full support for this proposal. I have no doubt that these programs can and will make a meaningful impact in school divisions in the Greater Richmond region and beyond.



RICHMOND  
PUBLIC SCHOOLS

February 8, 2018

Dr. Andrew Daire  
Dean, School of Education  
Virginia Commonwealth University  
1015 W. Main Street, Box 842020  
Oliver Hall, Room 2090  
Richmond, Virginia 23284-2020

RE: New Undergraduate Programs  
Virginia Commonwealth University

Dear Dr. Daire:

On behalf of Richmond Public Schools (RPS), I am writing to indicate my strong support of the Virginia Commonwealth University's (VCU) School of Education proposal for new undergraduate programs to the Virginia Department of Education. VCU's proposal to create new Bachelor of Science in Education (B.S.Ed.) programs in Early and Elementary Education, Secondary Engineering, Special Education, and Health and Physical Education, aligns with RPS' mission to prepare high-quality educators to teach students to compete in a global society.

Historically, VCU has met the needs of local school divisions in Region 1, Central Virginia, by preparing skilled and diverse educators to teach in high-needs schools. Closing the achievement and opportunity gap for our students starts within the classroom. We are committed to investing in Tier 1 instruction, which begins with a high-quality teacher workforce. This proposal will benefit our school division in many ways. First, it would allow us to increase the number of high-quality teachers in our schools, which is a divisional priority. The proposal would also address challenges with filling vacancies in critical shortage areas, including Special Education, Elementary Education, and Health and Physical Education.

At a time when teacher shortage is increasing due to the decline in enrollment in teacher preparation programs, VCU is leading the charge to address this issue by creating innovative programs that will attract future educators. Programs like the B.S.Ed. in Secondary Engineering will train prospective teachers to bring STEM-enriched learning experiences to our classrooms. In the B.S.Ed. Early and Elementary Education program, future educators will be prepared to teach RPS' young learners through pedagogical training offered from an extensive curriculum that builds emergent literacy skills in young children.



Dr. Andrew Daire  
February 11, 2019  
Page -2-

Prospective educators enrolled in the Special Education program will be knowledgeable of special education laws and policies, theories for educating children with special needs and frameworks for addressing academic and behavioral challenges, such as Multi-Tiered Systems of Support (MTTS).

RPS wishes to continue its long-term and successful partnership with VCU and we are pleased to submit this letter of support for the creation of new undergraduate programs that will prepare high-quality teachers in the aforementioned areas. We are committed to partnering with VCU to offer rich field experiences to its students, support hiring of graduates from its programs and provide technical support and mentorship to promote retention of new teachers. Partnership agreements will be solidified to ensure that collaboration activities are achieved.

The VCU's School of Education is well-regarded and ranks #26 in Best Education Schools according to the U.S. News and World report. Based on its proven record of success, we are confident that proposed VCU teacher education undergraduate programs will have a significant impact on our ability to recruit high-quality teachers to our division. We believe that the proposed programs are timely and relevant to our needs as a school division. We are committed to partnering with VCU to prepare educators who are knowledgeable and skilled to meet the needs of the local community. Again, we commend VCU's School of Education for its innovative stewardship to address the teacher shortage issue in the Commonwealth and more specifically in Region 1. Thank you for considering this important proposal. We look forward to hearing that the proposal is successful and to continuing our collaboration with VCU.

Sincerely,



Jason Kamras  
Superintendent

# HENRICO COUNTY PUBLIC SCHOOLS

DR. AMY E. CASHWELL  
SUPERINTENDENT OF SCHOOLS



POST OFFICE BOX 23120  
HENRICO, VIRGINIA 23223-0420  
(804) 652-3600

February 4, 2019

Dr. Andrew Daire  
Dean, School of Education  
Virginia Commonwealth University  
1015 W. Main Street, Box 842020  
Oliver Hall, Room 2090  
Richmond, VA 23284-2020

Dear Dr. Daire:

On behalf of Henrico County Public Schools (HCPS), I am writing to indicate my support of Virginia Commonwealth University's (VCU) School of Education proposal for new undergraduate programs to the Virginia Department of Education. VCU's proposal to create new Bachelor of Science in Education (B.S.Ed.) programs in Early and Elementary Education, Secondary Engineering, Special Education, and Health and Physical Education, aligns with HCPS's mission to prepare high-quality educators to teach students to compete in a global society.

Historically, VCU has met the needs of local school divisions in central Virginia, Region 1, by preparing skilled and diverse educators to teach in high-need schools. Closing the achievement and opportunity gap for our students starts within the classroom. We are committed to investing in Tier 1 instruction, which begins with a high-quality teacher workforce. This proposal will benefit our school division in many ways. First, it would allow us to increase the number of high-quality teachers in our schools, which is a divisional priority. The proposal would also address challenges with filling vacancies in critical shortage areas, including special education, elementary education, and health and physical education.

At a time when teacher shortage is increasing due to the decline in enrollment in teacher preparation programs, VCU is leading the charge to address this issue by creating programs that will attract future educators. Programs like the B.S.Ed. in Secondary Engineering will train prospective teachers to bring STEM-enriched learning experiences to our classrooms aligned to our Deeper Learning Model and the attributes and skills outlined in our Henrico Learner Profile. In the B.S.Ed. Early and Elementary Education program, future educators will be prepared to teach HCPS's young learners through pedagogical training offered from an extensive curriculum that builds emergent literacy skills in young children. Prospective educators enrolled in the Special Education program will be knowledgeable of special education laws and policies, theories for educating children with special needs and frameworks for addressing academic and behavioral challenges, such as the Virginia's Tiered System of Support (VTSS).

Dr. Andrew Daire

Page 2

February 4, 2019

HCPS wishes to continue its long-term and successful partnership with VCU and is pleased to submit this letter of support for the creation of new undergraduate programs that will prepare high-quality teachers in the aforementioned areas. We are committed to partnering with VCU to offer rich field experiences to its students, support hiring of graduates from its programs and provide technical support and mentorship to promote retention of new teachers. Partnership agreements will be solidified to ensure that collaboration activities are achieved.

The VCU's School of Education is well-regarded and ranks #26 in Best Education Schools according to the U.S. News and World Report. Based on its proven record of success, we are confident that the proposed VCU teacher education undergraduate programs will have a significant impact on our ability to recruit high-quality teachers to our division. We believe that the proposed programs are timely and relevant to our needs as a school division. We are committed to partnering with VCU to prepare educators who are knowledgeable and skilled to meet the needs of the local community. Again, we commend VCU's School of Education for its stewardship to address the teacher shortage issue in the Commonwealth, and more specifically in Region 1. Thank you for considering this important proposal. We look forward to hearing that the proposal is successful and to continuing our collaboration with VCU.

Respectfully,

A handwritten signature in black ink that reads "A. E. Cashwell". The signature is written in a cursive, flowing style.

Amy E. Cashwell, Ed.D.  
Superintendent

**Mervin B. Daugherty, Ed.D.**  
Superintendent



804.748.1434  
superintendent@ccpsnet.net

---

Chesterfield County Public Schools  
Innovative. Engaging. Relevant.

February 11, 2019

Dr. Andrew Dairc  
Dean, School of Education  
Virginia Commonwealth University

Dear Dr. Dairc,

On behalf of Chesterfield County Public Schools (CCPS), I am writing to indicate my strong support of the Virginia Commonwealth University's (VCU) School of Education proposal for new undergraduate programs to the Virginia Department of Education. VCU's proposal to create new Bachelor of Science in Education (B.S.Ed.) programs in Early and Elementary Education, Secondary Engineering, Special Education, and Health and Physical Education, aligns with CCPS's mission to prepare high-quality educators to teach students to compete in a global society.

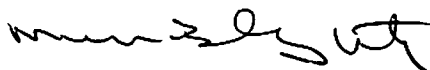
Historically, VCU has met the needs of local school divisions in Region 1, Central Virginia, by preparing skilled and diverse educators to teach in high-need schools. Closing the achievement and opportunity gap for our students starts within the classroom. We are committed to investing in Tier 1 instruction, which begins with a high-quality teacher workforce. This proposal will benefit our school division in many ways. First, it would allow us to increase the number of high-quality teachers in our schools, which is a divisional priority. The proposal would also address challenges with filling vacancies in critical shortage areas, including Special Education, Elementary Education, and Health and Physical Education.

At a time when teacher shortage is increasing due to the decline in enrollment in teacher preparation programs, VCU is leading the charge to address this issue by creating innovative programs that will attract future educators. Programs like the B.S.Ed. in Secondary Engineering will train prospective teachers to bring STEM-enriched learning experiences to our classrooms. In the B.S.Ed. Early and Elementary Education program, future educators will be prepared to teach CCPS's young learners through pedagogical training offered from an extensive curriculum that builds emergent literacy skills in young children. Prospective educators enrolled in the Special Education program will be knowledgeable of special education laws and policies, theories for educating children with special needs and frameworks for addressing academic and behavioral challenges, such as Multi-Tiered System of Support (MTTS).

CCPS wishes to continue its long-term and successful partnership with VCU and are pleased to submit this letter of support for the creation of new undergraduate programs that will prepare high-quality teachers in the aforementioned areas. We are committed to partnering with VCU to offer rich field experiences to its students, support hiring of graduates from its programs and provide technical support and mentorship to promote retention of new teachers. Partnership agreements will be solidified to ensure that collaboration activities are achieved.

The VCU's School of Education is well-regarded and ranks #26 in Best Education Schools according to the U.S. News and World report. Based on its proven record of success, we are confident that the proposed VCU teacher education undergraduate programs will have a significant impact on our ability to recruit high-quality teachers to our division. We believe that the proposed programs are timely and relevant to our needs as a school division. We are committed to partnering with VCU to prepare educators who are knowledgeable and skilled to meet the needs of the local community. Again, we commend the VCU's School of Education for its innovative stewardship to address the teacher shortage issue in the Commonwealth, and more specifically in Region 1. Thank you for considering this important proposal. We look forward to hearing that the proposal is successful and to continuing our collaboration with VCU.


Respectfully,



Mervin B. Daugherty, Ed.D.  
Superintendent



TO: Dr. Andrew Daire  
Dean, School of Education  
Virginia Commonwealth University

FROM: Dr. William Fiege, Vice President   
Office of Learning and Student Success  
John Tyler Community College

RE: New Undergraduate Programs  
Virginia Commonwealth University

DATE: February 13, 2019

On behalf of John Tyler Community College (JTCC), I am writing to indicate my strong support of the Virginia Commonwealth University's (VCU) School of Education proposal for new undergraduate programs to the Virginia Department of Education. VCU's proposal to create new Bachelor of Science in Education (B.S.Ed.) programs in Early and Elementary Education, Secondary Engineering, Special Education, and Health and Physical Education, aligns with JTCC's mission to prepare high-quality educators to teach students to compete in a global society.

In fact, JTCC recently revised its teacher education programs to provide a better pathway for future educators into four-year university education programs. Once VCU's programs are officially approved, we look forward to establishing major maps to guide students through the bachelor's degree programs at VCU with the first two years at Tyler. Having defined pathways will guide students through their intended education major and minimize the total costs and credits needed to complete their degrees.

At a time when teacher shortage is increasing due to the decline in enrollment in teacher preparation programs, VCU is leading the charge to address this issue by creating innovative programs that will attract future educators. Programs like the B.S.Ed. in Secondary Engineering will train prospective teachers to bring STEM-enriched learning experiences. In the B.S.Ed. Early and Elementary Education program, future educators will be prepared to teach students through pedagogical training offered from an extensive curriculum that builds emergent literacy skills in young children. Prospective educators enrolled in the Special Education program will be knowledgeable of special education laws and policies, theories for educating children with special needs and frameworks for addressing academic and behavioral challenges, such as Multi-Tiered System of Support (MTTS). JTCC will help prepare students in the first two years for these upper level education courses through an enriched general education program and a field experience within our EDU 200 course.

JTCC wishes to continue its long-term and successful partnership with VCU and are pleased to submit this letter of support for the creation of new undergraduate programs that will prepare high-quality teachers in the aforementioned areas. We are committed to partnering with VCU to provide educational pathways to support increasing the talent pool of teachers within our region. We look forward to hearing that the proposal is successful and to continuing our collaboration with VCU.

[www.jtcc.edu](http://www.jtcc.edu)  
804-796-4000  
800-552-3490  
TDD: 804-796-4197

**Chester Campus**  
13101 Jefferson Davis Highway  
Chester, VA 23831-5316

**Midlothian Campus**  
800 Charter Colony Parkway  
Midlothian, VA 23114-4383

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**Virginia Commonwealth University  
Proposed Program Brief**

**Proposal to Create a Bachelor of Science in Education  
in Special Education and Teaching with a Concentration in General Education**

**Overview**

The Virginia Commonwealth University School of Education seeks to offer a Bachelor of Science in Education (B.S.Ed.) in Special Education and Teaching (CIP 13.1001). The proposed program will begin with a concentration in General Education. The proposed program includes a degree requirement of a minimum of 123 credits. The proposed program is scheduled to be implemented beginning in the fall semester of 2019. The proposal has been prepared according to specialized State Council of Higher Education for Virginia (SCHEV) guidance in response to the General Assembly's 2018 enablement of education degree programs for teacher preparation.

The purpose of the proposed B.S.Ed. in Special Education and Teaching/General is to prepare students to serve as initially licensed special education teachers in K-12 schools, and to serve as educators and leaders in schools and community-based settings. The program will focus on providing students with the tools they need to make a difference in the lives of children, youth and adults with disabilities. The proposed program will provide students with the knowledge and skills to become licensed special education teachers who work with children with high incidence disabilities, including students with learning disabilities, emotional disturbance and mild to moderate intellectual disability. Students will be able to recognize a child's educational and social problems, to formulate effective and personalized/individualized instruction, and to consult with parents, teachers and administrators to incorporate accommodations and transitions across the child's educational program. Students will be prepared to teach reading and language, mathematics, and other core content areas, and be prepared to apply classroom and behavior management, and social skills to students with diverse abilities and backgrounds. Graduates will be prepared to work in public and private elementary, middle, and high schools across the Commonwealth of Virginia, with particular focus in urban and high-need areas. Graduates will be capable of working with diverse learners and adapting instructional programs based on the needs of the students and clients.

**Method of Delivery**

The program will be taught in face-to-face and hybrid formats.

**Target Implementation Date**

Fall 2019.

**Demand and Workforce Development**

School divisions across the Commonwealth of Virginia are facing a critical shortage of fully licensed teachers and that shortage shows no sign of abating. Urban, high-needs school divisions are prone to teacher shortages. The proposal has been prepared in response to the General Assembly's 2018 enablement of education degree programs for teacher preparation. This trend raises concerns for district leaders and VCU's School of Education. As the largest research institution and producer of highly-qualified teachers in the Greater Richmond

area, the VCU School of Education plays a pivotal role in addressing teacher shortage in these areas. In the 2018-19 school year, the Virginia Department of Education (VDOE) identified a critical shortage in ten teaching endorsement areas. The list of critical shortage areas in the Commonwealth, which are listed below.

1. Special Education
2. Elementary Education PreK-6
3. Middle Education Grades 6-8
4. Career and Technical Education
5. Mathematics Grades 6-12 (including Algebra 1)
6. School Counselor PreK-12
7. English (Secondary)
8. Science (Secondary)
9. Foreign Language PreK-12
10. Health and Physical Education PreK-12

School divisions on average have received applications from three or fewer qualified candidates for vacancies in these teaching endorsement areas, which has led to the identification of critical shortages. The proposal seeks to initiate a Bachelor of Science in Education in Special Education and Teaching with a concentration in General Education degree program that prepares highly-qualified teachers in one of the highest priority areas of critical teacher shortages.

### **External Competition**

Given the critical teacher shortage areas in the Commonwealth of Virginia, other institutions in the Commonwealth of Virginia will be responding to the General Assembly 2018 enablement of education degree programs for teaching preparation. Urban, high-needs school divisions are prone to teacher shortages. As the largest research institution and producer of highly-qualified teachers in the Greater Richmond area, the VCU School of Education plays a pivotal role in addressing teacher shortage in these areas.

### **Target Population**

No specific target population of students will be recruited for the proposed degree program.

### **Impact on Existing Programs/Policies**

This program does not compromise or compete with any other program at VCU at the undergraduate level. Currently, there is a post-baccalaureate certificate and a M.Ed. program in Special Education that leads to licensure for those who already possess a bachelor's degree.

### **Impact on Faculty**

Faculty appointments in the B.S.Ed. In Special Education and Teaching program with a concentration in General Education are established by recommendation of the chair of the Department of Teaching and Learning. The minimum requirement for faculty teaching in this degree require a minimum of a Master's degree in Education or related field in Special Education and experience teaching in K-12 or in community organizations. A doctoral degree is preferred.

### **Funding**

There will be reallocations within three departments. The reallocation within the department reflects current faculty within the departments of Teaching and Learning, Foundations, and Counseling and Special Education who currently teach courses in the department who will change their teaching assignments to cover courses in the proposed undergraduate degree programs. The total reallocation within the School of Education includes faculty in departments outside of the program home who will refocus their teaching effort to include students in those programs into their new and/or existing undergraduate courses. In addition, clerical staff listed for these programs include reallocating the time of a student services employee to oversee clinical placements of these students from her current work of overseeing clinical placements of students in graduate programs that will be significantly decreasing in size and/or closing. New undergraduate advising staff in the target year will be devoting time to serving the students in these programs.

### **Benefit to the University**

Virginia Commonwealth University has a strong commitment to diversity, equity and inclusion as described in its strategic plan. VCU's School of Education has a similar mission and strategic plan to address the needs of Virginia's urban school divisions and the surrounding communities. These programs provide initial licensure coursework and experiences that address the critical needs of students in our urban and high-needs school divisions. The School of Education has infused information into its programs to prepare future teachers to address the needs of a diverse group of students, including those who have experienced trauma, those who are English-language learners, those with disabilities who are included in general education classrooms, and those who struggle with learning and who are at risk of being identified with disabilities. This program allows the Virginia Commonwealth University School of Education to address the teacher shortage programs in Virginia by offering students a four-year undergraduate degree in teaching, rather than a five-year master's program.

### **Next Steps**

January 21	University Undergraduate Curriculum Committee
February 28	University Council Committee on Academic Affairs and University Policies
March 14	University Council
March 11	President's Cabinet (pending University Council approval)
March 22	Board of Visitors

### **Full Proposal**

See attached.

**Bachelor of Science in Education in Special Education and Teaching with a Concentration  
in General Education (13.1001)**

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## Description of the Proposed Programs

### **Program Background**

Virginia Commonwealth University (VCU) requests approval to establish five new undergraduate programs leading to initial licensure as Bachelor of Science in Education (B.S.Ed.) degrees. We are proposing a B.S.Ed. degree in Elementary Education and Teaching (CIP 13.1202); a B.S. Ed. degree in Early Childhood Education and Teaching (CIP 13.1210), a B.S.Ed. degree in Secondary Education and Teaching with a concentration in Engineering Education (CIP 13.1205); a B.S.Ed. degree in Health and Physical Education (CIP 13.1206); and a B.S.Ed. degree in Special Education and Teaching with a concentration in General Education (CIP 13.1001). The proposed B.S.Ed. in Special Education and Teaching with a concentration in General Education will be administered by the Department of Counseling and Special Education while the other four proposed programs will be administered by the Department of Teaching and Learning within the School of Education located on VCU's Monroe Park Campus. These proposed programs are scheduled to be implemented beginning in the fall semester of 2019. The proposal has been prepared according to specialized SCHEV guidance in response to the General Assembly's 2018 enablement of education degree programs for teacher preparation. The purposes of the individual proposed programs are described below.

The purpose of the proposed B.S.Ed. in Elementary Education and Teaching degree is to prepare undergraduate students for roles as teachers of young children in schools and community preschool settings. The program will focus on providing students with a solid foundation in child development, educational psychology and the role of the family and society in education. Students will be prepared to teach in diverse classroom settings through purposefully integrated fieldwork and internship experiences. The B.S.Ed. in Elementary Education and Teaching prepares graduates to be reflective educators who demonstrate an in-depth understanding of science, social studies and mathematics pedagogy and content as well as a commitment to balanced literacy approaches. Students will develop skills to advocate for equitable learning opportunities for all children.

The purpose of the proposed B.S.Ed. in Early Childhood and Teaching degree is to prepare undergraduate students for roles as teachers and daycare providers of infants, toddlers, and young children in schools and community daycare/preschool settings. The program will focus on providing students with a solid foundation in child development, educational psychology and the role of the family and society in education. Students will be prepared to teach in diverse classroom settings through purposefully integrated fieldwork and internship experiences. The proposed degree program will emphasize working with young learners in inclusive settings and the value of play in early childhood instructional environments. Students will develop skills to advocate for equitable learning opportunities for all children.

The purpose of the proposed B.S.Ed. in Secondary Education and Teaching, with a concentration in Engineering Education is to prepare students to serve as initially licensed education teachers in 6-12 schools (a new licensure area), and to serve as educators and leaders in schools and community-based settings. The program will focus on providing the students with a solid foundation in secondary education, engineering, mathematics and sciences to meet the

requirements for licensure. Through the core education curriculum, students will become knowledgeable about professional roles and workplace responsibilities while learning basic abilities in the planning and implementation of engineering lessons for students in grades 6-12. The core curriculum instills fundamental knowledge and skills, with opportunities for observation and application in a variety of engineering settings. Through the core engineering, science, and mathematics curriculum, students will develop the content knowledge and skills of those fields in order to deliver relevant and rigorous lessons in engineering and integration of other content areas with engineering. Graduates will be prepared to work in public and private middle and high schools across the Commonwealth of Virginia, with particular focus in urban and other high-need areas. Graduates will be capable of working with diverse learners and adapting instructional programs based on the needs of the students and clients.

The purpose of the proposed B.S.Ed. in Health and Physical Education is to prepare students to serve as licensed health and physical education teachers in PreK-12 schools, and to serve as educators and leaders in schools and community-based settings. The program will focus on providing students with the knowledge and experiences they need to successfully implement national and state health and physical education standards. Students will receive coursework enabling them to be successful in a variety of learning environments. Graduates will be prepared to work in public and private elementary, middle, and high schools across the Commonwealth of Virginia, with particular focus in urban and high-need areas. The health and physical education program consists of rigorous coursework and field experiences that will enable graduates to be leaders in the profession.

The purpose of the proposed B.S.Ed. in Special Education and Teaching with a concentration in General Education is to prepare students to serve as initially licensed special education teachers in K-12 schools, and to serve as educators and leaders in schools and community-based settings. The program will focus on providing students with the tools they need to make a difference in the lives of children, youth and adults with disabilities. The proposed program will provide students with the knowledge and skills to become licensed special education teachers who work with children with high incidence disabilities, including students with learning disabilities, emotional disturbance and mild to moderate intellectual disability. Students will be able to recognize a child's educational and social problems, to formulate effective and personalized/individualized instruction, and to consult with parents, teachers and administrators to incorporate accommodations and transitions across the child's educational program. Students will be prepared to teach reading and language, mathematics, and other core content areas, and be prepared to apply classroom and behavior management, and social skills to students with diverse abilities and backgrounds. Graduates will be prepared to work in public and private elementary, middle, and high schools across the Commonwealth of Virginia, with particular focus in urban and high-need areas. Graduates will be capable of working with diverse learners and adapting instructional programs based on the needs of the students and clients.

### **Accreditation**

All five of these proposed initial licensure programs will meet the requirements for accreditation of initial and advanced degree programs leading to teacher licensure through CAEP, the Council

for Accreditation of Educational Programs. VCU's School of Education is in process of collecting data to assess the quality of our programs, in anticipation of submitting the written report to CAEP in 2020, with the possibility of full accreditation effective 2021.

### **Admission Criteria**

Admission to all five of the proposed B.S. in Education programs will be dictated by the admissions policies of Virginia Commonwealth University. Applicants for undergraduate degree programs should be graduates of an accredited high school, anticipating graduation from an accredited high school, or hold the GED Certificate with satisfactory scores and with satisfactory scores on either the SAT Reasoning Test or ACT. Admission to Virginia Commonwealth University is competitive. In accordance with the 2018-2019 Undergraduate Catalog, the Office of Admissions uses the following guidelines to determine whether students may be considered for regular admission:

- Minimum high school core courses: English – 4 units; Math – 3 units (Algebra 1 and either Algebra II or Geometry must be included); Science – 3 units (one must be a laboratory science); Social Sciences – 3 units (history or social sciences or government). Students are encouraged to present at least three units in a modern or ancient language or two units of two foreign languages. Preference is given to candidates who submit the Advanced Studies Diploma or its equivalent.
- Cumulative GPA: Virginia Commonwealth University does not have a minimum GPA at this time. The mid-range for enrolled freshman is 3.34-3.98.
- SAT or ACT scores: All applicants younger than 22 years of age must submit SAT or ACT scores. Virginia Commonwealth University does not have minimum SAT or ACT scores at this time. The mid-range for enrolled freshman is 1070 – 1250 for SAT and 19 to 24 for ACT.
- Class rank: A high school senior class rank in the top 50% is desirable.
- TOEFL, IELTS or PTE scores: All applicants whose native language is not English must submit evidence of English language proficiency based on satisfactory scores for the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS) or the Pearson Test of English (PTE). Minimum TOEFL scores are 550 (paper) or 80 (Internet) while the minimum IELTS score is 6.0 and PTE score is 53.
- GED score: The minimum GED score to be considered for admission is 550.

The level and type of high school courses and consistency and trends of grades are also considered. Other factors such as co/extra-curricular activities, community service, personal statement/essay, recommendations, special talents and leadership are also considered. Primary emphasis, however, is placed on academic credentials.

Transfer applicants are considered for admission provided they present evidence of good standing at the last institution attended. To be competitive and to be considered for admission to VCU they should present a minimum cumulative GPA of 2.8 from all accredited institutions. Priority application review will be given to applicants who have completed at least 30 credits at their former institution(s). Transfer candidates must submit SAT or ACT results and also must

meet specific guidelines listed in the freshman undergraduate admission guidelines section of the VCU Undergraduate Bulletin.<sup>1</sup>

### **Teacher Preparation Program**

#### Admission to Teacher Preparation

Because the proposed B.S. in Education programs will lead to initial professional licensure, students must both declare the major and be formally accepted into teacher preparation. Upon declaring the major (university admission), students are eligible to take lower-level coursework that will primarily focus on general education/liberal arts coursework, professional studies coursework and initial licensure-area specific coursework. After successfully completing the majority of general education requirements at the end of the sophomore year, students are permitted and encouraged to apply for formal admission into Teacher Preparation, specifying in which initial licensure area they wish to be endorsed. In order to make application to the licensure track, students need to show a minimum cumulative grade point average (GPA) of 2.8. Information on admission to the teacher education program can be found on the Student Services Center website at <https://soe.vcu.edu/current-students/forms>.

Requirements for admission to teacher preparation:

- Submission of completed Application to Teacher Preparation form
- Minimum of 2.8 cumulative GPA
- Successful completion of EDUS 202: Diversity, Democracy and Ethics and EDUS 301: Human Growth and Development (seven credits)
- Passing scores on required Praxis core exams (all three sections) or exemption with SAT or ACT scores<sup>2</sup>
- Passing scores on required Virginia Communication and Literacy Assessment (VCLA)
- Successful completion of a background/criminal history check (No record of a felony conviction)
- Completion of the Dispositions Self Rating Survey
- Advisor or department chair recommendation

### **Clinical Internship/Student Teaching Application**

All students are required to complete a full semester of clinical internship (student teaching). Students must complete and submit an application to the clinical internship by the beginning of their junior year in order to be eligible. If students do not complete their applications on time with hard copies of passing score reports, they will not be guaranteed acceptance into a clinical internship. Those not admitted into the Clinical Internship/Student Teaching Experience will have the opportunity to complete their degree as a non-licensure candidate provided they meet all other VCU undergraduate degree requirements.

Requirements for clinical internship/student teaching:

- Formal admission into Teacher Preparation (see above)

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<sup>1</sup> Add the name of the source here, accessed January xx, 2019, <http://bulletin.vcu.edu/undergraduate/undergraduate-study/admission-university/admission-guidelines/>

<sup>2</sup> Add the name of the source here, accessed January xx, 2019, [www.ets.org](http://www.ets.org)



- Submission of completed departmental application for a clinical internship by the established deadline
- Successful completion of all other required coursework
- Minimum of 3.0 GPA qualitative and no grade lower than a C education courses
- Passing scores on the Praxis core or exemption with SAT or ACT scores
- Passing scores on the Virginia Communication and Literacy Assessment
- Passing scores on the Praxis II: Content Knowledge exam
- Completion of the online Child Abuse Prevention training and certification of successful completion
- Submission of a tuberculosis screening must accompany the application for clinical internship and must be dated no more than a year from the expected date of completion of a clinical internship
- Completion of Dyslexia and Learning module and certification of successful completion
- Criminal Background Review without a felony conviction
- Descriptive statement on experiences related to children or teaching.
- Successful faculty practicum review

## **Curriculum**

The proposed B.S. in Education programs will each require a minimum of 120 credits. The proposed degree program and its concentration areas were developed to meet the requirements of the Interstate New Teacher Assessment and Support Consortium (InTASC), the Council for the Accreditation of Educator Preparation (CAEP), and the Virginia Department of Education (VDOE) licensure requirements, along with content-specific accreditation standards (National Association of Sport and Physical Education (NASPE) and Council for Exceptional Children (CEC). Proposals to the Virginia Department of Education to be approved as licensure degree programs for each of these areas will be submitted by the February 15, 2019 recommended deadline for undergraduate programs proposed to begin in the fall 2019 semester. Specifics of the curriculum for each of the five proposed B.S.Ed. programs are described below, by program area.

### **Bachelor of Science in Education in Special Education and Teaching with a concentration in General Education (13.1001)**

The proposed B.S.Ed. in Special Education and Teaching with a concentration in General Education will require 123 credits for degree completion to satisfy both Virginia Commonwealth University's requirements and the Virginia Department of Education licensure requirements. The curriculum will prepare graduates for licensure in Special Education Teaching General Education Curriculum K-12. The degree program will have field-based experiential learning requirements.

The focus of the core curriculum is to provide students with a solid foundation in human growth and development, curriculum and instruction, assessment for learning, foundations of education and the teaching profession, and classroom and behavior management. Through the core curriculum, students become knowledgeable about the characteristics of students with disabilities, special education law, their professional roles and workplace responsibilities while

learning basic abilities in the planning and implementation of methods of teaching and learning for students with disabilities in school and community settings; particularly those in urban and high needs school and community settings. The core curriculum instills fundamental knowledge and skills, with opportunities for observation and application in a variety of school and community settings. Students then matriculate into the proposed concentration to gain competencies, skills, and abilities that are more specific to children and youth in special education programs participating in general education curriculum.

Coursework for the Special Education General Education Curriculum K-12 degree program focuses on (a) characteristics, legal, and medical aspects of educating students with disabilities, (b) understanding and applying foundations for assessing and evaluating students with disabilities, (c) understanding and applying classroom and behavior management techniques, (d) team collaboration, (d) individualized education program development and implementation, (e) strategies for reading and writing, (f) strategies for mathematics, (g) transition planning across the child's educational program, and (h) supervising classroom experiences where students with disabilities are exposed to the general education curriculum.

Embedded in the curriculum are field-based learning experiences, meaning that students spend time in schools and community agencies gaining practical knowledge. Supervision courses are a prime example of this, as teacher candidates will work with students in elementary, middle, and high schools as part of their preparation for a teaching career. Students in these courses will spend at least 30 clock hours in each supervision course. Supervision courses will provide field-based experiences which will prepare candidates for their student teaching semester.

Thirty one new courses were developed for the proposed program, eight of which are in the School of Education Special Education (SOESE) core curriculum and twenty-one of which are for the Special Education General Education Curriculum K-12 concentration. Each course in the SOESE core and concentration core will have the option of being taught in traditional classroom format, online, or as a hybrid course.

New courses in the School of Education are denoted with an asterisk (\*) in the listing below.

## **Program Requirements**

### **General Education Requirements - 31 credit hours**

The VCU Core Education Program (i.e., general education) consists of 31 credit hours intended to be completed by the end of the sophomore year.

Tier 1: UNIV 111 Focused Inquiry 1 (3)

Tier 1: UNIV 112 Focused Inquiry 2 (3)

Tier 2: Quantitative Literacy Course (3-4)

Tier 2: UNIV 200 Inquiry and the craft of Argument (3)

Tier 2: Humanities/fine arts course from a university approved list (3)

Tier 2: Social/behavioral sciences course from a university approved list (3-4)

Tier 2: Natural/physical sciences course from a university approved list (3)

Program Specific - EDUS 301: Human Development and Learning (3); SEDP 330: Survey of Special Education (3); Humanities and Sciences (3) (select from AFAM, AMST, ANTH, ANTZ, ARBC, BIOL, BIOZ, CHEM, CHEZ, CHIN, ENGL, FLET, FREN, FRLG, FRSC, FRSZ, GRMN, GSWS, HEMS, HIST, HPEX, HPEZ, HUMS, HUSI, INSC, INTL, ITAL, LATN, LGCC, LING, MASC, MATH, MILS, NANO, OPER, PHIL, PHYS, PHYZ, POLI, PSYC, RELS, RUSS, SCTS, SETI, SOCS, SOCY, SPAN, SSOR, STAT or WRLD.)

### **School of Education Special Education Core Requirements – 30 credit hours**

SEDP 200*	Characteristics of Individuals with Disabilities (3)
SEDP 204*	Trends in Special Education (3)
SEDP 201*	Teaching Individuals with Mild and Moderate Disabilities (3)
SEDP 203*	Special Education Law (3)
SEDP 216*	Families and Professional Partnerships (3)
SEDP 282*	Multicultural Perspectives in Education (3)
SEDP 311*	Secondary Education and Transition (3)
SEDP 405*	Collaborative Practices & Co-Teaching in Inclusive Schools (3)
SEDP/EDUS 401*	Assessments in Diverse Settings (3)
TEDU/SEDP 410*	Creating a Community of Learners: Classroom Management (3)
EDUS 202	Diversity, Democracy, and Ethics (4)

### **Concentration Requirements – 59 credit hours**

#### Special Education General Education Curriculum K-12 (44 credits)

The purpose of this concentration is to prepare students to serve as special education teachers in K-12 schools, and to serve as educators and leaders in schools and community-based settings. The program will focus on providing students with the tools they need to make a difference in the lives of children, youth and adults with disabilities. The proposed program will provide students with the knowledge and skills to become licensed special education teachers who work with children with high incidence disabilities, including students with learning disabilities, emotional disturbance and mild to moderate intellectual disability. This coursework, based on the standards of the Council for Exceptional Children (CEC), allows students to learn and demonstrate a variety of teaching skills. Field-based learning, in which students practice their teaching in local schools, is an important part of this curriculum and will take place in each of three supervision courses (SEDP 250, SEDP 350, SEDP 450).

CLED 405	A Survey of Career Counseling (3)
SEDP 315*	Classroom Management and Behavior Support for Students with Disabilities (3)
SEDP 320*	Development and Implementation of Positive Behavior Support Plans (3)
SEDP 378*	Teaching Math to Students with Disabilities (3)
SEDP 379*	Assessment Practices in Autism and Developmental Disabilities (3)
SEDP 380*	Teaching Reading to Students with Disabilities (3)
SEDP 389*	IEP and Due Process in Special Education (3)
SEDP 402*	Exceptionality and Technology: Augmentative and Alternative Communication and Assistive Technology (3)

SEDP 404*	Methods in Teaching Science & Social Studies for Students with Disabilities (3)
SEDP 420*	Special Education Leadership for Inclusive Schools (3)
SEDP 460*	Specialized Reading and Writing Interventions for Students with High Incidence Disabilities (3)
SEDP 461*	Specialized Math Interventions for Students with High Incidence Disabilities (3)
SEDP 495*	Universal Design for Learning and Transition (3)
TEDU 510	Instructional Technology in pK-12 Environments (2)

Tier 3: Program Specific Capstone-SEDP 415\*: Action Research in Education and Special Education: Capstone Project (3)

Supervised Teaching and Student Teaching (15 credits)

Students in the proposed B.S. Ed. in Special Education and Teaching with a concentration in General Education program must successfully complete supervision courses (SEDP 250, SEDP 350, SEDP 450; 9 credits) prior to enrolling in student teaching to meet requirements for licensure.

SEDP 250*	Special Education Elementary Supervision (3)
SEDP 350*	Special Education Middle School Supervision (3)
SEDP 450*	Special Education High School Supervision (3)
SEDP 499*	Student Teaching (6)

**Total Credits - 123 minimum**

**Bachelor of Science in Education in Special Education and Teaching with a concentration in General Education**

**Field-based Learning Requirements**

All students in the proposed degree program will have experiential learning placements during the sophomore year (SEDP 250), junior year (SEDP 350), and first semester of senior year (SEDP 450). All students must receive positive faculty recommendations to enter the internship or student teaching experience. Faculty are not required to give these recommendations; it is only by the student performance during the program that these recommendations are secured. Students who have earned continued positive reviews have these recommendations gladly given by program faculty. Students who have some kind of negative review, and then have completed faculty expectations for improving their performance, will have shown a developing maturity in addition to again meeting program expectations, and these students can also attain qualifying recommendations.

**Special Education General Education Curriculum K-12 Licensure Requirements**

Students who are completing the Special Education General Education Curriculum K-12 licensure concentration have a student teaching supervised classroom experiences with students with disabilities and the general curriculum K-12. Student teaching will require a minimum of

14 weeks or at least 300 clock hours of direct teaching divided between two placements at the elementary and middle or secondary levels. The student teaching experience will be under the supervision of a cooperating teacher with demonstrated effectiveness in special education. Students will work with a cooperating teacher in an elementary and middle or secondary school each day for 7 weeks in each placement. A comprehensive handbook produced by the School of Education, Office of Student Services provides the policies and requirements for student teaching experience. A final grade of A-F is assigned by the VCU university supervisor based on lesson plans, teacher work samples, and evaluations submitted by the student, cooperating teacher, and supervisor; a minimum of three classroom observations at each placement; feedback from the cooperating teacher, and the clinical evaluation continuum for candidates for initial licensure. A student who fails the student teaching experience (receiving a grade below C) may apply for placement and complete the requirements in a subsequent semester or may decide to complete the degree as a non-licensure graduate.

Appendix A - Sample Plans of Study for fulltime students

Appendix B - Course Descriptions

Appendix C - PK-12 Student Teaching sites

Appendix D - Council for Accreditation of Educational Program Standards

Appendix E - Society for Health and Physical Educators (SHAPE) and the National Standards for Initial Health Education Teacher Education

Appendix F - Council for Exceptional Children Standards

### **Student Retention and Continuation Plan**

All students are required to meet with their academic advisor at least once each semester to discuss academic progress and to update their plan of study. In addition to regular interaction with students, the program faculty also meets at least once each semester to discuss the performance of each student in the program. Grade point average, academic progress in classes, and the professional dispositions each student is displaying in class and through out-of-class field-based learning assignments are reviewed. Faculty note students who are meeting course requirements, turning in quality work on time, working well with the group, and completing their field-based learning assignments, as well as those who may not be doing these things. When faculty mention a student who is not showing progress, the group discusses possible reasons for this and possible solutions. For example, if a student is having a difficult time passing a particular part of a Praxis I Core Academic Skills for Educators (CASE) test (the Mathematics section perhaps), the faculty could direct the student to university tutoring sessions in this area or recommend a specific mathematics course to meet General Education curriculum requirements.

The faculty member who is concerned about a student schedules a meeting with the student to discuss the issue, and that student's advisor is also alerted and may meet with the student as well. If progress or resolution does not occur in a timely manner (e.g., by the end of the course or semester), the student is called to meet with the program faculty as a group. Issue(s) of concern and plans for remediation, including timeline goals for remediation, are enumerated in a document signed by the student and the program coordinator. This serves as a reference for all parties and as a basis for judging improvement in the student's performance.

VCU offers a number of supports and services to students who are experiencing ongoing and/or short-term difficulties and advisors may refer students to the appropriate offices or services for support. These services include the following: Campus Learning Center, Counseling Services, Division for Inclusive Excellence, Division for Student Affairs, Financial Aid, Global Education Office, Health Services, JED, Campus Program, Military Student Services, Sexual Violence Reporting and Resources, Student Accessibility and Educational Opportunity, Student Employment, Transfer Center, TriO, You First at VCU, Wellness Resource Center, and the Writing Center.

Descriptions of these programs and offices along with the services they provide can be found on the VCU webpage for current students (<http://www.vcu.edu/current-students>).

### **Faculty**

Four of the five proposed degree programs will be housed within the Department of Teaching and Learning (B.S. Eds. in Elementary Education and Teaching; Early Childhood Education and Teaching; Secondary Education and Teaching with a concentration in Engineering Education; and Health and Physical Education). Required courses will be taught by faculty in that department, as well as faculty from Foundations of Education and Counseling and Special Education in the School of Education as well as faculty in Humanities and Sciences and/or College of Engineering.

#### **Faculty B.S. in Education in Special Education and Teaching with a concentration in General Education**

The Department of Counseling and Special Education will administer the proposed Bachelor of Science in Education degree in Special Education and Teaching with a concentration in General Education. Courses in that program will be taught by faculty in the department, as well as faculty in Foundations of Education, Teaching and Learning, and the College of Humanities and Sciences. The Department of Counseling and Special Education has 15 full-time faculty, with nine faculty designated as special education program faculty. Of that nine, four tenure-track and two non-tenure track faculty will teach the core requirements of the proposed degree program. The faculty members dedicated to the proposed B.S.Ed. in Special Education and Teaching General program have a combined 18 years of teaching experience in public schools and each faculty member holds a doctoral degree in Special Education.

Collectively, they have published textbooks and hundreds of peer-refereed articles in professional journals, served as textbook reviewers as well as manuscript reviewers for professional journals, and made over 200 presentations at professional conferences. They have also directed or co-directed multiple state and federal grants specific to training and research in special education in total of \$16 million. In addition to being generalists in special education training, one faculty member has expertise in early childhood special education, one has expertise on universal design for learning and transition practices, and one has expertise in language and behavioral disabilities.

The six faculty members will also teach required courses in the B.S.Ed. in Special Education and Teaching General that is relevant to their credentials and experience. For example, those with

experience in universal design for learning will teach courses that are specific to this as well as to inclusion. Methods classes will be taught by those with the specific experiences of teaching in public school and subject content.

Several adjunct faculty members, with at least a master's degree in special education, will also teach core and concentration courses. Adjunct faculty will have experience in teaching in public K-12 schools and have the experience specific to subject and development requirements of the courses offered.

A faculty member in the Department of Counseling and Special Education, Counselor Education program with a master's or doctorate in counselor education, will teach a course on career and information technology required in the proposed program concentration. The faculty member will have teaching experience to teach in the proposed program.

Two faculty members in the Department of Educational Foundations with doctorates in Educational Psychology or a closely related field will teach courses in the proposed program core requirements. They will also have teaching experiences to teach in the proposed program.

Two faculty members in the Department of Teaching and Learning with doctorates in Teaching, Curriculum, and/or Educational Technology will teach courses in both the proposed program core and concentration requirement. These are specific to classroom management and technology.

Appendix G - "Abbreviated CV's" for Faculty

### **Student Assessment**

Student learning will be assessed throughout the proposed degree programs using a variety of evaluations and measures. Some of these measures include, but are not limited to, assigned papers, quizzes, tests, and projects assigned during field-based learning and classroom instructional experiences. In field-based learning experiential experiences students will be expected to demonstrate knowledge and skills in a practical, "real world" sense. During the internship and student teaching experiences, students are assessed by on-site professionals as well as by university faculty supervisors. Each of these professionals monitors and notes the students' performance during multiple observations and each of them writes clinical reviews of that performance both as formative and as summative evaluations. Students will also be required to complete a capstone project, agreed upon by the student, the advisor, and the university faculty supervisor.

### **Learning Outcomes**

Student Learning Outcomes: B.S.Ed. in Special Education and Teaching with a Concentration in General Education

The core outcomes of the proposed program are based on national professional guidelines. These outcomes are derived from the Council for Exceptional Children (CEC), the national organization of special education professionals. Students in the proposed degree program will

acquire knowledge and skills about discipline-specific scientific and theoretical concepts critical to begin teaching. They will be able to demonstrate their achievement of the following core learning outcomes:

**Core Outcome 1:** Students will be able to investigate and design inclusive learning environments, lesson and unit plans, and other activities that encourage learning and collaboration with students, families and other professionals when providing students with disabilities access to the general curriculum with the unique focus of urban and high needs schools. **Assessment Measures:** Students will create unit plans and will be assessed on their teaching performances during lessons that they have designed and implemented in the following courses: SEDP 201, TEDU 410, and SEDP 405.

**Core Outcome 2:** Students will be able to explain and formulate a professional identity based on interpretation of foundations of special education law, characteristics and etiology of students with disabilities, and professional competencies grounded in research, practice and policy. **Assessment Measures:** Students will complete foundational knowledge assessments in the following courses: SEDP 200, SEDP 203, and SEDP 330.

**Core Outcome 3:** Students will be able to construct assessments, evaluation of plans and activities for group and individual needs of students with disabilities across environments. **Assessment Measures:** Students will produce assessment plans include FBAs, BIPs, IEPs school wide behavior programs based on individualized and group analytics in the following courses: SEDP/EDUS 401, SEDP 201, SEDP 315, SEDP 379, SEDP 389, and SEDP 320.

**Core Outcome 4:** Students will be able to develop transition plans and learning materials to draw connections between children, youth and adult outcomes to encourage full participation of students across the lifespan and environments. **Assessment Measures:** Students will plan transition infused lessons and plans for students with disabilities in the following courses: SEDP 200, SEDP 204, SEDP 311, SEDP 495.

**Core Outcome 5:** Students will be able to effectively plan instructional strategies, to include content specific knowledge, to support the needs of individuals with disabilities. **Assessment Measures:** Students will create content focused lesson plans and units to support students with disabilities access to the general curriculum during the following courses: SEDP 200, SEDP 201, SEDP 378, SEDP 380, SEDP 404, SEDP 460, and SEDP 461.

The licensure area of focus for this proposed degree program addresses licensure requirements for the Virginia Department of Education's endorsement in Special Education General Curriculum K-12 which has additional learning outcomes or competencies based on CEC national professional guidelines and VDOE licensure requirements. They included:

- Students will be able to describe and demonstrate an understanding of the characteristics, development, and individual learning differences of learners with high incidence disabilities. **Assessment Measures:** Students will research characteristics of students with disabilities and complete IEP plans for students with disabilities in the following courses: SEDP 204 and SEDP 389
- Students will be able to explain and operate in learning environments where students with disabilities have access to the general curriculum, and in community based-settings, and



critique environments that provide learning opportunities for students with high incidence disabilities. **Assessment Measures:** Students will complete supervision hours in elementary, middle, and high school environments where students have access to the general curriculum in the following courses: SEDP 250, 350, 450.

- Students will be able to identify and construct a series of lesson plans and activities utilizing curriculum content knowledge, and specialized materials, curricular, and resources that will include students with disabilities. **Assessment Measures:** Students will design reading, writing, and math intervention lessons for students with intensive support needs in the following courses: SEDP 460, SEDP 461.
- Students will be able to examine and design assessments across multiple environments and individual and group needs of students. **Assessment Measures:** Students will complete standardized, formal and informal assessments to create individualized and group plans for schools, classrooms, and students in the following courses: SEDP 315, SEDP 320, SEDP 402, SEDP 405
- Students will be able to define and formulate professional learning dispositions and ethical practice relevant to serving people with disabilities. **Assessment Measures:** Students will be evaluated on special education competencies and dispositions by completing a battery of formative assessments. Associated courses which will support this outcome are: SEDP 389, SEDP 405, SEDP 415, SEDP 420
- Students will be able to plan and deliver instruction and management plans that include collaborative forms of communication from team members to plan for behavior, teaching, transition, social/emotional supports, and other guides to address the needs of students with disabilities. **Assessment Measures:** Students will create functional behavior assessments, behavior intervention plans, and individualized education programs that include collaborative practices in the following courses: SEDP 311, SEDP 315, and SEDP 405.

### **Program Assessment**

The School of Education will assess and evaluate the proposed programs after the initiation year. The School will conduct and report annual assessments of program outcomes in accordance with Virginia Commonwealth University's Assessment Policy. Reviews at the School and University levels consist of:

- Annual analysis of results of the end-of-program evaluation data to determine students' satisfaction with the teaching/learning process.
- Analysis and reporting of annual retention and attrition rates to assure optimal success of enrollees.
- Job placement analysis to assure that the program remains current to the workforce needs.
- Analysis of the dissemination of results of student research, presentations, and grant proposals.

An institutional review of the degree program's mission, goals, learning outcomes, and student successes will occur on a seven-year cycle. This review, directed by Academic Affairs and the Office of Planning and Decision Support, will use institutional data, student and alumni surveys, and learning outcomes assessment to write an Academic Program Review (APR) report that will describe how program goals and learning outcomes have been achieved. The proposed B.S.Ed.

programs are scheduled to submit its first Academic Program Review report seven years after program initiation, in 2026.

In addition to unit and University-level monitoring and review, all licensure programs will also be required to maintain VDOE program approval with submission of biennial reports to demonstrate state benchmark standards.

In accordance with the VDOE's requirement that approved programs maintain national program accreditation, all licensure concentrations in the B.S.Ed. program will be required to complete a Council for the Accreditation of Educator Preparation (CAEP) unit review every seven years.<sup>3</sup>

### **Benchmarks of Success**

The following initial benchmarks will be used to gauge the growth and success of the five B.S. in Education programs:

- Enrollment will reach at least 400 students across all five programs by the target year (2023-2024).
- Ninety percent (90%) of students in the program will pass national or state test standards for their concentration. These measures are the Praxis II exam (national) or VCLA (state), which are mandated by the Virginia Department of Education for licensure.
- Within four years of formal admission to the program, 80% of the admitted students will graduate.
- Eighty percent (80%) of students who seek employment will be hired within one year of graduation.
- Of those graduates who found employment, eighty percent (80%) will be teaching in Virginia public schools.
- Ninety percent (90%) of alumni who complete our VCU alumni survey will rate their preparation as being either good or excellent.
- Sixty percent (60%) of students who apply to graduate school will be accepted into a Master's degree program.
- Ninety percent (90%) of employers of our graduates will report that they are likely or very likely to hire another graduate of our program (based on the response to annual employer surveys).
- VCU's School of Education will increase its production of fully licensed educators by fifty percent (50%) by the target year.
- VCU programs will increase the enrollment of under-represented minority students by fifty percent (50%) by the target year.

The B.S.Ed. undergraduate faculty will review the program assessment data annually to assess student satisfaction and track progress in terms of each stated benchmark. If any of the benchmarks of success are not being met, the faculty will re-evaluate and determine appropriate strategies to reach the benchmarks. For example, if less than 80% of the students are not passing the Praxis II exams, one potential strategy would be to have faculty sit for these exams to better

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<sup>3</sup> <http://caepnet.org/accreditation/about-accreditation/what-is-accreditation>

determine the content students need to possess and to review the curriculum and course-by-course content accordingly to ensure success.

### **Relationship to Existing Virginia Commonwealth University’s Degree Programs**

Currently, Virginia Commonwealth University does not offer any undergraduate programs that lead to licensure in Virginia. These proposed programs have been developed based on a new directive by the Governor that allows undergraduate majors that lead to initial licensure to be offered in a School or College of Education. This was identified as one important strategy for addressing the critical shortage of licensed teachers in the Commonwealth of Virginia. This section will address any relationship to existing degree programs for these four proposed degree programs.

### **Bachelor of Science in Education in Special Education and Teaching with a concentration in General Education**

The proposed B.S.Ed. in Special Education and Teaching with a concentration in General Education is not similar or related to any other existing degree program at Virginia Commonwealth University. The Counseling and Special Education Department at VCU has two existing programs to prepare learners for special education general curriculum licensure: Special Education General K-12 Certification, and M.Ed. in Special Education General Curriculum. Ultimately, by not offering a special education program at the undergraduate level, VCU will not remain competitive with other institutions across the state and nation seeking to prepare licensed special education teachers. The existing Special Education General K-12 Certificate program, and M.Ed. in Special Education General Curriculum program offers candidates with earned bachelor degrees a pathway to licensure; and consequently will not target the same audience, due, in part, to the proposed baccalaureate program only meeting the needs of candidates that have a high school diploma.

### Justification for the Proposed Program

#### **Response to Current Need (Specific Demands)**

School divisions across the Commonwealth of Virginia are facing a critical shortage of fully licensed teachers and that shortage shows no sign of abating. Urban, high-needs school divisions are prone to teacher shortages. For example, in August 2018, a month before the school year resumed, Richmond Public Schools (RPS) had nearly 100 vacancies in staffing, with 85 of those vacancies in teaching positions. Even more alarming, most of these vacancies were at the elementary level with 53 teaching positions in RPS’ elementary sites. Unfortunately, this shortage is not new to RPS. The year prior in August 2017, RPS had 109 total vacant teaching positions. This trend also holds true for neighboring divisions in the Tri-Cities area of Petersburg, Hopewell and Dinwiddie. In 2016, VDOE reported that the Tri-Cities area had more than a 1,000 vacant teaching positions leading up to the school year, an increase by 200 from the previous year. In 2016-17, there were more than 300 vacant special education positions and 200 vacant elementary education positions in the Tri-Cities area. This trend raises concerns for

district leaders and VCU's School of Education. As the largest research institution and producer of highly-qualified teachers in the Greater Richmond area, the VCU School of Education plays a pivotal role in addressing teacher shortage in these areas. In the 2018-19 school year, the Virginia Department of Education (VDOE) identified a critical shortage in ten teaching endorsement areas. The list of critical shortage areas in the Commonwealth are listed below.

1. Special Education
2. Elementary Education PreK-6
3. Middle Education Grades 6-8
4. Career and Technical Education
5. Mathematics Grades 6-12 (including Algebra 1)
6. School Counselor PreK-12
7. English (Secondary)
8. Science (Secondary)
9. Foreign Language PreK-12
10. Health and Physical Education PreK-12

School divisions on average have received applications from three or fewer qualified candidates for vacancies in these teaching endorsement areas, which has led to the identification of critical shortages. Our proposal seeks to initiate three programs that prepare highly-qualified teachers in two of the highest priority areas of critical teacher shortages: Special Education and Elementary Education (both the Early Childhood and Teaching and the Elementary Education and Teaching address these two critical shortage areas). First, the need for elementary education teachers is growing in Virginia and currently has the second highest number of unfilled positions (200) in Virginia (with special education being the highest at 300+) (Annual Report, 2018 available at <http://www.doe.virginia.gov/boe/reports/index.shtml>). In addition, the critical shortage area of Health and Physical Education is included in Virginia Commonwealth's proposal for new undergraduate programs. Lastly, our proposed program in Secondary Education with a concentration in Engineering Education is our plan for addressing both the need for Mathematics and Science teachers at the Secondary level.

### **Why Virginia Commonwealth University?**

Virginia Commonwealth University has a strong commitment to diversity, equity and inclusion as described in its strategic plan. VCU's School of Education has a similar mission and strategic plan to address the needs of Virginia's urban school divisions and the surrounding communities. These programs provide initial licensure coursework and experiences that address the critical needs of students in our urban and high-needs school divisions. We have infused information into our programs to prepare future teachers to address the needs of a diverse group of students, including those who have experienced trauma, those who are English-language learners, those with disabilities who are included in general education classrooms, and those who struggle with learning and who are at risk of being identified with disabilities.

The School of Education has existing collaborative partnerships with Virginia School Divisions surrounding Richmond (Region I), as well as other divisions across the Commonwealth,

particularly for clinical/student teaching placements for our graduate students. These will continue for the students who enroll in the proposed B.S.Ed. programs in Elementary Education and Teaching, Early Childhood and Teaching, Health and Physical Education, Secondary Education and Teaching with a concentration in Engineering Education, and Special Education and Teaching with a concentration in General Education.

Appendix H – Letters of Support

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**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA**  
**SUMMARY OF PROJECTED ENROLLMENTS IN PROPOSED PROGRAM**

**Projected enrollment: B.S.Ed. in Special Education and Teaching General**

Year 1		Year 2		Year 3		Year 4 Target Year (2-year institutions)			Year 5 Target Year (4-year institutions)		
2019 - 2020		2020 - 2021		2021 - 2022		2022 - 2023			2023 - 2024		
HDCT <u>20</u>	FTES <u>20</u>	HDCT <u>36</u>	FTES <u>36</u>	HDCT <u>52</u>	FTES <u>52</u>	HDCT <u>68</u>	FTES <u>68</u>	GRAD <u>    </u>	HDCT <u>68</u>	FTES <u>68</u>	GRAD <u>16</u>

Assumptions:

Retention percentage: 80%

Percentage of full-time students 100% Percentage of part-time students 0%

Full-time students credit hours per semester: 15

Full-time students graduate in 4 years

## Projected Resource Needs for the Proposed Programs

### **Resource Needs**

Virginia Commonwealth University, the School of Education, and the Departments of Teaching and Learning and Counseling and Special Education have the resources needed to initiate and sustain the following proposed degree programs: Elementary Education and Teaching; Early Childhood Education and Teaching; Secondary Education and Teaching with a concentration in Engineering Education; Health and Physical Education; and Special Education and Teaching General. The following subsections detail the resources required to operate the programs from their initiation in the fall 2019 through the target year 2023-24. Assessments of need for full-time, part-time, and adjunct faculty are based on a ratio of 1.0 FTE of instructional effort for every 20 FTE students in lower division courses and 1.0 FTE of instructional effort for 14 FTE students in upper division courses (including any required graduate courses needed for licensure). The proposed programs will require a total of 3.85 FTE faculty in 2019-20, rising to 26.65 FTE by the target year of 2023-24.

#### **Full-time Faculty**

For the initiation year one (1) faculty member from the Department of Foundations of Education will provide .65 FTE. By target year, an additional 10 faculty members from the Department of Foundations of Education, the Department of Teaching and Learning, and the Department of Counseling and Special Education will provide 10 FTE for a total of 10.65 full-time FTE. Of these, 8.65 FTE are reallocations and 2.0 FTE are new faculty lines.

The Dean of the School of Education has committed resources for another 4 faculty members (2.0 FTE) who will be available to teach in the proposed undergraduate degree programs in the Department of Teaching and Learning and the Department of Counseling and Special Education. The new faculty members will be hired at the rank of Assistant Professor with a combined salary of \$300,000 and benefits of \$118,200.

#### **Part-time Faculty**

For the initiation year, two (2) faculty members from the Departments of Teaching and Learning, two (2) faculty members from the Department of Counseling and Special Education, and three (3) faculty from the Department of Foundations of Education will provide 2.0 FTE. By the target year, an additional 6.50 will be added for a total FTE of part-time faculty will rise to 8.50 FTE. These FTE are reallocations.

#### **Adjunct Faculty**

For the initiation year, adjunct faculty will provide 1.20 FTE for the proposed degree program. For the target year this will add 6.30 FTE for a total of 7.50 FTE. Adjunct instructors will be across most departments and Schools/Colleges of the university including SOE Departments of Teaching and Learning, Counseling and Special Education, and Foundations of Education and

Colleges of Humanities and Sciences and Engineering. Currently, adjunct faculty in the School of Education receive \$3000 in salary per course.

### **Graduate Assistants**

No graduate assistants are required to initiate or sustain proposed degree programs.

### **Classified Positions**

Classified support for these proposed programs will come from a reallocation of .60 FTE for a clerical staff person who will arrange clinical placements for students in the undergraduate degree programs.

An undergraduate advisor will be needed for the initiation year at .80 FTE. For the target year, an additional advisor at .70 FTE will be added. This represents a salary of \$50,716 and related fringe benefits are \$19,981 in the initiation year, with salaries of \$113,416 and fringe benefits of \$37,688 in the target year.

### **Targeted Financial Aid**

No targeted financial aid is needed to initiate and sustain the proposed degree program.

### **Equipment (including computers)**

No new equipment, including computers, is needed to initiate or sustain the proposed degree program. The equipment resources are sufficient to initiate and sustain this proposed degree program. For new hires, existing furniture and equipment (including computers) will be provided.

### **Library**

No additional library resources are required to initiate or sustain the proposed degree programs. VCU's James Branch Cabell Library has resources that include journals, magazines, electronic materials, and other publications for education. In addition, students and faculty can borrow items not in the VCU collection through inter-library loans.

### **Telecommunications**

No additional telecommunication resources are needed to initiate and sustain this proposed degree program. Telecommunications equipment is provided by the School and University, often through funds from student technology fees. For new hires, existing telecommunications services and devices will be used.

### **Space**

No new or additional space is required to initiate or sustain the proposed new degree program. There is adequate space on VCU's campus for classrooms, meetings, and current and future offices. The space resources are sufficient to initiate and sustain this proposed degree program.

### **Other Resources (specify)**

No other resources other than those described above are needed to initiate and sustain this proposed degree program.



**Resources Needs: Part A – D**

**Part A: Answer the following questions about general budget information.**

- Has or will the institution submit an addendum budget request to cover one-time costs? Yes \_\_\_\_\_ No   X
- Has or will the institution submit an addendum budget request to cover operating costs? Yes \_\_\_\_\_ No   X
- Will there be any operating budget requests for this program that would exceed normal operating budget guidelines (for example, unusual faculty mix, faculty salaries, or resources)? Yes \_\_\_\_\_ No   X
- Will each type of space for the proposed program be within projected guidelines? Yes   X   No \_\_\_\_\_
- Will a capital outlay request in support of this program be forthcoming? Yes \_\_\_\_\_ No   X

**Part B-1: Fill in the number of FTE positions needed for the B.S.Ed. Degree Programs**

	Program Initiation Year		Expected by Target Enrollment Year	
	2019 - 2020		2023 - 2024	
	On-going and reallocated	Added (New)	Added (New)***	Total FTE positions
Full-time faculty FTE*	0.65		10.00	10.65
Part-time faculty FTE**	2.00		6.50	8.50
Adjunct faculty	1.20		6.30	7.50
Graduate assistants (HDCT)				0.00
Classified positions	0.60	0.80	0.70	2.10
<b>TOTAL</b>	<b>4.45</b>	<b>0.80</b>	<b>23.50</b>	<b>28.75</b>
*Faculty dedicated to the program. **Faculty effort can be in the department or split with another unit.				
*** Added <b>after</b> initiation year				

**Part C: Estimated resources to initiate and operate the proposed B.S. Ed. Degree Programs**

	Program Initiation Year		Expected by Target Enrollment Year	
	2019- 2020		2023- 2024	
Full-time faculty	0.65	0.00	10.00	10.65
salaries	\$48,750		\$750,750	\$799,500
fringe benefits	\$19,208		\$295,796	\$315,003
Part-time faculty (faculty FTE split with unit(s))	2.00	0.00	6.50	8.50
salaries	\$150,750		\$516,740	\$667,490
fringe benefits	\$59,396		\$203,596	\$262,991
Adjunct faculty	1.20	0.00	6.30	7.50
salaries	\$3,600		\$18,900	\$22,500
fringe benefits	\$292		\$1,531	\$1,823
Graduate assistants	0.00	0.00	0.00	0.00
salaries				\$0
fringe benefits				\$0
Classified Positions	0.60	0.80	0.70	2.10
salaries	\$19,800	\$26,400	\$23,100	\$69,300
fringe benefits	\$7,801	\$10,402	\$9,101	\$27,304
<b>Personnel cost</b>				
salaries	\$222,900	\$26,400	\$1,309,490	\$1,558,790
fringe benefits	\$86,696	\$10,402	\$510,023	\$607,121
Total personnel cost	\$309,596	\$36,802	\$1,819,513	\$2,165,911
Equipment				\$0
Library				\$0
Telecommunication costs				\$0
Other costs				\$0
<b>TOTAL</b>	<b>\$309,596</b>	<b>\$36,802</b>	<b>\$1,819,513</b>	<b>\$2,165,911</b>

**Part D: Certification Statement(s)**

The institution will require additional state funding to initiate and sustain this program.

\_\_\_\_\_ Yes \_\_\_\_\_  
Signature of Chief Academic Officer

X  No \_\_\_\_\_  
Signature of Chief Academic Officer

If “no,” please complete items 1, 2, and 3 below.

**1. Estimated \$\$ and funding source to initiate and operate the programs.**

Funding Source	Program initiation year 2019-2020	Target enrollment year 2023-2024
Reallocation within the department <i>(Note below the impact this will have within the department.)</i>	\$16,728	\$789,353
Reallocation within the school or college <i>(Note below the impact this will have within the school or college.)</i>	\$292,868	\$570,030
Reallocation within the institution <i>(Note below the impact this will have within the institution.)</i>	\$0	\$0
Other funding sources <i>(Specify and note if these are currently available or anticipated.)</i>	\$36,802	\$460,130

**2. Statement of Impact/Other Funding Sources. A separate detailed explanation of funding is required for each source used and a statement of impact on existing resources.**

**Reallocation within the department**

There will be reallocations within the Departments of Teaching and Learning, Foundations, and Counseling and Special Education. Faculty who currently teach graduate courses in the departments will change their teaching load to cover courses in the proposed undergraduate degree programs. It is planned that the initial teaching licensure program in elementary education will be closed once students currently in the program graduate from those programs. For special education, it is believed that enrollment in the graduate initial licensure program will decrease substantially and possibly close given the initiation of this initial licensure program at the undergraduate level. Other faculty in the two departments will be teaching undergraduate courses

that are required for all new undergraduate programs so they will be including students from all four of these areas into their courses.

**Reallocation within the school or college**

The total reallocation within the School of Education includes faculty in departments outside of the program home who will refocus their teaching effort to include students in those programs into their new and/or existing undergraduate courses. In addition, clerical staff listed for these programs include reallocating the time of a student services employee to oversee clinical placements of these students from her current work of overseeing clinical placements of students in graduate programs that will be significantly decreasing in size and/or closing. New undergraduate advising staff in the target year will be devoting time to serving the students in these programs.

**Reallocation within the institution**

The total reallocation within the institution includes faculty from the College of Engineering as well as the College of Humanities and Sciences who will be including students from these programs in courses that already exist in their Colleges, or adjunct instructors who will teach new courses required for the programs.

**Other funding sources**

**3. Secondary Certification.**

If resources are reallocated from another unit to support this proposal, the institution will not subsequently request additional state funding to restore those resources for their original purpose.

	Agree	
		Signature of Chief Academic Officer
	Disagree	
		Signature of Chief Academic Officer

## Appendix A - Sample Plan of Study

### B.S. Ed. In Special Education and Teaching with a Concentration in General Education

<b>Year</b>	<b>Fall Semester (credit hours)</b>	<b>Spring Semester(credit hours)</b>
<b>Freshman</b>	Tier 1 – UNIV 111 (3)	Tier 1 – UNIV 112 (3)
	Tier 2 – Quantitative Literacy course from approved list (e.g., MATH 131) (3-4)	Tier 2 – Natural/Physical Science (e.g., BIOL 101) (3)
	Tier 2 – Humanities/Fine Arts (e.g., ENGL 215) (3)	EDUS 202: Diversity, Democracy, and Ethics (4)
	Tier 2 - Social/Behavior Science (e.g., PSYC 101) (3-4)	SEDP 204: Trends in Special Education (3)
	SEDP 200: Characteristics of Individuals with Disabilities (3)	SEDP 201: Teaching Individuals with Mild and Moderate Disabilities (3)
<b>Sophomore</b>	Tier 2 – UNIV 200 (3)	EDUS 301: Human Development and Learning (3) * Program specific general ed.
	SEDP 330: Survey of Special Education (3) *Program specific general ed.	SEDP 216: Families and Professional Partnerships (3)
	SEDP 203: Special Education Law (3)	SEDP 378 Teaching Math to Students with Disabilities (3)
	SEDP 282: Multicultural Perspectives in Education (3)	SEDP 315: Classroom Management and Behavior Support for Students with Disabilities (3)
	CLED 405: A Survey of Career Counseling (3)	SEDP 250: Special Education Elementary Supervision (3)
	TEDU/SEDP 410: Building a Community of Learners: Classroom Management	Humanities and Sciences elective (3)
<b>Junior</b>	SEDP 401: Assessments in Diverse Settings (3)	SEDP 379: Assessment Practices in Autism and Developmental Disabilities (3)
	SEDP 461: Specialized Math Interventions for Students with High Incidence Disabilities (3)	SEDP 389: IEP and Due Process in Special Education (3)
	SEDP 405: Collaborative Practices & Co-Teaching in Inclusive Schools (3)	SEDP 380: Teaching Reading to Students with Disabilities (3)
	SEDP 320: Development and Implementation of Positive Behavior Support Plans (3)	SEDP 311: Secondary Education and Transition (3)
	SEDP 350: Special Education Middle School Supervision (3)	SEDP 450: Special Education High School Supervision (3)

<b>Year</b>	<b>Fall Semester (credit hours)</b>	<b>Spring Semester(credit hours)</b>
<b>Senior</b>	SEDP 460: Specialized Reading and Writing Interventions for Students with High Incidence Disabilities (3)	SEDP 415: Action Research in Education and Special Education: Capstone Project (3) *Tier III
	SEDP 495: Universal Design for Learning and Transition (3)	SEDP 420: Special Education Leadership for Inclusive Schools (3)
	SEDP 402: Exceptionality and Technology: Augmentative and Alternative Communication and Assistive Technology (3)	SEDP 499: Student Teaching (6)
	TEDU 510: Instructional Technology in PK-12 Environments (2)	
	SEDP 404: Methods of Teaching Science & Social Studies for Students with Disabilities (3)	

Credit Hours – Freshman – Fall Term – 15-17  
 Credit Hours – Freshman – Spring Term - 16  
 Credit Hours – Sophomore – Fall Term - 18  
 Credit Hours – Sophomore – Spring Term - 18  
 Credit Hours – Junior – Fall Term - 15  
 Credit Hours – Junior – Spring Term - 15  
 Credit Hours – Senior – Fall Term - 14  
 Credit Hours – Senior – Spring Term - 12  
**TOTAL CREDIT HOURS - 123**

## **Appendix B - Course Descriptions**

### **B.S. Ed. in Special Education and Teaching with a Concentration in General Education**

#### **Program Specific General Education Requirements**

EDUS 301. Human Development and Learning. 3 Hours. Semester course; 3 lecture hours. 3 credits. A study of human development through the life span with special emphasis on child and adolescent psychology, the nature of learning, and basic concepts of learning theories.

SEDP 330. Survey of Special Education. 3 Hours. Semester course; 3 lecture hours. 3 credits. Presents an overview of the historical basis and regulatory requirements related to special education, including the individual education program as a legal document and the rights and responsibilities of parents, teachers and schools. The characteristics of learners with disabilities and their educational and medical implications are also examined, as well as the cultural, familial and ethical issues involved.

EDUS 202\*. Diversity, Democracy, and Ethics. 4 Hours. Semester course; 4 lecture hours. 4 credits. This course engages students in critical exploration of public education in the United States within sociocultural, historical, and philosophical contexts. It examines the relationships between our increasingly diverse society and education in a democracy. Students will be taught the ethical obligations of educational professionals and how to become active agents for democratic, equity-oriented schools. In addition, the course will explore legal and policy aspects of education.

#### **Core Requirements**

SEDP 200\*. Characteristics of Individuals with Disabilities. 3 Hours. Semester course; 3 lecture hours. 3 credits. This course focuses on characteristics and identification of individuals with Learning Disabilities, Emotional and Behavior Disorders, Intellectual Disabilities, Developmental Delay, the less severe Autism Spectrum Disorders, traumatic brain injury, Deaf-Blindness, Visual Impairment, and Other Health Impairments, and knowledge of characteristics throughout the lifespan, as well as providing information on effects educational, psychosocial, and behavioral interventions that serve as adaptations to the general curriculum. The possibilities of co-morbid or multiple conditions, coupled with cross categorical instructional settings warrant a class that examines all eligibility categories of students served under the special education, general curriculum.

SEDP 201\*. Teaching Individuals with Mild and Moderate Disabilities. 3 Hours. Semester course; 3 lecture hours. 3 credits. This course provides an understanding and application of learning principles and methodologies for instructing, communicating, and enhancing student learning that will reflect culturally responsive curriculum and pedagogy. An introduction to instructional strategies and organization of activities, including curriculum, media, materials, and physical environment for children in grades K-12; to include students with high incidence disabilities in inclusive classroom environments is included.. Candidates will develop skills to



plan and deliver instruction in a variety of educational settings such as inclusive classrooms, resource rooms, self-contained classes, and residential programs.

SEDP 203\*. Special Education Law. 3 Hours. Semester course; 3 lecture hours. 3 credits. This course provides an overview of historical and current federal and state litigation and legislation, including those pertaining to special education and related services. Throughout this course, students will have various opportunities to learn federal and state statutes that address the educational rights of children/students with disabilities and their parents. Students will gain a deep understanding of the Individuals with Disabilities Education Improvement Act. Specifically, students will become familiar with federal statutes and regulations concerning assessment and evaluation procedures, due process and mediation, discipline, individualized education program (IEP), free appropriate public education (FAPE), and least restrictive environment (LRE). Additional federal laws that are discussed include the Rehabilitation Act of 1973: Section 504 and the Americans with Disabilities Act (ADA). Students are also expected to read and discuss selected issues in Virginia special education law and selected passages from the state statutes and the relevant administrative and case laws.

SEDP 216\*. Families and Professional Partnerships. 3 Hours. Semester course; 3 lecture hours. 3 credits. This course is designed to increase the knowledge, skills, and dispositions that are important for collaborating and communicating effectively with families of young children with special needs. This course will also emphasize understanding the role and responsibilities of community agencies and providers, and how understanding the role of members of the collaborative team can impact families in the education and transition of their children with disabilities to include education, training, employment, self-determination, and other skills. During this course, students will be exploring the dimensions of family-centered services, person-centered planning, as well as the familial, ecological, and cultural factors affecting young children with disabilities and their caregivers. Students will learn about theory, general principles, and procedures for fostering collaborative partnerships among families, professionals, and other stakeholders that lead to outcomes of individual and mutual empowerment.

SEDP 282\*. Multicultural Perspectives in Education. 3 Hours. Semester course; 3 lecture hours. 3 credits. This course is designed to enhance cultural competence in diverse classrooms and schools. Major considerations include race, ethnicity, socio-economic status, linguistic, gender, abilities and sexual orientation differences. Key concepts include structural, curricular and instructional facets of working successfully in diverse educational settings. Personal and theoretical constructs of race, ethnicity, culture, disability and other related concepts are explored. Through lectures, readings, group projects, class activities, videos, and class discussions, students will explore the impact of institutional-isms on both Anglo students and students from culturally and linguistically diverse backgrounds.

SEDP 330. Survey of Special Education. 3 Hours. Semester course; 3 lecture hours. 3 credits. Presents an overview of the historical basis and regulatory requirements related to special education, including the individual education program as a legal document and the rights and responsibilities of parents, teachers and schools. The characteristics of learners with disabilities and their educational and medical implications are also examined, as well as the cultural, familial and ethical issues involved.

SEDP/EDUS 401\*. Assessments in Diverse Settings. 3 Hours. Semester course; 3 lecture hours. 3 credits. This course explores all aspects of assessment that a teacher encounters in prek-12 educational settings. The course will discuss current assessment theories, approaches, and instruments used to measure the performance of the children and students representing the diverse learners in today's classrooms; including students with and without disabilities, English language learners, and students representing a range of cultural backgrounds. Assessments at all stages of instruction (before, during, and after), including formal and informal assessments and their applications in an inclusive educational setting will be addressed. Particular attention is paid to the ways in which teachers can gather and use assessments to make data-informed decisions for effective instruction and intervention leading to optimal child development and student achievement. Specifically, the course will explore the relationships among content standards, instruction and assessment as well as ways to use a variety of assessments to monitor to student progress. The course emphasizes making valid inferences from assessments in a variety of formats, understanding the legal and policy context of assessment, and the implications for appropriate grading practices and decision-making. Course content and assignments will promote critical thinking and problem solving skills.

TEDU/SEDP 410\*. Building a Community of Learners: Classroom Management. 3 Hours. Semester course; 3 lecture hours. 3 credits. The course is designed to encompass Pre-K through 12 classroom management theory and application, motivation theory and application, diversity, socio-emotional development, trauma informed care and restorative justice for regular education and special education students.

### **Concentration Courses**

CLED 405. A Survey of Career Counseling. 3 hours. Semester course; 3 lecture hours. 3 credits. This course provides a broad overview of career counseling. Focus will be on current issues and problems facing individuals as they choose and manage careers during the lifespan. Students will also be introduced to the major career theories including how values, diversity, skills and interests shape career choices and development.

SEDP 204\*. Trends in Special Education. 3 Hours. Semester course; 3 lecture hours. 3 credits. This course provides an understanding of the historical, philosophical, and sociological foundations of public education in the United States, and Virginia education and teaching professional and ethical and accepted professional standards. General knowledge of the foundations of educating students with disabilities, including a general overview of legislation and case law pertaining to special education; characteristics of individuals with and without exceptionalities including growth and development from birth through adolescence; medical aspects of disabilities, family systems and culture, collaboration, integration/inclusion, transition, and classroom adaptations for educating students with disabilities in least restrictive environments.

SEDP 311\*. Secondary Education and Transition. 3 Hours. Semester course; 3 lecture hours. 3 credits. This course explores the literature, research, issues and trends that are relevant to children and youth with high incidence disabilities (learning disabilities, emotional disabilities,

and/or mild intellectual disabilities) as they prepare for their transition to life after high school. Focus is on providing candidates with the ability to prepare their students and work with their families to promote successful student transitions throughout the educational experience including postsecondary training, employment and independent living that addresses an understanding of long-term planning, transition assessments, career development, life skills, community experiences and resources, self-advocacy and self-determination, guardianship, and legal considerations. The full range of functioning is addressed in the areas of education, employment, social/emotional functioning and development, personal and daily living issues. The overriding goal of this course is to provide candidates with the wherewithal for critical reflection in their professional practice to help individuals with disabilities develop, implement and achieve self-determined transition goals for their post-school years.

SEDP 315\*. Classroom Management and Behavior Support for Students with Disabilities. 3 Hours. Semester course; 3 lecture hours. 3 credits. This course will provide an in-depth analysis of theoretical models, research, and strategies for supporting positive behavior of students with disabilities. Emphasis is on developing, implementing, and evaluating behavior management programs in special education including applied behavior analysis, functional assessment, positive behavioral supports, and related classroom strategies. This course will help develop a candidate's ideas about examining the behaviors of students with special needs in school settings, including an understanding and application of school crisis management and safety plans, classroom and behavior management techniques and individualized behavioral interventions. Techniques and approaches taught will promote skills that are consistent with norms, standards, and rules of the educational environment and will be culturally diverse and responsive based upon developmental (e.g., students' ages and classroom management), cognitive, behavioral, social and ecological theory and practice. Students will learn to evaluate students' behavior and environments, as well as reflect on their own role in contributing to mitigating behavior problems. Candidates will also learn strategies to prevent and/or intervene those factors to students' problematic behavior and facilitate their positive behavior.

SEDP 320\*. Development and Implementation of Positive Behavior Support Plans. 3 Hours. Semester course; 3 lecture hours. 3 credits. This course is designed to provide pre-service teachers with the opportunity to acquire advanced skills for effective planning, implementing, and evaluating behavior strategies and supports. It will also present strategies available for management, communication, and discipline at the introductory level. A cross section of theories, models, legal and ethical variables relevant to orchestrating learning across school settings where individuals with disabilities are receiving instructional, social, behavioral and transition life-skill services. The use of positive behavioral interventions and functional behavior analysis will be discussed and students will demonstrate appropriate skills using these strategies. Students will also learn the process used to develop and monitor behavior support plans.

SEDP 378\*. Teaching Math to Students with Disabilities. 3 Hours. Semester course; 3 lecture hours. 3 credits. This course is designed for prospective teachers in the special education program and addresses mathematics pedagogy for students with disabilities. The course will focus on (a) selecting appropriate mathematics curricula, and instructional methodologies (b) learning how to assess students and develop appropriate goals, including Virginia Standards of

Learning across grades K-12 (c) understanding of application of mathematics service delivery, curriculum, and instruction of students with disabilities, including alternate ways to teach and adapt math content to students accessing the general curriculum across K-12 environments, and (d) planning and integrating appropriate and evidence-based MATH strategies into students' programming based on assessment data.

SEDP 379\*. Assessment Practices in Autism and Developmental Disabilities. 3 Hours. Semester course; 3 lecture hours. 3 credits. This course creates a structure for understanding and designing effective social interactions and communication strategies, social emotional development, and behavior interventions for children with autism spectrum disorder and other developmental disabilities. The course focuses on the application of empirically validated social interaction/communication and behavioral interventions that are consistent with principles of ABA in designing the interventions.

SEDP 380\*. Teaching Reading to Students with Disabilities. 3 Hours. Semester course; 3 lecture hours. 3 credits. This course provides empirically validated instructional procedures to address reading for students with disabilities. The focus will be on understanding state and national reading curriculum, pedagogy, and assessments of students' reading skills; planning and implementing appropriate instructional procedures, and monitoring students' progress. Development of age appropriate language acquisition, reading, and writing is included. Curriculum development that includes scope and sequence, lesson plans, instructional methods based on access to the general curriculum and Virginia standards, including alternate ways to teach reading and writing content is applied.

SEDP 389\*. IEP and Due Process in Special Education. 3 Hours. Semester course; 3 lecture hours. 3 credits. This course is designed to provide educational personnel with knowledge of the eligibility process and legal regulatory requirements for IEP development. Participants will apply knowledge of content standards, assessment, and evaluations throughout the K-12 grade to construct IEPs, make decisions about student progress, instruction, program, accommodations, placement, teaching methods, and transition, and hands-on IEP writing experiences that will address academic and functional needs of students with disabilities will be completed. Participants will engage in debate regarding due process, and other regulatory requirements and measures, including the least restrictive setting for students with special needs, timelines, and team member responsibilities.

SEDP 402\*. Exceptionality and Technology: Augmentative and Alternative Communication and Assistive Technology. 3 Hours. Semester course; 3 lecture hours. 3 credits. This course will provide students with foundational ideas and concepts regarding the selection and use of assistive technology (AT) and augmentative and alternative communication (AAC) for students with disabilities. Students will recognize and plan for the uses of technology that shall aid the student in their education, work, and independent living. This course emphasizes the selection and use of assistive technology and AAC in general and special education settings (K-12), for students across the continuum of disability.

SEDP 404\*. Methods in Teaching Science & Social Studies for Students with Disabilities. 3 Hours. Semester course; 3 lecture hours. 3 credits. This course combines a process approach of

science programs drawn from biological, earth and physical sciences with the study of social studies curriculum, materials, and selected instructional strategies for teaching students with disabilities. An understanding of vocabulary development and comprehension skills in science and history, will cultivate strategies for students to ask effective questions, summarize and retell both verbally and in writing strategies to impart an understanding of Science and history standards of learning. The first half of this course will be dedicated to encouraging effective science instruction for diverse students, with the second half dedicated to encouraging effective social studies/science instruction.

SEDP 405\*. Collaborative Practices & Co-Teaching in Inclusive Schools. 3 Hours. Semester course; 3 lecture hours. 3 credits. This course is designed to help prospective general and special educators develop an understanding of collaborative and communication strategies, models, and techniques to meet the educational needs of children with disabilities. Skills in consultation, case management, and collaboration, including coordination of service delivery with related services providers, general educators, administrators, parents, students, and other professions (e.g., paraprofessionals, community agencies) in collaborative work environments will be understood. Class activities, discussions, and projects will concentrate on appropriately meeting the needs of children with disabilities within the context of the general education setting. Students will also study and practice a variety of instructional and organizational techniques for adapting the general classroom environments in order to address the needs of children with disabilities in the general education classroom.

SEDP 415\*. Action Research in Education and Special Education: Capstone Project. 3 Hours. Semester course; 3 lecture hours. 3 credits. This course will prepare students to be reflective practitioners by connecting theory, research, and practice through the exploration of action research. The course will consist of three components that promote students' capacity for putting research into action related to their direct work with children and youth with disabilities and their families. First, students will be guided to investigate a research-based instruction/intervention strategy or approach to teaching children and youth with disabilities or developmental delays through a structured literature review. Second, students will develop a research plan to be implemented during one of their externships based on the results of the literature review. Third, students will present their literature review summary and research plan via an online and/or face-to-face poster presentation format. Ongoing, interactive reflections from students are essential constituents throughout the course.

SEDP 420\*. Special Education Leadership for Inclusive Schools. 3 Hours. Semester course; 3 lecture hours. 3 credits. This course will introduce participants to issues involved in leadership for creating inclusive environments in schools. These systems are aimed to fully include students with disabilities and ensure positive outcomes for students both academically as well as in functional skills needed for participation in the education environment, community, employment, as well as for post-secondary success. Students will be challenged with assessing their own leadership styles, professional and ethical standards, personal integrity, and how beliefs and values shape actions. Students will also explore strategies to promote the importance of inclusive education as well examine Virginia standards, and CEC standards for inclusive schools. Students will have a chance to see the impact of teacher leadership on special education and understand how to promote self-advocacy in students.

SEDP 460\*. Specialized Reading and Writing Interventions for Students with High Incidence Disabilities. 3 Hours. Semester course; 3 lecture hours. 3 credits. This course will cover the complex nature of language and literacy to include, assessment strategies and instructional procedures, curriculum and instruction alternatives, and program planning for the literacy development of students with reading and/or writing disabilities. Skills in the area of phonemic awareness, sound and symbol relationships, explicit phonics instruction, syllables, phonemes, morphemes, decoding skills, word attack skills, syntax, and semantics will be developed. Teaching skills, remediate deficits, utilizing research/evidence based interventions, providing explicit reading and writing instruction, implementing and evaluating individual and group management techniques and individual interventions that teach and maintain emotional, behavioral, and social skills across ages and developmental levels is learned. The course will focus on how, as a teacher, one participates in tiered support systems and facilitates/provides appropriately focused and intensive literacy instruction.

SEDP 461\*. Specialized Math Interventions for Students with High Incidence Disabilities. 3 Hours. Semester course; 3 lecture hours. 3 credits. This course focuses on interventions for students with high incidence disabilities who may need additional instruction beyond their core mathematics class. This course is designed to increase student understanding and achievement by increasing time and intensity on grade level standards. Strategies that are used in the intervention course should be different than the strategies used in the core math course. It is inclusive of all student populations, including general education students, special education students, or English language learners. When done appropriately, this course will both build student confidence and reduce the likelihood of students repeating their core mathematics course. In addition, students will explore research and evidence-based interventions. The class will be designed around the 7 principles of effective intervention for students with mathematics disabilities.

SEDP 495\*. Universal Design for Learning and Transition. 3 Hours. Semester course; 3 lecture hours. 3 credits. The purpose of this course is to provide graduate students with evidence of each of the components of universal design for learning within access to the general academic curriculum: multiple means of representation, expression, and engagement. Students will engage in an understanding of theories of learning and development, including cognitive and learning processes, social emotional development, practices for culturally and linguistically diverse learnings, including English learners, gifted and talented students, and students with disabilities in individual and universal context. Additional focus is placed on UDL components linked to effective transition planning embedded within academic instruction targeting successful transitions to postsecondary educational settings. Emphasis is placed on beginning research on the use of this approach and its promising practice for addressing academic and transition goals as well as increasing student motivation and self-determination.

TEDU 510. Instructional Technology in pK-12 Environments. 2 Hours. Semester course; 2 lecture hours. 2 credits. An introduction to effectively integrating technology into pK-12 instruction to improve student learning outcomes. Students will have hands-on experiences with a variety of current instructional technologies and learn how to integrate these technologies into

their practice using research-driven theoretical frameworks. This hybrid course includes both online and face-to-face learning activities; it also models technology-rich face-to-face instruction for students, as well as hybrid and fully online instructional methods. Students will design technology-rich instructional modules that can be utilized to improve student learning in their content areas, as well as develop personal learning networks that will continue to provide them with informal and independent learning opportunities well after the conclusion of the course.

### **Special Education General Curriculum K-12 Field Experiences/Student Teaching**

SEDP 250\*. Special Education Elementary Supervision. 3 Hours. Semester course; 3 lecture hours. 3 credits. The purpose of this 30 hours of field experience is to provide teacher candidates with practical experiences within the classroom. The teacher candidate will be observed and evaluated based on their demonstration of their knowledge and ability to meet performance standards measured by the Virginia Standards of Learning, in any of the following areas: curriculum and instruction, assessment, classroom and behavior management, collaboration, professional and ethical behavior, characteristics, IEP development and implementation, instruction for reaching, writing, and mathematics, and transition.

SEDP 350\*. Special Education Middle School Supervision. 3 Hours. Semester course; 3 lecture hours. 3 credits. The purpose of this field experience is to provide teacher candidates with practical experiences within the classroom. The teacher candidate will be observed and evaluated based on their demonstration of their knowledge and ability to meet performance standards measured by the Virginia Standards of Learning, in any of the following areas: curriculum and instruction, assessment, classroom and behavior management, collaboration, professional and ethical behavior, characteristics, IEP development and implementation, instruction for reaching, writing, and mathematics, and transition.

SEDP 450\*. Special Education High School Supervision. 3 Hours. Semester course; 3 lecture hours. 3 credits. The purpose of this field experience is to provide teacher candidates with practical experiences within the classroom. The teacher candidate will be observed and evaluated based on their demonstration of their knowledge and ability to meet performance standards measured by the Virginia Standards of Learning, in any of the following areas: curriculum and instruction, assessment, classroom and behavior management, collaboration, professional and ethical behavior, characteristics, IEP development and implementation, instruction for reaching, writing, and mathematics, and transition.

SEDP 499\*. Student Teaching. 6 Hours. Semester course; 6 lecture hours. 6 credits. The major goal of this course is to provide student teachers a challenging, relevant and rewarding experience, which will allow them to acquire professional competence. Student teachers will learn to respect and work effectively with students of varying backgrounds and disabilities; assume the various responsibilities of the classroom teacher; plan instruction and learning experiences that recognize the individual needs and differences of students; organize and manage the classroom environment to maximize learning; and practice being a reflective teacher.

**Appendix C - PK-12 Student Teaching Sites**

<b>Chesterfield County</b>	<b>Henrico County</b>	<b>Hanover County</b>	<b>Richmond City</b>
<u>Hopkins ES</u> 6000 Hopkins Road North Chesterfield, VA 23234	<u>Three Chopt ES</u> 1600 Skipwith Road Henrico, VA 23229	<u>Kersey Creek ES</u> 10004 Learning Lane Mechanicsville, VA 23116	<u>Patrick Henry ES</u> 3411 Semmes Ave, Richmond, VA 23225
<u>Clover Hill ES</u> 5700 Woodlake Village Pkwy Midlothian, VA 23112	<u>Ruby Carver ES</u> 1801 Lauderdale Drive Henrico, VA 23238	<u>Cool Spring ES</u> 9964 Honey Meadows Road Mechanicsville, VA 23116	<u>Miles Jones ES</u> 200 Beaufont Hill Drive Richmond, VA 23225
<u>Enon ES</u> 2001 E. Hundred Rd Chester, VA 23836	<u>Highland Springs HS</u> 600 Pleasant Street Highland Springs, VA 23075	<u>Battlefield Park ES</u> 5501 Mechanicsville Turnpike Mechanicsville, VA 23111	<u>JL Francis ES</u> 5146 Snead Road Richmond, VA 23224
<u>Salem Church ES</u> 9600 Salem Church Road Richmond, Virginia, 23237	<u>Nucklos Farm ES</u> 12351 Graham Meadows Drive Henrico, VA 23233	<u>Rural Point ES</u> 7161 Studley Road Mechanicsville, VA 23116	<u>Westover Hills ES</u> 1211 Jahnke Road Richmond, VA 23225
<u>Gordon ES</u> 11701 Gordon School Road North Chesterfield, VA 23236	<u>Adams ES</u> 600 Laburnum Avenue Henrico, VA 23223	<u>Beaverdam ES</u> 15485 Beaverdam School Road Beaverdam, VA 23015	<u>Chimborazo ES</u> 3000 East Marshall Street Richmond, VA 23223



<b>Chesterfield County</b>	<b>Henrico County</b>	<b>Hanover County</b>	<b>Richmond City</b>
<u>Watkins ES</u> 501 Coalfield Road Midlothian, VA 23114	<u>Maybeury ES</u> 901 Maybeury Drive Henrico, VA 23229	<u>Hanover HS</u> 10307 Chamberlayne Road Mechanicsville, VA 23116	<u>Elizabeth Redd ES</u> 5601 Jahnke Road Richmond, VA 23225
<u>Bettie Weaver ES</u> 3600 James River Road Midlothian, VA 23113	<u>Harvie ES</u> 3401 Harvie Road Henrico, VA 23223	<u>Chickahominy MS</u> 9450 Atlee Station Road Mechanicsville, VA 23116	<u>Holton ES</u> 1600 West Laburnum Avenue Richmond, VA 23227
<u>Elizabeth Scott ES</u> 813 Beginners Trail Loop Chester, VA 23836	<u>Springfield Park ES</u> 4301 Fort McHenry Parkway Glen Allen, VA 23060	<u>Patrick Henry HS</u> 12449 W. Patrick Henry School Ashland, VA 23005	<u>JB Fisher ES</u> 3701 Garden Road Richmond, VA 23235
<u>Hopkins ES</u> 6000 Hopkins Road North Chesterfield, VA 23234	<u>Gayton ES</u> 12481 Church Road Henrico, VA 23233	<u>Atlee HS</u> 9414 Atlee Station Road Mechanicsville, VA 23116	<u>JB Cary ES</u> 3021 Maplewood Avenue Richmond, VA 23221
<u>Robious ES</u> 2801 Robious Crossing Drive Midlothian, VA 23113	<u>Pinchbeck ES</u> 1275 Gaskins Road Henrico, VA 23238	<u>Lee Davis HS</u> 7052 Mechanicsville Turnpike Mechanicsville, VA 23111	<u>Bellevue ES</u> 2301 East Grace Street Richmond, VA 23223

<b>Chesterfield County</b>	<b>Henrico County</b>	<b>Hanover County</b>	<b>Richmond City</b>
<u>Marguerite Christian ES</u> 14801 Woods Edge Road South Chesterfield, VA 23834	<u>JR Tucker HS</u> 2910 Parham Road Henrico, VA 23294	<u>Elmont ES</u> 12007 Cedar Lane Ashland, VA 23005	<u>Elkhardt-Thompson MS</u> 7825 Forest Hill Avenue Richmond, VA 23225
<u>Clover Hill HS</u> 13301 Kellet Green Lane Midlothian, VA 23112	<u>Glen Allen HS</u> 10700 Staples Mill Road Glen Allen, VA 23060	<u>Laurel Meadow ES</u> 8248 Lee-Davis Road Mechanicsville, VA 23111	<u>John Marshall HS</u> 4225 Old Brook Road Richmond, VA 23227
<u>James River HS</u> 3700 James River Road Midlothian, VA 23113	<u>Fairfield MS</u> 5121 Nine Mile Road Henrico, VA 23223	<u>Liberty MS</u> 13496 Liberty School Road Ashland, VA 23005	<u>Armstrong HS</u> 2300 Cool Lane Richmond, VA 23223
<u>Swift Creek MS</u> 3700 Old Hundred Road Midlothian, VA 23112	<u>Pocahontas MS</u> 12000 Three Chopt Road Henrico, VA 23233	<u>Mechanicsville ES</u> 7425 Mechanicsville Elementary Drive Mechanicsville, VA 23111	<u>Thomas Jefferson HS</u> 4100 West Grace Street Richmond, VA 23230
<u>Falling Creek MS</u> 4724 Hopkins Road North Chesterfield, VA 23234	<u>Moody MS</u> 7800 Woodman Road Henrico, VA 23233	<u>Pearson's Corner ES</u> 8290 New Ashcake Road Mechanicsville, VA 23116	<u>Binford MS</u> 1701 Floyd Avenue Richmond, VA 23221
<u>Midlothian HS</u> 401 Charter Colony Parkway Midlothian, VA 23114	<u>Varina HS</u> 7053 Messer Road Henrico, VA 23231	<u>South Anna ES</u> 13122 Walton's Tavern Road Montpelier, VA 23192	<u>George Wythe HS</u> 4314 Crutchfield Street Richmond, VA 23225

<b>Chesterfield County</b>	<b>Henrico County</b>	<b>Hanover County</b>	<b>Richmond City</b>
<u>Monacan HS</u> 11501 Smoketree Drive North Chesterfeild, VA 23236	<u>Highland Springs HS</u> 15 S Oak Ave Highland Springs, VA 23075	<u>Gandy ES</u> 201 Archie Cannon Drive Ashland, VA 23005	<u>Redd ES</u> 5601 Jahnke Road Richmond, VA 23225
<u>LC Bird HS</u> Courthouse Road Chesterfeild, VA 23832	<u>Henrico HS</u> 302 Azalea Ave Henrico, VA 23227		<u>Blackwell Preschool Cnt</u> 300 E 15th St Richmond, VA 23224
<u>Grange Hall ES</u> 19301 Hull Street Road Moseley, VA 2312	<u>Pemberton ES</u> 1400 Pemberton Road Henrico, VA 23238		
<u>Crenshaw ES</u> 11901 Bailey Bridge Road Midlothian, VA 23112	<u>Springfield Park ES</u> 4301 Fort McHenry Parkway Glen Allen, VA 23060		
<u>Evergreen ES</u> 1701 E. Evergreen Parkway Midlothian, VA 23114	<u>Echo Lake ES</u> 5200 Francistown Road Glen Allen, VA 23060		
<u>Bon Air ES</u> 8701 Polk Street North Chesterfield, VA 23235	<u>Deep Run HS</u> 4801 Twin Hickory Road Glen Allen, VA 23059		

<b>Chesterfield County</b>	<b>Henrico County</b>	<b>Hanover County</b>	<b>Richmond City</b>
<u>Ecoff ES</u> 5200 Ecoff Avenue Chester, Virginia 23831	<u>Seven Pines ES</u> 301 Beulah Road Sandston, VA 23150		
<u>Crestwood ES</u> 7600 Whittington Drive Richmond, VA 23225	<u>Henrico HS</u> 302 Azalea Ave Henrico, VA 23227		
<u>Reams Road ES</u> 10141 Reams Road Richmond, VA 23236	<u>Quioccasin MS</u> 9400 Quioccasin Road Henrico, VA 23238		
<u>Davis ES</u> 8801 Nettlewood Drive Henrico, VA 23229	<u>Freeman HS</u> 8701 Three Chopt Road Henrico, VA 23229		
<u>Woolridge ES</u> 5401 Timberbluff Parkway Midlothian, VA. 23112	<u>Shady Grove ES</u> 12200 Wyndham Lake Drive Glen Allen, VA 23059		
<u>Greenfield ES</u> 10751 Savoy Road North Chesterfield, VA 23235	<u>Twin Hickory ES</u> 4900 Twin Hickory Lake Drive Glen Allen, VA 23059		

<b>Chesterfield County</b>	<b>Henrico County</b>	<b>Hanover County</b>	<b>Richmond City</b>
<u>Manchester MS</u> 7401 Hull Street Road Richmond, VA 23235			
<u>LC Bird HS</u> 1201 Courthosue Road Chesterfeild, VA 23832			
<u>Davis MS</u> 601 Corvus Court Chester, VA 23836			
<u>Monacan HS</u> 11501 Smoketree Drive North Chesterfeild, VA 23236			
<u>James River HS</u> 3700 James River Road Midlothian, VA 23113			
<u>Matoaca HS</u> 17700 Longhouse Lane Chesterfeild, VA 23838			
<u>Salem Church ES</u> 9600 Salem Church Road Richmond, Virginia, 23237			
<u>Carver MS</u> 3800 Cougar Trail Chester, VA 23831			

<b>Chesterfield County</b>	<b>Henrico County</b>	<b>Hanover County</b>	<b>Richmond City</b>
<u>Bailey Bridge MS</u> 12501 Bailey Bridge Road Midlothian, VA 23112			
<u>Chalkley ES</u> 3301 Turner Road Chesterfield, VA 23832			
<u>Carver MS</u> 3800 Cougar Trail Chester, VA 23831			

## **Appendix D - Council for Accreditation and Educator Preparation (CAEP)**

All proposed degree programs were developed to meet CAEP standards. Content and Pedagogical Knowledge is reflected in the program of study which ensures that candidates have knowledge of research and evidence-based practices to promote understanding of the teaching profession and to measure progress of students. This standard also ensure that candidates can demonstrate commitment to college and career readiness standards and meet standards of professional associations and accrediting bodies. Retrieved on January 31, 2019, at this link: [2013 CAEP Standards](#).

Standard 1. Content and Pedagogical Knowledge - The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Standard 2. Clinical Partnerships and Practice - The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

Standard 3. Candidate Quality, Recruitment, and Selectivity - The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

Standard 4. Program Impact - The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Standard 5. Provider Quality Assurance and Continuous Improvement - The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

## **Appendix E - Society for Health and Physical Educators (SHAPE America)**

The B.S.Ed. in Secondary Education program meets the SHAPE standards to prepare educators who demonstrate content expertise for effective PreK-12 physical and health education, and are physically literate to enhance the physical and health fitness of students. The program also seeks to prepare educators who're culturally responsive and possess professional ethics.

Retrieved on January 31, 2019, at this link: <http://www.ncate.org/~media/Files/caep/program-review/2017-shape-america-full-pete-standards-r.pdf?la=en>.

Standard 1. Content and Foundational Knowledge - Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective PreK-12 physical education program.

Standard 2. Skillfulness and Health-Related Fitness - Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.

Standard 3. Planning and Implementation - Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.

Standard 4. Instructional Delivery and Management - Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, and instructional and managerial skills to enhance student learning.

Standard 5. Assessment of Student Learning - Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.

Standard 6. Professional Responsibility - Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.



## Appendix F - Council for Exceptional Children (CEC)

The proposed B.S.Ed. in Special Education and Teaching General program was developed to meet the [CEC standards](#) for initial preparation and specialty areas for special education educators. The proposed program scheme meets these standards including understanding learning differences, building inclusive and culturally-responsive learning environments, curricular content expertise and measurement theory and assessments to evaluate student learning. Retrieved on January 31, 2019, at this link:  
<https://www.cec.sedp.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Explanation.pdf>.

Standard 1. *Learner Development and Individual Differences* - Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Standard 2. *Learning Environments* - Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Standard 3. *Curricular Content Knowledge* - Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

Standard 4. *Assessment* - Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.

Standard 5. *Instructional Planning and Strategies* - Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

Standard 6. *Professional Learning and Ethical Practice* - Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Standard 7. *Collaboration* - Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences

## **Appendix G - Faculty Curriculum Vitae (Abbreviated)**

Lisa Abrams, PhD in Educational Research, Measurement and Evaluation, 2001, Boston College, Associate Professor of Foundations of Education. Specialization: Classroom assessment, Test-Based accountability policies.

Nora Alder, EdD in Educational Research, 1996, University of Nevada, Las Vegas, Associate Professor of teaching and Learning. Specialization: Caring student/teacher relationships and urban schooling and teacher education.

Christine Bae, PhD in Educational Psychology, 2012, University of Florida, Assistant Professor, Educational Psychology, Department of Foundations of Education. Specialization: Cognition, reasoning, problem-solving, motivation, STEM teaching and learning.

Al Byers, PhD in Curriculum and Instruction, 2010, Virginia Polytechnic Institute and State University, Visiting Scholar for STEM Education. Specialization: STEM education, online and blended teacher professional learning, online communities of practice.

Chin-Chih Chen, PhD in Educational Psychology, 2008, University of Minnesota, Assistant Professor of Special Education & Disability Policy. Specialization: High incidence disabilities; elementary level at risk students.

Jason Chow, PhD in Special Education, 2016, Vanderbilt University, Assistant Professor of Special Education & Disability Policy. Specialization: Mitigating the adverse effects of language and behavioral deficits in educational contexts.

Lisa Cipolletti, MEd in Reading, 2001, Virginia Commonwealth University, Assistant Professor of Teaching and Learning. Specialization: Children's Literature in the elementary classroom, early literacy development, methods to provide formative feedback to pre-service teachers.

Ross Collin, PhD in Curriculum and Instruction, 2009, University of Wisconsin-Madison, Associate Professor of Teaching and Learning. Specialization: English education and literacy; critical theory; discourse; social, political and economic contexts of schooling; urban education.

Katherine Dabney, PhD in Science Education, 2012, The University of Virginia, Assistant Professor of Teaching and Learning. Specialization: Formal and informal educational experiences that influence achievement, literacy and eventually persistence in science-related career fields, especially among underrepresented groups in STEM.

Serra De Arment, PhD in Education, 2016, Virginia Commonwealth University, Assistant Professor of Special Education. Specialization: Teacher preparation and development in early childhood and K-12 special education, collaborative and inclusive teaching practices, universal design for learning, technology-based enhancements for course delivery in higher education.

Laura Domalik, MEd in Curriculum and Instruction, 1996, Virginia Commonwealth University, Assistant Professor and Elementary Program Chair, Department of Teaching and Learning.

Specialization: Practicum experiences to prepare pre-service teachers in becoming strong first year teachers, teaching in an urban setting, pre-service mathematics education.

Henry Donahue, PhD in Biology, 1986, University of California, Santa Barbara, Professor and Chair, Department of Biomedical Engineering. Specialization: Bone, mechanobiology, regenerative medicine, effects of space travel on bone and muscle, gap junctions, osteoblast, osteocyte, osteoclast.

Elizabeth Edmondson, PhD in Curriculum and Instruction, 2005, Clemson University, Principal Investigator, VISTA ELIS at VCU, Teaching and Learning. Specialization: Teacher Classroom Dialogue, Teacher Professional Development, Teacher Retention, and Culturally Responsive Practices.

Laleh Golshahi, PhD in Mechanical Engineering, 2012, University of Alberta, Assistant Professor, Department of Mechanical and Nuclear Engineering. Specialization: Aerosol science and in vitro-in vivo correlations for respiratory support, diagnosis and inhalation therapy.

Frank Gulla, M.S. in Mechanical Engineering, 2012, Virginia Commonwealth University, Assistant Professor, Department of Mechanical and Nuclear Engineering. Specialization: Engineering Education, Process Control Engineering, Manufacturing Engineering, and Total Quality Management.

Alison King, PhD in Education, 2017, Virginia Commonwealth University, Assistant Professor of Special Education. Specialization: Early childhood and early intervention professional preparation; policy initiatives affecting transition practices for students with disabilities.

W. Monty Jones, PhD in Instructional Technology, 2014, The University of Virginia, Assistant Professor of Instructional Technology, Department of Teaching and Learning. Specialization: K-12 teacher learning of technology integration, online teaching, teacher preparation for online teaching, digital fabrication.

Reza Mohammadi, PhD in Mechanical Engineering, 2008, University of Alberta, Assistant Professor, Department of Mechanical and Nuclear Engineering. Specialization: Materials Science and Engineering, Surface Engineering, Wetting Phenomena, Metal Forming, Materials Chemistry.

Karla Mossi, PhD in Mechanical Engineering, 1998, Old Dominion University, Associate Professor and Graduate Program Director, Department of Mechanical and Nuclear Engineering. Specialization: Design, construction and characterization of composites and study their applications in energy harvesting, flow control and integrated sensing and actuation.

William Muth, PhD in Literacy Education, 2004, George Mason University, Associate Professor of Teaching and Learning. Specialization: Literacy, adult learning and intergenerational relationships from multiple perspectives, including sociocultural, phenomenological, post structural and critical approaches to prison-based literacy and learning.

Bradley Nichols, PhD in Mechanical Engineering, 2017, The University of Virginia, Assistant Professor, Department of Mechanical and Nuclear Engineering. Specialization: Measurements and Instrumentation, System Identification, Vibrations, Rotordynamics, Turbomachinery, Dynamics and Control Systems, Mechatronics.

Hillary Parkhouse, PhD in Education, 2016, University of North Carolina at Chapel Hill, Assistant Professor of Teaching and Learning. Specialization: Critical pedagogy, urban schooling, youth activism, citizenship education, social justice education, secondary teacher education, global education.

Supathorn Phongikaroon, PhD in Chemical Engineering, 2001, University of Maryland, College Park, Associate Professor and Director of Nuclear Engineering Programs. Specialization: Pedagogy and experimental studies in used nuclear fuel reprocessing via novel detection techniques.

Joan Rhodes, PhD in Education, 1998, Virginia Commonwealth University, Department Chair and Professor of Teaching and Learning. Specialization: Literacy education, digital literacy, the use of social media, and the impact of study abroad experiences on educators.

Valerie Robnolt, PhD in Reading Education, 2004, The University of Virginia, Associate Professor of Teaching and Learning. Specialization: Professional development and literacy processes, including supporting teachers to improve instruction for English language learners and to implement Response to Intervention (RTI).

LaRon Scott, EdD in Administrator Leadership for Teaching and Learning/Special Education, 2011, Walden University, Assistant Professor of Special Education & Disability Policy. Specialization: Secondary education and transition.

Kurt Stemhagen, PhD in Social Foundations/Philosophy of Education, 2004, The University of Virginia, Associate Professor of Foundations of Education. Specialization: philosophy of mathematics education.

Gary Tepper, PhD in Engineering Sciences, 1993, University of California at San Diego, Professor and Chair, Department of Mechanical and Nuclear Engineering. Specialization: Radiation detection and measurement.

Erdem Topsakal, PhD in Electrical and Communications Engineering, 1996, Istanbul Technical University, Professor and Chair, Department of Electrical and Computer Engineering. Specialization: Microwave Early Cancer Detection and Monitoring, Microwave Hyperthermia and Ablation, Wireless Medical Telemetry (Implantable and Body-centric) and E-Health, Medical Applications of Microfluidics (Microfluidic Antennas and Sensors), Novel Microwave Antennas and Arrays, Computational Electromagnetics, Military Applications of Electromagnetics, Analytical Methods in Electromagnetics.

Misti Wajciechowski, EdD in Kinesiology, expected 2019, The University of North Carolina at Greensboro, Assistant Professor of Teaching and Learning. Specialization: Connection between health, wellness and exercise to academic success.

Christine Walther-Thomas, PhD in Special Education, 1990, University of Kansas, Professor of Special Education & Disability Policy. Specialization: School reform; institutions of higher education-community partnerships; teacher leadership development; doctoral education and institutions of higher education faculty development.

Yaoying Xu, PhD in Special Education, 2003, University of Nevada, Las Vegas, Professor of Special Education & Disability Policy. Specialization; Early Childhood Special Education; social cultural and linguistic diversity.

Sharon Zumbrunn, PhD in Psychological Studies in Education, 2010, University of Nebraska-Lincoln, Associate Professor of Educational Psychology, Foundations of Education. Specialization: Understanding relationships among students' learning, self-regulation, motivation and emotional well-being in the classroom, with a primary focus on writing.

## Appendix H - Letters of Support (Specific Demand)



### COMMONWEALTH of VIRGINIA

James F. Lane, Ed.D.  
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION  
P.O. BOX 2120  
Richmond, Virginia 23218-2120

Office: (804) 225-2023  
Fax: (804) 371-2099

January 23, 2019

Dr. Michael Rao  
President  
Virginia Commonwealth University  
Oliver Hall, Room 2090  
1015 W. Main Street, Box 842020  
Richmond, Virginia 23284

Dear President Rao,

In addressing the teacher shortage and the preparation of teachers, we are reaching out to leaders of Virginia colleges and universities.

Virginia, as well as the nation, is experiencing shortages of teachers, and many school divisions continue to have unfilled positions. Last spring, the provosts of our public universities identified the teacher shortage in the Commonwealth as one of the most significant issues in our state affecting economic development. A report prepared for the Provosts in 2018 concludes that, "...reversing the trend in teacher shortages is essential for the Commonwealth's future economic growth and prosperity."

To expand pathways for teacher education preparation programs, legislation was passed by the General Assembly in 2018 that allows institutions of higher education the option to offer four-year bachelor's degree programs in teacher education. The Board of Education *Regulations Governing the Review and Approval of Education Programs in Virginia* outline the requirements for program approval, including that professional education programs in Virginia shall obtain and maintain national accreditation from the Council for the Accreditation of Educator Preparation (CAEP).

We fully concur that the development of undergraduate major programs of study in teacher education in our nationally accredited colleges and schools of education is an important strategy to help address the challenges of the statewide teacher shortages we face in the Commonwealth.

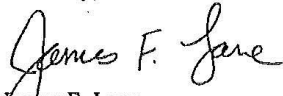
We encourage your institution to consider developing an undergraduate major program of study in teacher education within your accredited college/school of education. Many colleges/schools of education in Virginia already have begun the process of undergraduate program design and development. Our hope is that new undergraduate programs with education majors can begin in fall 2019.

January 23, 2019  
Page Two

We look forward to having as many new undergraduate educator preparation programs as possible approved by the Virginia Board of Education and the State Council of Higher Education for Virginia (SCHEV) this spring, and some institutions have already communicated that the development of their programs is under way. The Virginia Board of Education and SCHEV, at our request and with our collaboration, are finalizing the necessary steps to accelerate the state's review process for these programs. Program applications would need to be submitted by February 15, 2019, for review this spring. We understand that this process would require colleges and universities to accelerate their own internal review process in order to submit programs for approval.

Thank you and your faculty for your work preparing instructional personnel for the schools in the Commonwealth. We also thank you for considering expansion of your programs to include undergraduate teacher education programs. Best wishes as you continue to support public education in Virginia.

Sincerely,



James F. Lane  
Superintendent of Public Instruction



Atif Qarni  
Secretary of Education



**VCU**

**Virginia Commonwealth University  
Office of the President**

910 West Franklin Street  
Box 842512  
Richmond, Virginia 23284-2512

**804 828-1200 • Fax: 804 828-7532**  
TDD: 1-800-828-1120  
president@vcu.edu

January 29, 2019

Dr. James Lane  
Superintendent of Public Instruction  
Department of Education  
Commonwealth of Virginia  
Post Office Box 2120  
Richmond, Virginia 23218-2120

The Honorable Atif Qarni  
Secretary of Education  
Office of the Governor  
Commonwealth of Virginia  
Post Office Box 1475  
Richmond, Virginia 23218

Dear Superintendent Lane and Secretary Qarni:

Thank you for your commitment to addressing the teacher shortage by expanding the opportunities for teacher preparation in the Commonwealth. Virginia Commonwealth University is proud to be among the institutions of higher education in Virginia that has begun the process of developing an undergraduate degree in our School of Education. We look forward to implementing this program in fall 2019.

Thank you for your leadership in this important initiative, which will benefit all of our citizens.

Best wishes.

Sincerely,

Michael Rao  
President  
VCU and VCU Health System

copies: Dr. Gail Hackett, Provost and Senior Vice President for Academic Affairs  
Dr. Deborah Noble-Triplett, Senior Vice Provost for Academic Affairs  
Dr. Andrew Daire, Dean, School of Education





**VCU**

College of Humanities  
and Sciences

**College of Humanities and Sciences  
Office of the Dean**

Blanton House, Room 104  
828 W. Franklin St.  
P.O. Box 842019  
Richmond, VA 23284-2019  
Phone: 804-827-0857

February 26, 2019

RE: Proposed B.S. in Education

Dear Dean Daire and School of Education Curriculum Committee,

I am writing this letter to extend support for the proposed B.S. in Education. I certainly want the College of Humanities and Sciences to partner and support an initiative to prepare our future teachers in four years as an effort to address the teacher shortage in Virginia.

The College of Humanities and Sciences is interested in this collaboration with the School of Education to prepare our students who express interest in teaching as a profession. I support these new degree programs and I look forward to a continued partnership to ensure our success in providing the best preparation for our students to become future teachers.

Sincerely,

Montserrat Fuentes, Dean  
College of Humanities and Sciences



## HANOVER COUNTY PUBLIC SCHOOLS


200 Berkley Street  
Ashland, Virginia 23005-1399  
Phone: (804) 365-4500  
Fax: (804) 365-4680

TTY: (804) 798-7571

[www.hcps.us](http://www.hcps.us)  
[hanover@hcps.us](mailto:hanover@hcps.us)

*Michael B. Gill, Ed. D.*  
*Superintendent of Schools*

**TO:** Dr. Andrew Daire, School of Education Dean  
Virginia Commonwealth University

**FROM:** Dr. Mike Gill, Superintendent of Schools  
Hanover County Public Schools 

**RE:** New Undergraduate Programs - Virginia Commonwealth University

**DATE:** February 5, 2019

On behalf of Hanover County Public Schools (HCPS), I am writing to indicate my strong support of the Virginia Commonwealth University's (VCU) School of Education proposal for new undergraduate programs to the Virginia Department of Education. VCU's proposal to create new Bachelor of Science in Education (B.S.Ed.) programs in Early and Elementary Education, Secondary Engineering, Special Education, and Health and Physical Education, aligns with HCPS' mission to prepare high-quality educators to teach students to compete in a global society.

Historically, VCU has met the needs of local school divisions in Region I, Central Virginia, by preparing skilled and diverse educators to teach in high-need schools. Closing the achievement and opportunity gap for our students starts within the classroom. We are committed to investing in Tier 1 instruction, which begins with a high-quality teacher workforce. This proposal will benefit our school division in many ways. First, it would allow us to increase the number of high-quality teachers in our schools, which is a divisional priority. The proposal would also address challenges with filling vacancies in critical shortage areas, including Special Education, Elementary Education, and Health and Physical Education.


At a time when teacher shortage is increasing due to the decline in enrollment in teacher preparation programs, VCU is leading the charge to address this issue by creating innovative programs that will attract future educators. Programs like the B.S.Ed. in Secondary Engineering will train prospective teachers to bring STEM-enriched learning experiences to our classrooms. In the B.S.Ed. Early and Elementary Education program, future educators will be prepared to teach HCPS' young learners through pedagogical training offered from an extensive curriculum that builds emergent literacy skills in young children. Prospective educators enrolled in the Special Education program will be knowledgeable of special education laws and policies, theories for educating children with special needs and frameworks for addressing academic and behavioral challenges, such as Multi-Tiered System of Support (MTTS).

HCPS wishes to continue its long-term and successful partnership with VCU and are pleased to submit this letter of support for the creation of new undergraduate programs that will prepare high-quality teachers in the aforementioned areas. We are committed to partnering with VCU to offer rich field experiences to its students, support hiring of graduates from its programs and provide technical support and mentorship to promote retention of new teachers. Partnership agreements will be solidified to ensure that collaboration activities are achieved.

The VCU's School of Education is well-regarded and ranks #26 in Best Education Schools according to the U.S. News and World report. Based on its proven record of success, we are confident that the proposed VCU teacher education undergraduate programs will have a significant impact on our ability to recruit high-quality teachers to our division. We believe that the proposed programs are timely and relevant to our needs as a school division. We are committed to partnering with VCU to prepare educators who are knowledgeable and skilled to meet the needs of the local community. Again, we commend the VCU's School of Education for its innovative stewardship to address the teacher shortage issue in the Commonwealth, and more specifically in Region 1. Thank you for considering this important proposal. We look forward to hearing that the proposal is successful and to continuing our collaboration with VCU.



TO: Dr. Andrew Daire  
Dean, School of Education  
Virginia Commonwealth University

FROM: Kathy Glazer, President  
Virginia Early Childhood Foundation 

RE: New Undergraduate Programs  
Virginia Commonwealth University

DATE: February 11, 2019

On behalf of Virginia Early Childhood Foundation (VECF), I would like to offer our strong support of Virginia Commonwealth University (VCU) School of Education's proposal for new undergraduate programs to the Virginia Department of Education. VCU's proposal to create new Bachelor of Science in Education (B.S.Ed.) programs in Early and Elementary Education aligns with VECF's work to upskill the early educator workforce as a strategy to ensure that Virginia's young children are ready for school and life.

This proposal will benefit Virginia's early childhood space in many ways. First, it would allow us to increase the number of early childhood educators working with children birth-five who hold degrees that are relevant to their work with young children. According to our recent workforce survey (2017), a full 43% of this workforce in the Commonwealth holds less than a baccalaureate degree. This degree program would also allow VCU to help meet the challenge of staffing state- and federally-funded preschool classrooms (such as Head Start and VPI) with degreed educators. Finally, the proposal would address challenges with filling vacancies in critical shortage areas in elementary education. We believe this program will be valuable both to pre-service PreK-3 educators and to incumbent educators who work with children birth-five who wish to continue their professional growth.

VECF has worked closely with representatives from VCU School of Education during the planning phase for this degree program. We have been most pleased with the collaboration between VCU and various community college representatives to ensure a seamless pathway between associate and baccalaureate degree programs. This collaborative work has convinced VECF that graduates from Virginia's community colleges will be prepared with coursework and experiences that will allow them to transfer into VCU's new program and to be successful students at the baccalaureate level, and, more importantly, effective educators. We wish to continue this partnership and are excited to see this program come to fruition.

We believe that the proposed program in Early & Elementary Education is timely and relevant to the Commonwealth's needs for a competent and knowledgeable early educator workforce. We commend VCU School of Education for being among the first in the state to propose such a program. We look forward to hearing that the proposal is successful and to continuing our collaboration with VCU.





# VCU

## School of Education

**TO:** Dr. Colleen Thoma  
Associate Dean of Academic Affairs and Graduate Studies  
Virginia Commonwealth University, School of Education

**FROM:** Dr. Andrew Daire, Dean  
Virginia Commonwealth University, School of Education

**RE:** B.S.Ed. Undergraduate Programs  
Virginia Commonwealth University, School of Education

**DATE:** January 28, 2019

This letter represents my full endorsement and support of the Virginia Commonwealth University (VCU) School of Education's proposal for new Bachelor of Science in Education (B.S.Ed.) programs in Special Education, Early and Elementary Education, Secondary Engineering, and Health and Physical Education. I have read the proposal thoroughly and endorse it with great enthusiasm. The addition of the proposed programs will help to address an important policy issue that's a programmatic foci area of our mission: preparing high-quality educators to combat the increasing teacher shortage.

The programs represented in the proposal serve a dire need to prepare teachers to fill positions in critical shortage areas, including Special Education, Early and Elementary Education and STEM related fields. These program offerings are relevant and innovative to meet the growing need in surrounding counties. The B.S.Ed. in Special Education program will prepare future educators who're knowledgeable of special education laws, policies and learning theories for educating children with special needs. Whereas, the B.S.Ed. in Early and Elementary Education program will prepare teachers to build the foundational skills for young learners in K-6, with pedagogical training to teach a broad range of subjects to elementary students with an emphasis on building emergent literacy skills to close the early literacy achievement gap. The B.S.Ed. program in Secondary Engineering is one of its kinds at VCU. This innovative program will foster collaboration between the VCU School of Education and the College of Engineering to increase the number of quality secondary STEM teachers in the Commonwealth.

We look forward to engaging in a successful partnership with local school division partners to launch these new programs to enhance the quality of the teacher workforce. We are committed to supporting our school division partners to promote effective Tier 1 instruction, starting with knowledgeable and highly-skilled teachers. It is with great pleasure that I provide my full support for this proposal. I have no doubt that these programs can and will make a meaningful impact in school divisions in the Greater Richmond region and beyond.



RICHMOND  
PUBLIC SCHOOLS

February 8, 2018

Dr. Andrew Daire  
Dean, School of Education  
Virginia Commonwealth University  
1015 W. Main Street, Box 842020  
Oliver Hall, Room 2090  
Richmond, Virginia 23284-2020

RE: New Undergraduate Programs  
Virginia Commonwealth University

Dear Dr. Daire:

On behalf of Richmond Public Schools (RPS), I am writing to indicate my strong support of the Virginia Commonwealth University's (VCU) School of Education proposal for new undergraduate programs to the Virginia Department of Education. VCU's proposal to create new Bachelor of Science in Education (B.S.Ed.) programs in Early and Elementary Education, Secondary Engineering, Special Education, and Health and Physical Education, aligns with RPS' mission to prepare high-quality educators to teach students to compete in a global society.

Historically, VCU has met the needs of local school divisions in Region 1, Central Virginia, by preparing skilled and diverse educators to teach in high-needs schools. Closing the achievement and opportunity gap for our students starts within the classroom. We are committed to investing in Tier 1 instruction, which begins with a high-quality teacher workforce. This proposal will benefit our school division in many ways. First, it would allow us to increase the number of high-quality teachers in our schools, which is a divisional priority. The proposal would also address challenges with filling vacancies in critical shortage areas, including Special Education, Elementary Education, and Health and Physical Education.

At a time when teacher shortage is increasing due to the decline in enrollment in teacher preparation programs, VCU is leading the charge to address this issue by creating innovative programs that will attract future educators. Programs like the B.S.Ed. in Secondary Engineering will train prospective teachers to bring STEM-enriched learning experiences to our classrooms. In the B.S.Ed. Early and Elementary Education program, future educators will be prepared to teach RPS' young learners through pedagogical training offered from an extensive curriculum that builds emergent literacy skills in young children.



Dr. Andrew Daire  
February 11, 2019  
Page -2-

Prospective educators enrolled in the Special Education program will be knowledgeable of special education laws and policies, theories for educating children with special needs and frameworks for addressing academic and behavioral challenges, such as Multi-Tiered Systems of Support (MTTS).

RPS wishes to continue its long-term and successful partnership with VCU and we are pleased to submit this letter of support for the creation of new undergraduate programs that will prepare high-quality teachers in the aforementioned areas. We are committed to partnering with VCU to offer rich field experiences to its students, support hiring of graduates from its programs and provide technical support and mentorship to promote retention of new teachers. Partnership agreements will be solidified to ensure that collaboration activities are achieved.

The VCU's School of Education is well-regarded and ranks #26 in Best Education Schools according to the U.S. News and World report. Based on its proven record of success, we are confident that proposed VCU teacher education undergraduate programs will have a significant impact on our ability to recruit high-quality teachers to our division. We believe that the proposed programs are timely and relevant to our needs as a school division. We are committed to partnering with VCU to prepare educators who are knowledgeable and skilled to meet the needs of the local community. Again, we commend VCU's School of Education for its innovative stewardship to address the teacher shortage issue in the Commonwealth and more specifically in Region 1. Thank you for considering this important proposal. We look forward to hearing that the proposal is successful and to continuing our collaboration with VCU.

Sincerely,



Jason Kamras  
Superintendent

# HENRICO COUNTY PUBLIC SCHOOLS

DR. AMY E. CASHWELL  
SUPERINTENDENT OF SCHOOLS



POST OFFICE BOX 23120  
HENRICO, VIRGINIA 23223-0420  
(804) 652-3600

February 4, 2019

Dr. Andrew Daire  
Dean, School of Education  
Virginia Commonwealth University  
1015 W. Main Street, Box 842020  
Oliver Hall, Room 2090  
Richmond, VA 23284-2020

Dear Dr. Daire:

On behalf of Henrico County Public Schools (HCPS), I am writing to indicate my support of Virginia Commonwealth University's (VCU) School of Education proposal for new undergraduate programs to the Virginia Department of Education. VCU's proposal to create new Bachelor of Science in Education (B.S.Ed.) programs in Early and Elementary Education, Secondary Engineering, Special Education, and Health and Physical Education, aligns with HCPS's mission to prepare high-quality educators to teach students to compete in a global society.

Historically, VCU has met the needs of local school divisions in central Virginia, Region 1, by preparing skilled and diverse educators to teach in high-need schools. Closing the achievement and opportunity gap for our students starts within the classroom. We are committed to investing in Tier 1 instruction, which begins with a high-quality teacher workforce. This proposal will benefit our school division in many ways. First, it would allow us to increase the number of high-quality teachers in our schools, which is a divisional priority. The proposal would also address challenges with filling vacancies in critical shortage areas, including special education, elementary education, and health and physical education.

At a time when teacher shortage is increasing due to the decline in enrollment in teacher preparation programs, VCU is leading the charge to address this issue by creating programs that will attract future educators. Programs like the B.S.Ed. in Secondary Engineering will train prospective teachers to bring STEM-enriched learning experiences to our classrooms aligned to our Deeper Learning Model and the attributes and skills outlined in our Henrico Learner Profile. In the B.S.Ed. Early and Elementary Education program, future educators will be prepared to teach HCPS's young learners through pedagogical training offered from an extensive curriculum that builds emergent literacy skills in young children. Prospective educators enrolled in the Special Education program will be knowledgeable of special education laws and policies, theories for educating children with special needs and frameworks for addressing academic and behavioral challenges, such as the Virginia's Tiered System of Support (VTSS).

Dr. Andrew Daire

Page 2

February 4, 2019

HCPS wishes to continue its long-term and successful partnership with VCU and is pleased to submit this letter of support for the creation of new undergraduate programs that will prepare high-quality teachers in the aforementioned areas. We are committed to partnering with VCU to offer rich field experiences to its students, support hiring of graduates from its programs and provide technical support and mentorship to promote retention of new teachers. Partnership agreements will be solidified to ensure that collaboration activities are achieved.

The VCU's School of Education is well-regarded and ranks #26 in Best Education Schools according to the U.S. News and World Report. Based on its proven record of success, we are confident that the proposed VCU teacher education undergraduate programs will have a significant impact on our ability to recruit high-quality teachers to our division. We believe that the proposed programs are timely and relevant to our needs as a school division. We are committed to partnering with VCU to prepare educators who are knowledgeable and skilled to meet the needs of the local community. Again, we commend VCU's School of Education for its stewardship to address the teacher shortage issue in the Commonwealth, and more specifically in Region 1. Thank you for considering this important proposal. We look forward to hearing that the proposal is successful and to continuing our collaboration with VCU.

Respectfully,

A handwritten signature in black ink that reads "A. E. Cashwell". The signature is written in a cursive, flowing style.

Amy E. Cashwell, Ed.D.  
Superintendent



**Mervin B. Daugherty, Ed.D.**  
Superintendent



804.748.1434  
superintendent@ccpsnet.net

---

Chesterfield County Public Schools  
Innovative. Engaging. Relevant.

February 11, 2019

Dr. Andrew Dairc  
Dean, School of Education  
Virginia Commonwealth University

Dear Dr. Dairc,

On behalf of Chesterfield County Public Schools (CCPS), I am writing to indicate my strong support of the Virginia Commonwealth University's (VCU) School of Education proposal for new undergraduate programs to the Virginia Department of Education. VCU's proposal to create new Bachelor of Science in Education (B.S.Ed.) programs in Early and Elementary Education, Secondary Engineering, Special Education, and Health and Physical Education, aligns with CCPS's mission to prepare high-quality educators to teach students to compete in a global society.

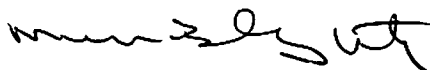
Historically, VCU has met the needs of local school divisions in Region 1, Central Virginia, by preparing skilled and diverse educators to teach in high-need schools. Closing the achievement and opportunity gap for our students starts within the classroom. We are committed to investing in Tier 1 instruction, which begins with a high-quality teacher workforce. This proposal will benefit our school division in many ways. First, it would allow us to increase the number of high-quality teachers in our schools, which is a divisional priority. The proposal would also address challenges with filling vacancies in critical shortage areas, including Special Education, Elementary Education, and Health and Physical Education.

At a time when teacher shortage is increasing due to the decline in enrollment in teacher preparation programs, VCU is leading the charge to address this issue by creating innovative programs that will attract future educators. Programs like the B.S.Ed. in Secondary Engineering will train prospective teachers to bring STEM-enriched learning experiences to our classrooms. In the B.S.Ed. Early and Elementary Education program, future educators will be prepared to teach CCPS's young learners through pedagogical training offered from an extensive curriculum that builds emergent literacy skills in young children. Prospective educators enrolled in the Special Education program will be knowledgeable of special education laws and policies, theories for educating children with special needs and frameworks for addressing academic and behavioral challenges, such as Multi-Tiered System of Support (MTTS).

CCPS wishes to continue its long-term and successful partnership with VCU and are pleased to submit this letter of support for the creation of new undergraduate programs that will prepare high-quality teachers in the aforementioned areas. We are committed to partnering with VCU to offer rich field experiences to its students, support hiring of graduates from its programs and provide technical support and mentorship to promote retention of new teachers. Partnership agreements will be solidified to ensure that collaboration activities are achieved.

The VCU's School of Education is well-regarded and ranks #26 in Best Education Schools according to the U.S. News and World report. Based on its proven record of success, we are confident that the proposed VCU teacher education undergraduate programs will have a significant impact on our ability to recruit high-quality teachers to our division. We believe that the proposed programs are timely and relevant to our needs as a school division. We are committed to partnering with VCU to prepare educators who are knowledgeable and skilled to meet the needs of the local community. Again, we commend the VCU's School of Education for its innovative stewardship to address the teacher shortage issue in the Commonwealth, and more specifically in Region 1. Thank you for considering this important proposal. We look forward to hearing that the proposal is successful and to continuing our collaboration with VCU.


Respectfully,



Mervin B. Daugherty, Ed.D.  
Superintendent



TO: Dr. Andrew Daire  
Dean, School of Education  
Virginia Commonwealth University

FROM: Dr. William Fiege, Vice President   
Office of Learning and Student Success  
John Tyler Community College

RE: New Undergraduate Programs  
Virginia Commonwealth University

DATE: February 13, 2019

On behalf of John Tyler Community College (JTCC), I am writing to indicate my strong support of the Virginia Commonwealth University's (VCU) School of Education proposal for new undergraduate programs to the Virginia Department of Education. VCU's proposal to create new Bachelor of Science in Education (B.S.Ed.) programs in Early and Elementary Education, Secondary Engineering, Special Education, and Health and Physical Education, aligns with JTCC's mission to prepare high-quality educators to teach students to compete in a global society.

In fact, JTCC recently revised its teacher education programs to provide a better pathway for future educators into four-year university education programs. Once VCU's programs are officially approved, we look forward to establishing major maps to guide students through the bachelor's degree programs at VCU with the first two years at Tyler. Having defined pathways will guide students through their intended education major and minimize the total costs and credits needed to complete their degrees.

At a time when teacher shortage is increasing due to the decline in enrollment in teacher preparation programs, VCU is leading the charge to address this issue by creating innovative programs that will attract future educators. Programs like the B.S.Ed. in Secondary Engineering will train prospective teachers to bring STEM-enriched learning experiences. In the B.S.Ed. Early and Elementary Education program, future educators will be prepared to teach students through pedagogical training offered from an extensive curriculum that builds emergent literacy skills in young children. Prospective educators enrolled in the Special Education program will be knowledgeable of special education laws and policies, theories for educating children with special needs and frameworks for addressing academic and behavioral challenges, such as Multi-Tiered System of Support (MTTS). JTCC will help prepare students in the first two years for these upper level education courses through an enriched general education program and a field experience within our EDU 200 course.

JTCC wishes to continue its long-term and successful partnership with VCU and are pleased to submit this letter of support for the creation of new undergraduate programs that will prepare high-quality teachers in the aforementioned areas. We are committed to partnering with VCU to provide educational pathways to support increasing the talent pool of teachers within our region. We look forward to hearing that the proposal is successful and to continuing our collaboration with VCU.

[www.jtcc.edu](http://www.jtcc.edu)  
804-796-4000  
800-552-3490  
TDD: 804-796-4197

**Chester Campus**  
13101 Jefferson Davis Highway  
Chester, VA 23831-5316

**Midlothian Campus**  
800 Charter Colony Parkway  
Midlothian, VA 23114-4383

An equal opportunity  
and affirmative action  
educational institution

# Virginia Commonwealth University Proposed Organizational Change

## **Proposal**

The Virginia Commonwealth University School of Dentistry seeks approval to move the Bachelor of Science in Dental Hygiene (BS DH) from the Department of Oral Health Promotion and Community Outreach to the Dean's Office.

## **Overview**

The BS DH degree program, established in 1969, requires two years of liberal arts study followed by two years of study focusing on basic and dental sciences, dental hygiene science and theory, community health, and preclinical and clinical experiences. Upon successful completion of the program, graduates are eligible for national, regional and state board licensing examinations.

The change in the location of the degree program is consistent with the administration of the DDS and MSD degree programs, both housed within the Dean's Office, School of Dentistry and not a specific department. This proposed change would better reflect the multi- departmental and multidisciplinary nature of the degree program. This change was approved by the Steering Committee of the School of Dentistry faculty.

## **Method of Delivery**

The BS DH program is delivered in classroom and clinical settings. This organizational change will have no impact on method of delivery.

## **Target Implementation Date**

Immediate.

## **Demand and Workforce Development**

Employment of dental hygienists, according to the U.S. Department of Labor, is projected to grow 19 percent from 2014-2024. Ongoing research linking oral health to general health will continue to spur demand for preventive dental services provided by dental hygienists.

## **External Competition**

N/A

## **Target Population**

N/A

## **Impact on Existing Programs/Policies**

There is no impact on existing programs and policies. The BS DH degree has previously operated under all School of Dentistry academic policies and will continue to do so. The BS DH program reports to the School of Dentistry Curriculum Committee, the same as the DDS and MSD degree programs.

## **Impact on Faculty**

No impact on faculty.

## **Funding**

This organizational move entails minimal expenses for recruitment materials..

## **Benefit to the university**

Moving the BS DH program into the Dean's Office will reflect professional practice models where dentists and hygienists work side by side in clinical settings. The degree programs being administered under the same administrative entity, Dean's Office, will reflect this side by side practice. This move will enhance what is "real" in VCU's dental hygiene program.

### **Next Steps**

Early January:	Vice President Health Sciences Approval
Early January:	Vice President Academic Affairs Approval
February 28:	University Council on Academic Affairs and University Policy
March 14:	University Council
March 11:	President's Cabinet (pending University Council approval)
March 22:	Board of Visitors

State Council of Higher Education for Virginia (SCHEV) approval is not required.

# Virginia Commonwealth University Proposed Organizational Change

## **Proposal**

The Virginia Commonwealth University School of Dentistry seeks approval to move the Doctor of Philosophy degree in Oral Health Research (PhD) from the Department of Oral and Craniofacial Molecular Biology to the Dean's Office.

## **Overview**

The PhD in Oral Health Research prepares students for research-oriented careers as independent scientists in academia, government and industry. The curriculum is specifically designed to provide a strong foundation in biochemistry, molecular biology and oral biology. Following completion of the research project and defense of the doctoral dissertation, graduates will have acquired the necessary methods, techniques and critical-thinking skills to become the next generation of scientific leaders.

The change in the location of the degree program is consistent with the administration of the Doctor of Dental Surgery (DDS) and Masters of Science in Dentistry (MSD) degree programs, both housed within the Dean's Office, School of Dentistry and not a specific department. This proposed change would better reflect the multi-departmental and multidisciplinary nature of the degree program. This change was approved by the Steering Committee of the School of Dentistry faculty.

## **Method of Delivery**

The PhD program is delivered in classroom and laboratory settings. This organizational change will have no impact on method of delivery.

## **Target Implementation Date**

Immediate.

## **Demand and Workforce Development**

According to the U.S. Department of Labor, Bureau of Labor Statistics, overall employment of dentists is projected to grow 19 percent from 2016 to 2026, much faster than the average for all occupations. Demand for dental services will increase as the population ages. The risk of oral cancer increases significantly with age. Therefore, the demand for dentists' services will increase as studies continue to link oral health to overall health.

## **External Competition**

N/A

## **Target Population**

N/A

## **Impact on Existing Programs/Policies**

There is no impact on existing programs and policies. The PhD program has previously operated under all School of Dentistry academic policies and will continue to do so. The PhD program reports to the School of Dentistry Curriculum Committee, the same as the DDS and MSD degree programs.

## **Impact on Faculty**

No impact on faculty.

## **Funding**

This organizational move entails minimal expenses for recruitment materials.

## **Benefit to the university**

Moving the PhD program into the Dean's Office will bring administration of this degree into alignment with all other degree programs within the school. All degrees are administered at the Dean's Office level.

## **Next Steps**

Early January:	Vice President Health Sciences Approval
Early January:	Vice President Academic Affairs Approval
February 28:	University Council on Academic Affairs and University Policy
March 14:	University Council
March 11:	President's Cabinet (pending University Council approval)
March 22:	Board of Visitors

State Council of Higher Education for Virginia (SCHEV) approval is not required.

# VIRGINIA COMMONWEALTH UNIVERSITY BOARD OF VISITORS

## ACADEMIC AND HEALTH AFFAIRS COMMITTEE CHARTER

### I. PURPOSE

The primary purpose of the Academic and Health Affairs Committee is to provide oversight and make recommendations to the Board on all policies and plans regarding strategic enrollment management; academic quality; student [matters/issues](#); faculty [issues/matters](#); athletics; [inclusive excellence](#) and research consistent with the stated goals and objectives of the University and with its academic health center, including its affiliation with the Virginia Commonwealth University Health System Authority. Areas of responsibility include:

- Strategic enrollment management
  - Admissions
  - Retention
- Academic quality
  - Quality
  - Degrees, programs and structure
  - Trends
  - Strategic priorities
  - Academic program review
  - Online education
  - SACS/accreditation
- Student [matters/issues](#)
  - Academic Success
  - [Rights and Responsibilities](#)
  - [Concerns](#)
  - Safety, satisfaction and engagement
- Faculty [matters/issues](#)
  - Employment, rights and responsibilities, and professional development
  - Salaries
  - Recruitment and retention
  - Benchmarks and best practices
- Athletics
  - Academic success of student athletes and compliance with NCAA guidelines
- [Research](#)
- [Inclusive Excellence](#)
- Coordination of academic activities of health sciences schools and affiliation with the VCU Health System Authority

In addition, the Academic and Health Affairs Committee provides oversight and counsel toward the achievement of the mission, vision and goals of the Virginia Commonwealth University strategic plan.

The function of the Academic and Health Affairs Committee is primarily oversight. -University management, under the auspices of the President, the Provost and Senior Vice President for Academic Affairs, and the Senior Vice President for Health Sciences and CEO of the VCU Health System, is responsible for the development, implementation, and measurement of success regarding these areas of responsibility, as well as the policies and procedures for maintaining these programs and activities.



50 **II. COMPOSITION AND INDEPENDENCE**

51 The Academic and Health Affairs Committee will be comprised of three or more Visitors. Each member  
52 must be free from any financial, family or other material personal relationship that, in the opinion of the  
53 Board or Academic and Health Affairs Committee members, would impair their independence from  
54 management and the University.  
55

56 **III. MEETINGS**

57 The Academic and Health Affairs Committee will meet at least four times annually. Additional meetings may  
58 occur more frequently as circumstances warrant. The Committee chair should communicate with the Provost  
59 and Senior Vice President for Academic Affairs, and the Senior Vice President for Health Sciences and CEO  
60 of the VCU Health System prior to each Committee meeting to finalize the meeting agenda and review the  
61 matters to be discussed.  
62

63 **IV. RESPONSIBILITIES**

64 In performing its oversight responsibilities, the Academic and Health Affairs Committee shall:

65 A. General

- 66 1. Adopt a formal written charter that specifies the Committee's scope of responsibility. The  
67 charter should be reviewed annually and updated as necessary.  
68 2. Maintain minutes of open session portions of meetings.  
69 3. Report Committee actions to the Board of Visitors with such recommendations as the Committee  
70 may deem appropriate.  
71 4. Consistent with state law, the Committee may communicate in closed session (with or without  
72 members of senior management present) with general counsel and/or the executive director of  
73 assurance services present to discuss matters that the Committee or any of these groups believe  
74 should be discussed privately.

75 B. Academic degrees, programs and structure

- 76 1. Review and approve all proposed new domestic and international undergraduate, graduate, and  
77 professional educational programs, research programs and proposed new degrees, and monitor  
78 existing programs.  
79 2. Review and approve proposals for the organization of the University's academic health center,  
80 including the affiliation between VCU and the Virginia Commonwealth University Health  
81 System Authority.  
82 3. Review proposals for the organization of the academic structure of the University.

83 C. Coordination of academic activities of health sciences schools and affiliation with the VCU  
84 Health System Authority

- 85 ~~1. Receive reports on the relationship and affiliation between the University and the Virginia~~  
86 ~~Commonwealth University Health System Authority and other institutions, organizations,~~  
87 ~~laboratories, and clinics involved in the University's academic health center, including reviewing~~  
88 ~~program coordination between the Virginia Commonwealth University Health System Authority~~  
89 ~~and academic and research programs; ~~the annual operating budget and financial statements for~~~~  
90 ~~the Virginia Commonwealth University Health System Authority; and regular reports on the~~  
91 ~~Virginia Commonwealth University Health System Authority's programs and fiscal management.~~

92 D. Academic research activities

- 93 1. Review and approve research policies deemed to require Board of Visitor action.

- 94 2. Receive reports on research advances of faculty, interdisciplinary groups, and VCU institutes and  
95 centers.
- 96 3. Receive reports on the relationship of research activities to local, regional, national, and  
97 international economic development.
- 98 4. Report annually on the state of the VCU research enterprise including the total research awards,  
99 expenditures, trends, and outlook.
- 100 E. Faculty and staff employment, rights and responsibilities, and professional development
- 101 1. Review and approve policies governing the compensation, tenure, promotion, recruitment,  
102 retention, rights and responsibilities, and development of the faculty.
- 103 2. Review and approve policies and programs on equal employment opportunity and affirmative  
104 action.
- 105 3. Afford an opportunity for direct communication between Board members and members of the  
106 faculty.
- 107 F. Admissions and retention
- 108 1. Review and approve policies governing the admission and retention of undergraduate, graduate  
109 and professional students to all divisions of the University.
- 110 G. Accreditation
- 111 1. Review and approve policies and reports related to departmental, school, and institutional  
112 accreditation.
- 113 H. Academic Success of Students
- 114 1. Review nominations and make the final selection of the recipient(s) of the Board of Visitors  
115 Award at a regularly scheduled meeting in ~~February~~ the spring of each year.
- 116 2. Review topical areas of interest related to the student experience.
- 117 3. Review major fall and spring activities.
- 118 4. Review and monitor student academic success.
- 119 I. Academic Success of Student Athletes
- 120 1. Review and oversee matters relating to the intercollegiate athletic program.
- 121 J. Student Rights and Responsibilities
- 122 1. Review ~~and approve policies~~ matters (including approving policies) relating to student rights,  
123 responsibilities, conduct, concerns and discipline, including matters relating to the VCU Honor  
124 System, ~~VCU Rules and Procedures~~, and Student Code of Conduct.
- 125 2. Review and oversee matters relating to student government, and appropriate student participation  
126 in University governance.
- 127 3. Review and oversee matters relating to student organizations and extracurricular activities.
- 128 ~~4. Review and oversee student policies relating to student media.~~
- 129 K. Student Services
- 130 1. Review and oversee matters relating to financial aid, housing services, counseling, student health,  
131 safety and other student services.
- 132 2. Review and approve policies relating to student records.
- 133 3. Review report on campus safety that provides awareness of federal reporting requirement, general  
134 overview of VCU safety-related statistics, and ongoing efforts to improve safety.

136  
137

L. Student Communications

1. Afford an opportunity for direct communication between Board members and students.

138  
139

M. International Partnerships and Collaborations

1. Review and approve international partnership



A=Annually; Q=Quarterly; AN=As Necessary	Frequency			Planned Timing				
	Q1, Q2, Q3, Q4 based on Fiscal Year (July – June)	A	Q	AN	Q1	Q2	Q3	Q4
				Sep	Dec	Feb Mar	May	
<b>D. Academic research activities</b>								
1. Review and approve research policies deemed to require Board of Visitor action.			X					
2. Receive reports on research advances of faculty, interdisciplinary groups, and VCU institutes and centers.			X					
3. Receive reports on the relationship of research activities to local, regional, national and international economic development.			X					
4. Report annually on the state of the VCU research enterprise including the total research awards, expenditures, trends, and outlook.	X				<del>X</del>			<del>X</del>
<b>E. Faculty and staff employment, rights and responsibilities, and professional development</b>								
1. Review and approve policies governing the compensation, tenure, promotion, recruitment, retention, rights and responsibilities, and development of the faculty.		<del>X</del>	<del>X</del>	<del>X</del>	<del>X</del>	<del>X</del>	<del>X</del>	<del>X</del>
2. Review and approve policies and programs on equal employment opportunity and affirmative action.			X					
3. Afford an opportunity for direct communication between Board members and members of the faculty.		X		X	X	X	X	
<u>4. Afford an opportunity for direct communication between Board members and members of the staff.</u>		<del>X</del>		<del>X</del>	<del>X</del>	<del>X</del>	<del>X</del>	<del>X</del>
<b>F. Admissions and retention</b>								
1. Review and approve policies governing the admission and retention of undergraduate, graduate and professional students to all divisions of the University.			X					
<b>G. Accreditation</b>								
1. Review and approve policies and reports related to departmental, school, and institutional accreditation.			X					
<b>H. Academic Success of Students</b>								
1. Review nominations and make the final selection of the recipient(s) of the Board of Visitors Award at a regularly scheduled meeting in <del>February</del> <u>the spring</u> of each year.	X					X		
2. Review topical areas of interest related to the student experience and overall student engagement.		X		X	X	X	X	
3. Review major fall and spring activities.	X				X			X
4. Review and monitor student academic success.			X					
<b>I. Academic Success of Student Athletes</b>								
1. Review and oversee matters relating to the intercollegiate athletic program.	X				X			<del>X</del>
<b>J. Student Rights and Responsibilities</b>								

A=Annually; Q=Quarterly; AN=As Necessary	Frequency			Planned Timing			
	A	Q	AN	Q1	Q2	Q3	Q4
Q1, Q2, Q3, Q4 based on Fiscal Year (July – June)				Q1	Q2	Q3	Q4
				Sep	Dec	Feb Mar	May
1. Review <del>and approve</del> <u>matters (including approving policies)</u> relating to student rights, responsibilities, conduct, <u>complaints</u> and discipline, including matters relating to the VCU Honor System <del>and VCU Rules and Procedures</del> .	X		X	X			
2. Review and oversee matters relating to student government, and appropriate student participation in University governance.			X				
3. Review and oversee matters relating to student organizations and extracurricular activities.			X				
4. <del>Review and oversee student policies relating to media.</del>			X				
<b>K. Student Services</b>							
1. Review and oversee matters relating to financial aid, housing services, counseling, student health, and other student services			X				
2. Review and approve policies relating to student records.			X				
3. Review report on campus safety that provides awareness of federal reporting requirement, general overview of VCU safety-related statistics, and ongoing efforts to improve safety.	X					X	
<b>L. Student Communications</b>							
1. Afford an opportunity for direct communication between Board members and students.		X		X	X	X	X
<b>M. International Partnerships and Collaboration</b>							
1. Review and approve international partnerships	X		X		X		X

~~Last~~ Revised: 8/5/2013 12:53 PM  
 Approved by BOV: Sept. 19. 2013  
 Revised: 03/11/2019  
 Approved by BOV: -----

Virginia Commonwealth University  
Academic Health Affairs Committee (AHAC) Dashboard  
2013-14 through 2018-19

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	One Year Change	5 YR Trend
<b>Student Success / Satisfaction</b>								
6-year Graduation Rate of FT FTIC	57%	59%	62%	62%	63%	67%	4.5 pp	
4-year Graduation Rate of FT FTIC	37%	36%	40%	45%	45%	44%	-0.9 pp	
5-year Graduation Rate of In-state FT Transfers	65%	64%	63%	68%	68%	69%	1.2 pp	
Avg. Resident UG Debt at Graduation	\$ 27,539	\$ 28,599	\$ 29,654	\$ 30,244	\$ 31,036	\$ 31,220	0.6%	
% of Recent Graduates (UG) Working Full-time	NA	NA	60%	53%	54%	Available Spring 2019		
UG Student Satisfaction	NA	NA	76%	NA	NA	Available Spring 2019		
Student Safety Clery Act Crimes (by completed Fiscal Year)	27	19	9	6	16	10	-6	
<b>Employee Success / Satisfaction</b>								
Faculty Turnover	9%	8%	9%	8%	8%	7%	1.1 pp	
Global Satisfaction with VCU as a good place to work	NA	NA	72%	NA	NA	Available Summer 19		
<b>Research Productivity</b>								
Federal Research Awards (in millions, by completed Fiscal Year)	\$131.0	\$139.3	\$156.5	\$144.1	\$153.0	\$140.9	-\$12.1	
Federal R&D Expenditures (in millions, by completed Fiscal Year)	\$135.6	\$138.6	\$142.4	\$143.8	\$147.6	\$140.8	-\$6.8	
Invention disclosures (by completed Fiscal Year)	103	98	93	133	134	135	1	
<b>Health Sciences</b>								
Inter-professional Student Contact Hours <sup>1</sup>	12,692	14,962	27,865	25,549	33,590	35,508	1,918	
# of First time students from Diversity Pipeline Programs into Health Professions Training Programs	NA	25	14	27	18	25	7	

<sup>1</sup> 2018-19 Academic Year Inter-professional Student Contact Hours is provided as estimates

**Mid-Year Preliminary**

	2018-19 <sup>2</sup>
<b>Student Success / Satisfaction</b>	
% of Recent Graduates (UG) Working Full-time	42%
Student Safety Clery Act Crimes (as of February 26th)	3
<b>Research Productivity</b>	
Federal Research Awards (in millions, as of January 31st)	\$ 108.2
Federal R&D Expenditures (in millions, as of January 31st)	\$ 81.9
Invention disclosures (as of February 26th)	59

<sup>2</sup> 2018-19 Mid Year Update includes YTD (year to date) figures on Clery Act Crimes, federal research awards, federal research and development expenditures, invention disclosures and preliminary student outcome survey results.

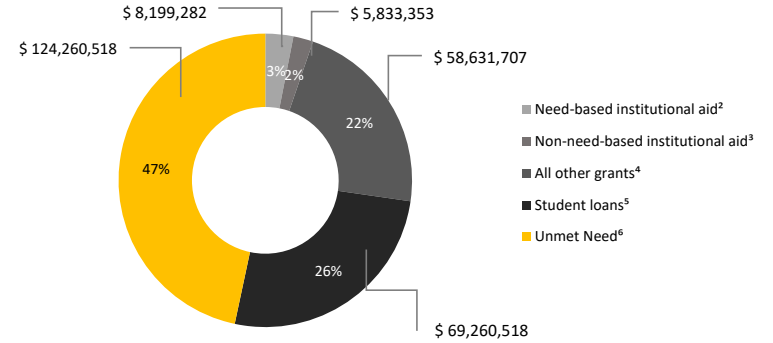
	A	B	C
1	<b>Metric</b>	<b>Definition/Methodology</b>	<b>Additional Information</b>
2	6-year Graduation Rate of FT FTIC	Percentage of first-time full-time undergraduate students entering VCU in a Fall term who complete a degree program within six years. Students who are deceased within ten years of their first semester at VCU are excluded.	
3	4-year Graduation Rate of FT FTIC	Percentage of first-time full-time undergraduate students entering VCU in a Fall term who complete a degree program within four years. Students who are deceased within ten years of their first semester at VCU are excluded.	
4	5-year Graduation Rate of In-state FT Transfers	Percentage of full-time undergraduates who transferred from another post-secondary institution and complete a degree program within five years. Students who are deceased within ten years of their first semester at VCU are excluded.	
5	Avg. Resident UG Debt at Graduation	The average amount of student loan debt for first-time freshman at graduation. Excludes parent PLUS loans.	
6	% of Recent Graduates (UG) Working Full-time	Results from the VCU Outcomes Survey administered to all students identified as graduating at the end of the semester in which the survey is administered. Survey is open for six months after graduation and above seven email reminders throughout the six months. Response rate to the survey is generally around 20% or lower in the past. The questions asking about full-time employment/self-employed/entrepreneur does not include military services or future enrollment in graduate school.	May 2018 Class 10.3% working part-time employed/self-employed/entrepreneur .5% went to military service, 15.4% enrolling in further education
7	UG Student Satisfaction	Results from Noel Levitz Student Satisfaction Inventory. Question asked "Rate your overall satisfaction with your experience here thus far." Percentage signifies those who responded to this question as Somewhat satisfied, Satisfied, or Very satisfied. All undergraduate students were surveyed (degree-seeking, non-degree seeking, and certificates).	
8	Faculty Turnover	The number of faculty terminations divided by the average T&R faculty headcount. The average faculty headcount is the average of the Fall Census II faculty headcount and the previous Fall Census II faculty headcount.	
9	Global Satisfaction with VCU as a good place to work	Results from the April 2016 Faculty and Staff Climate Survey to all employees. Question asked "Generally speaking, I am very satisfied working at VCU". The percentage signifies those who responded to this question with Agree or Strongly Agree. Excludes student workers (graduate assistants, student workers, and work study students).	
10	Federal R&D Expenditures	The total amount of R&D expenditures reported to the NSF in their annual HERD survey.	
11	Invention disclosures	A document submitted to VCU Innovation Gateway by which an Author or Inventor reports creation of an original work of Authorship or Invention in which the University may claim ownership pursuant to the Intellectual Property Policy.	
12	Inter-professional Student Contact Hours	The number of contact hours that the Center for Interprofessional Education has with students. Credit hours are not always based on credit-bearing courses.	
13	# of First time students from Diversity Pipeline Programs into Health Professions Training Programs	The number of students who participated in one of our Diversity Pipeline programs who successfully gained entrance into a medical professions program. Includes non-VCU students.	



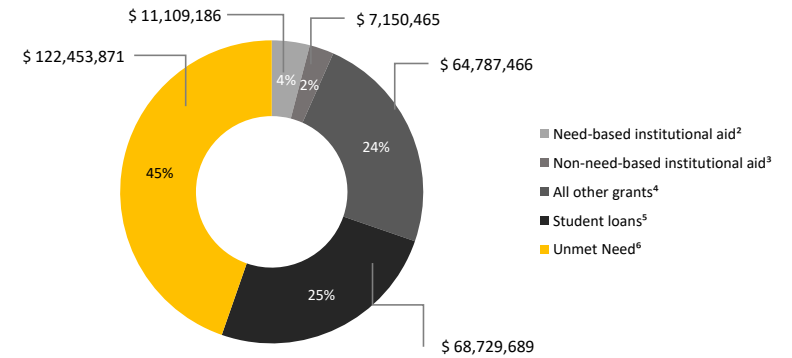
**Financial Aid information is updated each November.**  
**This report was presented at the December 2018 Academic and Health Affairs Committee meeting.**  
**The next update will be in December 2019.**

**Financial Need and Aid**  
**Degree-seeking In-state Undergraduates<sup>1</sup>**  
**AY 2015-2016 through AY 2017-2018**

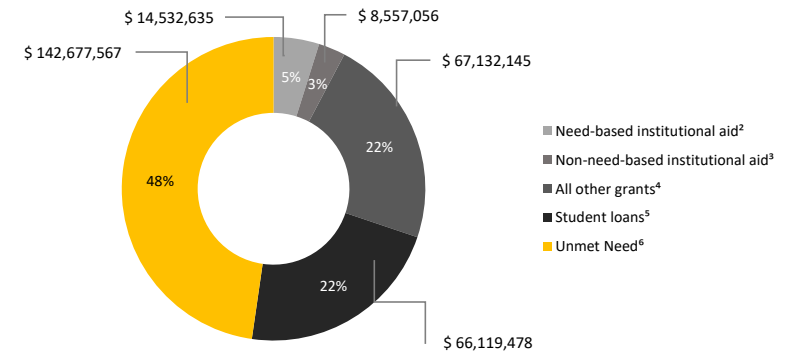
	AY 2015-2016				
	Pell Eligible			Non-Pell	Total
	Poverty	Non-Poverty	Total	(Submitted FAFSA)	
# of Students by Cohort	3,145 (20.4%)	4,165 (27.1%)	7,310 (47.5%)	8,084 (52.5%)	15,394 (100%)
Need-based institutional aid <sup>2</sup>	\$ 2,628,703	\$ 3,294,659	\$ 5,923,362	\$ 2,275,920	\$ 8,199,282
Non-need-based institutional aid <sup>3</sup>	\$ 1,009,667	\$ 1,823,840	\$ 2,833,507	\$ 2,999,846	\$ 5,833,353
All other grants <sup>4</sup>	\$ 24,441,534	\$ 24,911,067	\$ 49,352,601	\$ 9,279,106	\$ 58,631,707
Student loans <sup>5</sup>	\$ 18,859,327	\$ 24,101,747	\$ 42,961,074	\$ 26,448,673	\$ 69,409,747
Unmet Need <sup>6</sup>	\$ 33,747,610	\$ 50,048,754	\$ 83,796,364	\$ 40,464,154	\$ 124,260,518



	AY 2016-2017				
	Pell Eligible			Non-Pell	Total
	Poverty	Non-Poverty	Total	(Submitted FAFSA)	
# of Students by Cohort	3,187 (20.4%)	4,107 (26.3%)	7,295 (46.7%)	8,330 (53.3%)	15,625 (100%)
Need-based institutional aid <sup>2</sup>	\$ 4,552,932	\$ 3,756,502	\$ 8,309,434	\$ 2,799,752	\$ 11,109,186
Non-need-based institutional aid <sup>3</sup>	\$ 1,240,914	\$ 2,059,405	\$ 3,300,319	\$ 3,850,146	\$ 7,150,465
All other grants <sup>4</sup>	\$ 26,972,662	\$ 25,620,002	\$ 52,592,664	\$ 12,194,802	\$ 64,787,466
Student loans <sup>5</sup>	\$ 18,462,675	\$ 22,415,132	\$ 40,877,807	\$ 27,851,882	\$ 68,729,689
Unmet Need <sup>6</sup>	\$ 32,035,795	\$ 47,772,874	\$ 79,808,669	\$ 42,645,202	\$ 122,453,871

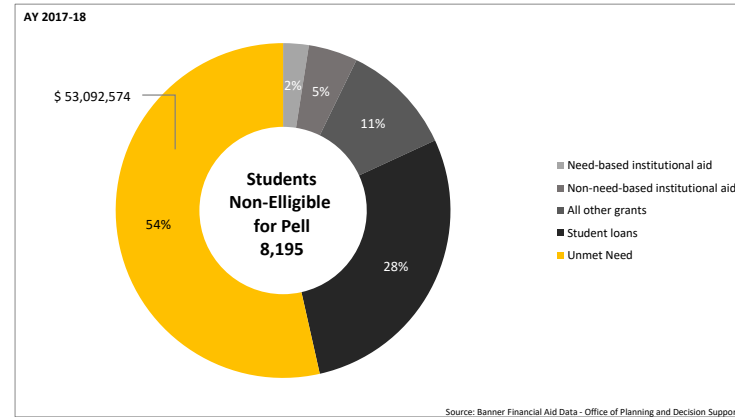
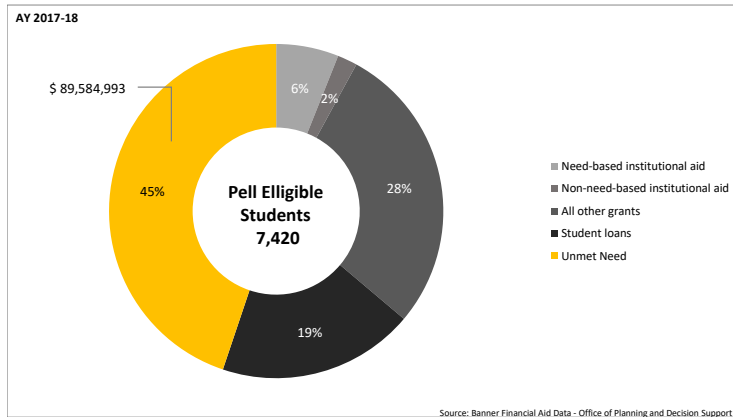
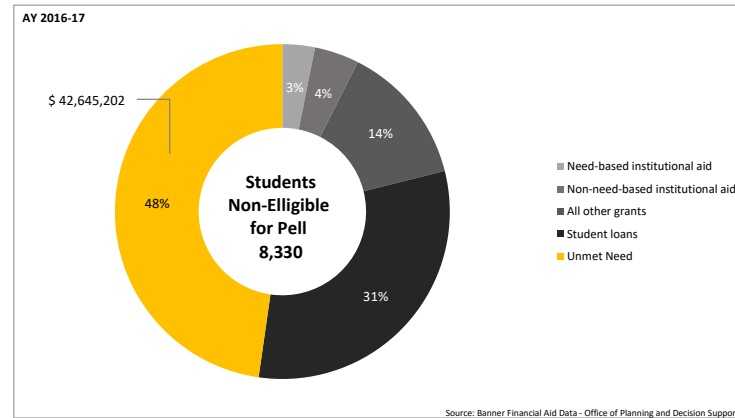
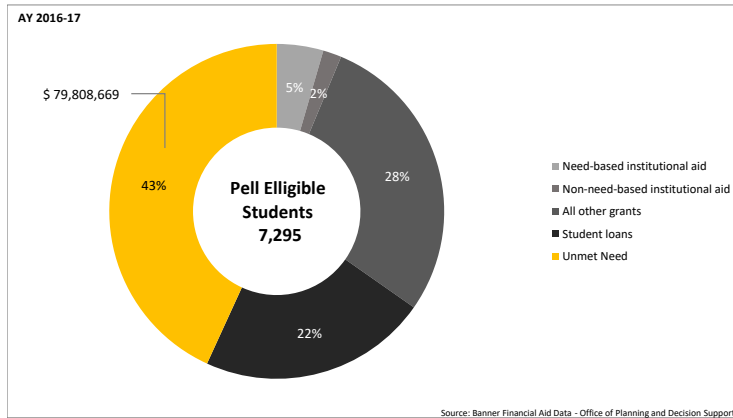
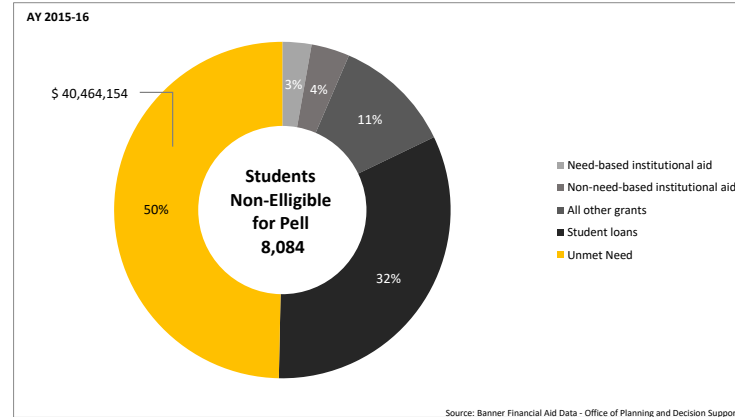
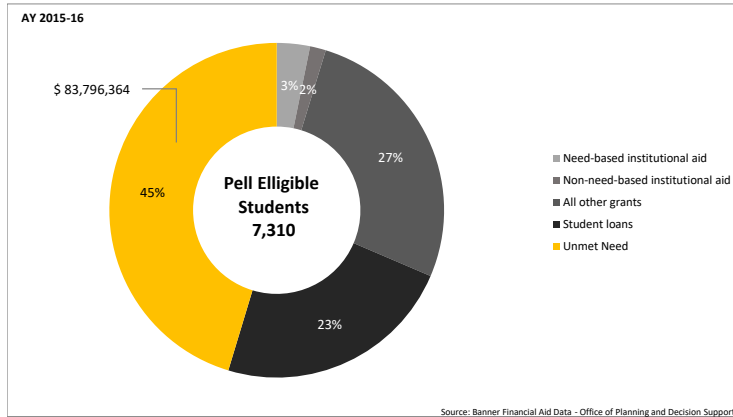


	AY 2017-2018				
	Pell Eligible			Non-Pell	Total
	Poverty	Non-Poverty	Total	(Submitted FAFSA)	
# of Students by Cohort	3,295 (21.2%)	4,125 (26.4%)	7,420 (47.6%)	8,195 (52.4%)	15,615 (100%)
Need-based institutional aid <sup>2</sup>	\$ 5,618,600	\$ 6,464,718	\$ 12,083,318	\$ 2,449,317	\$ 14,532,635
Non-need-based institutional aid <sup>3</sup>	\$ 1,426,315	\$ 2,413,010	\$ 3,839,325	\$ 4,717,731	\$ 8,557,056
All other grants <sup>4</sup>	\$ 29,336,147	\$ 26,989,693	\$ 56,325,840	\$ 10,806,305	\$ 67,132,145
Student loans <sup>5</sup>	\$ 17,067,223	\$ 20,919,539	\$ 37,986,762	\$ 28,132,716	\$ 66,119,478
Unmet Need <sup>6</sup>	\$ 38,209,319	\$ 51,375,674	\$ 89,584,993	\$ 53,092,574	\$ 142,677,567



<sup>1</sup> In-state, degree-seeking undergraduate students, excluding those who did not submit FAFSA  
<sup>2</sup> Need-based institutional aid (institutional grants/scholarships) reflect centrally-administered, need-based institutional funds  
<sup>3</sup> Non-need-based institutional aid (grants/scholarships) reflect merit and other institutional funds that are not solely based on need  
<sup>4</sup> All other grants include all grants/scholarships that are provided from federal, state, private, athletic and endowment funds  
<sup>5</sup> Student loans reflect all student loans from public funding sources, excluding parent PLUS and private loans  
<sup>6</sup> Unmet need reflects net cost less all grants/scholarships and loans for families with remaining unmet need

## Financial Need and Aid Degree-seeking In-state Undergraduates<sup>1</sup> AY 2014-15 through AY 2016-17



<sup>1</sup>In-state, degree-seeking undergraduate students, excluding those who did not submit FAFSA



**VCU**  
VIRGINIA COMMONWEALTH UNIVERSITY

**Office of Planning and Decision Support**  
Enterprise Analytics and Advanced Research

Virginia Commonwealth University  
Financial Need and Aid of In-state Degree Seeking Undergraduate Students<sup>1</sup>  
AY 2015-2016 through AY 2017-2018

	AY 2015-2016					AY 2016-2017					AY 2017-2018				
	Pell Eligible			Non-Pell		Pell Eligible			Non-Pell		Pell Eligible			Non-Pell	
	Poverty	Non-Poverty	Total	(Submitted FAFSA)	Total	Poverty	Non-Poverty	Total	(Submitted FAFSA)	Total	Poverty	Non-Poverty	Total	(FAFSA Submitted)	Total
# of Students by Cohort	3,145 (20.4%)	4,165 (27.1%)	7,310 (47.5%)	8,084 (52.5%)	15,394 (100%)	3,187 (20.4%)	4,107 (26.3%)	7,295 (46.7%)	8,330 (53.3%)	15,625 (100%)	3,295 (21.2%)	4,125 (26.4%)	7,420 (47.6%)	8,195 (52.4%)	15,615 (100%)
Need-based institutional grants/scholarships <sup>2</sup>	\$ 2,628,703	\$ 3,294,659	\$ 5,923,362	\$ 2,275,920	\$ 8,199,282	\$ 4,552,932	\$ 3,756,502	\$ 8,309,434	\$ 2,799,752	\$ 11,109,186	\$ 5,618,600	\$ 6,464,718	\$ 12,083,318	\$ 2,449,317	\$ 14,532,635
Non-need-based institutional grants/scholarships <sup>3</sup>	\$ 1,009,667	\$ 1,823,840	\$ 2,833,507	\$ 2,999,846	\$ 5,833,353	\$ 1,240,914	\$ 2,059,405	\$ 3,300,319	\$ 3,850,146	\$ 7,150,465	\$ 1,426,315	\$ 2,413,010	\$ 3,839,325	\$ 4,717,731	\$ 8,557,056
All other grants <sup>4</sup>	\$ 24,441,534	\$ 24,911,067	\$ 49,352,601	\$ 9,279,106	\$ 58,631,707	\$ 26,972,662	\$ 25,620,002	\$ 52,592,664	\$ 12,194,802	\$ 64,787,466	\$ 29,336,147	\$ 26,989,693	\$ 56,325,840	\$ 10,806,305	\$ 67,132,145
Student loans <sup>5</sup>	\$ 18,859,327	\$ 24,101,747	\$ 42,961,074	\$ 26,448,673	\$ 69,409,747	\$ 18,462,675	\$ 22,415,132	\$ 40,877,807	\$ 27,851,882	\$ 68,729,689	\$ 17,067,223	\$ 20,919,539	\$ 37,986,762	\$ 28,132,716	\$ 66,119,478
Unmet Need <sup>6</sup>	\$ 33,747,610	\$ 50,048,754	\$ 83,796,364	\$ 40,464,154	\$ 124,260,518	\$ 32,035,795	\$ 47,772,874	\$ 79,808,669	\$ 42,645,202	\$ 122,453,871	\$ 38,209,319	\$ 51,375,674	\$ 89,584,993	\$ 53,092,574	\$ 142,677,567

<sup>1</sup>In-state, degree-seeking undergraduate students, excluding those who did not submit FAFSA

<sup>2</sup>Need-based institutional grants/scholarships reflect centrally-administered, need-based institutional funds

<sup>3</sup>Non-need-based institutional grants/scholarships reflect merit and other institutional funds that are not based on need

<sup>4</sup>All other grants include all grants/scholarships that are provided from federal, state, private, athletic and endowment funds

<sup>5</sup>Student loans reflect all student loans from public funding sources. This excludes parent PLUS and private loans

<sup>6</sup>Unmet need reflects net cost less all grants/scholarships and loans for families with remaining unmet need



# Academic and Health Affairs Committee Update

James Fowlkes, Acting Executive Director, Office of Online Academic Programs



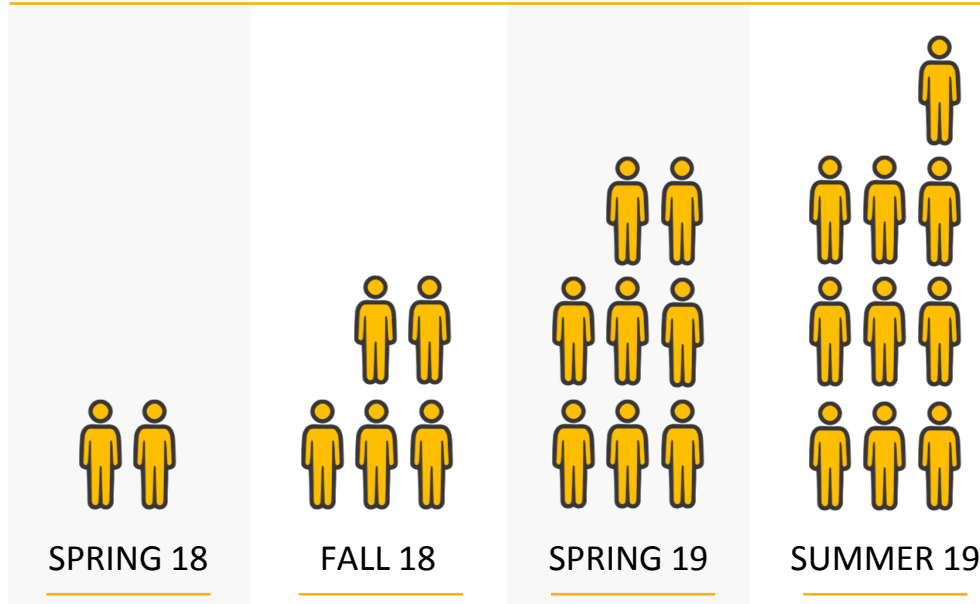
# VCU

# Capacity Building: Partnership

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- Contract is in legal review before signatures
- Program commitments
  - ✓ Master of Social Work
  - ✓ Master of Arts in Homeland Security and Emergency Preparedness
- Program stakeholders are developing program protocols
- Launch scheduled for Fall 2019
- Exploration of other programs for next iteration

# Capacity Building: ID Recruitment



## Instructional Design Team

Growing our in-house instructional design capabilities in tandem with external partnership

# Capacity Building: Support

## Office of Online Academic Programs

Continuing to build our team to support online program development now and the future



MEDIA PRODUCTION



WEB DESIGN/RESEARCH & DEVELOPMENT



INSTRUCTIONAL DESIGN



ADMINISTRATION



■ *current* ■ *recruiting* ■ *future*

# Capacity Building: Professional Development

---

## Certificate programs

## Participation

Course Design 1

Fall '18 (17), Spring '19 (52)

Course Design 2

Spring '19 (13)

Online Teaching

Fall '18 (10), Spring '19 (21)

---

(Future additional offerings)

Evaluating Course Design - Summer '19

Online Leadership - Fall '19





# Capacity Building: Faculty/Student Services

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## Faculty Course Design

Fall '18 (30), Spring '19 (30+)

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## Student Services

- Online orientation modules (Ram Ready)
- Online mentoring pilot program (Mentor Collective)

# International Enrollment: National Landscape & VCU Strategy



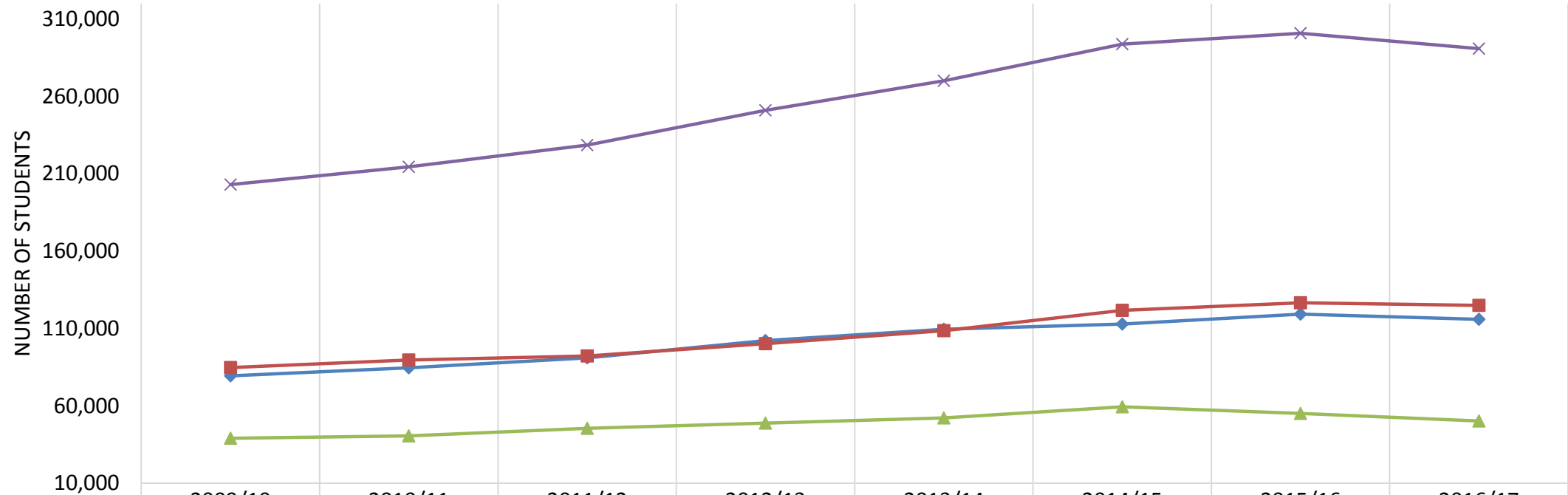
**VCU**

**Tomikia P. LeGrande, Ed.D.**  
Vice Provost, Strategic Enrollment Management

**Deborah Noble-Triplett, Ph.D.**  
Senior Vice Provost, Academic Affairs

# Higher Education Landscape: International Students

## NATIONAL TRENDS: INTERNATIONAL STUDENT ENROLLMENT



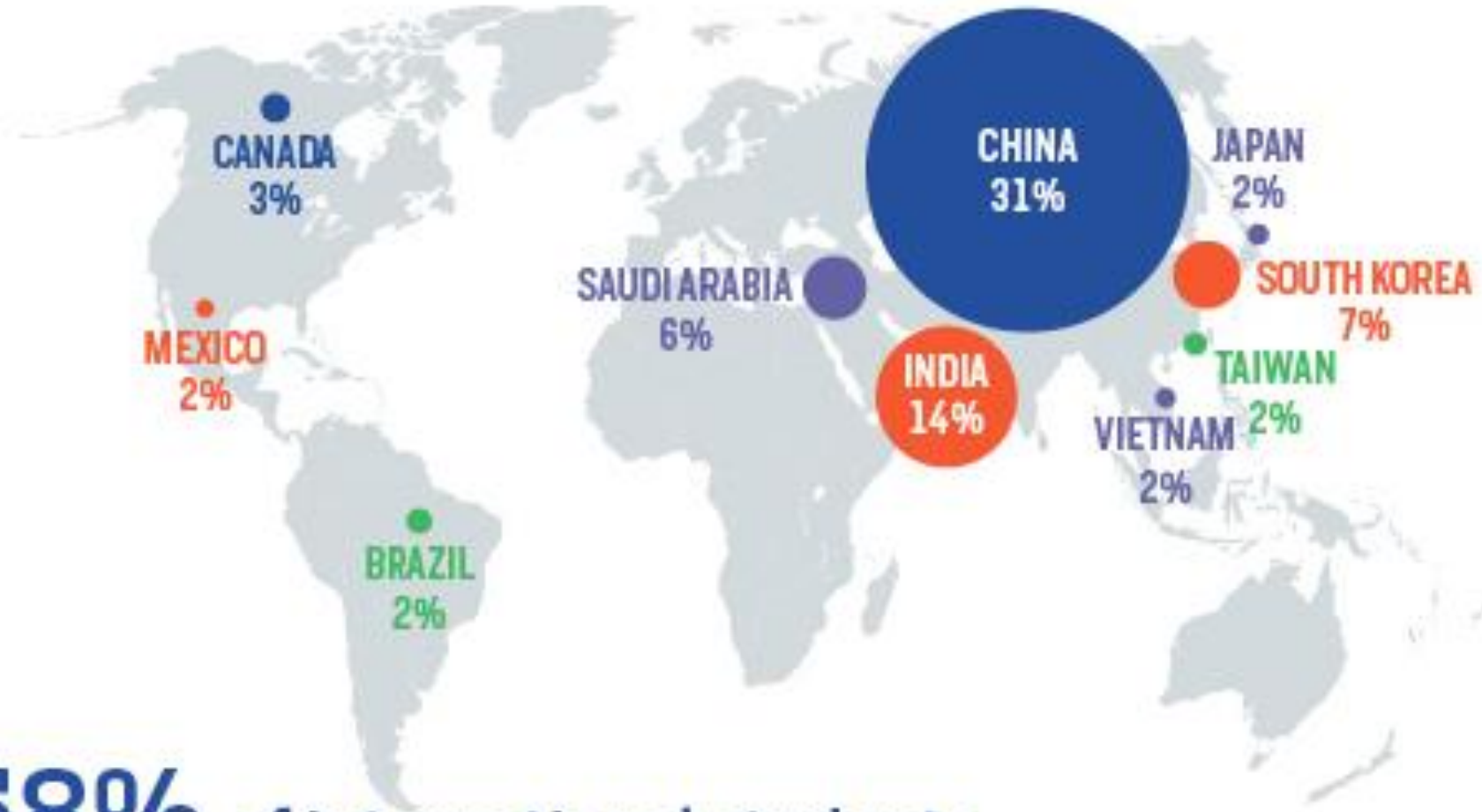
	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
◆ Undergraduate	79,365	84,543	90,903	102,069	109,486	112,765	119,262	115,841
■ Graduate	84,613	89,505	92,211	100,129	108,519	121,637	126,516	124,888
▲ Non-Degree	38,992	40,442	45,353	48,722	52,123	59,364	54,965	50,107
✕ Total	202,970	214,490	228,467	250,920	270,128	293,766	300,743	290,836



**VCU**

# Higher Education Landscape: International Enrollment

## TOP TEN PLACES OF ORIGIN OF INTERNATIONAL STUDENTS

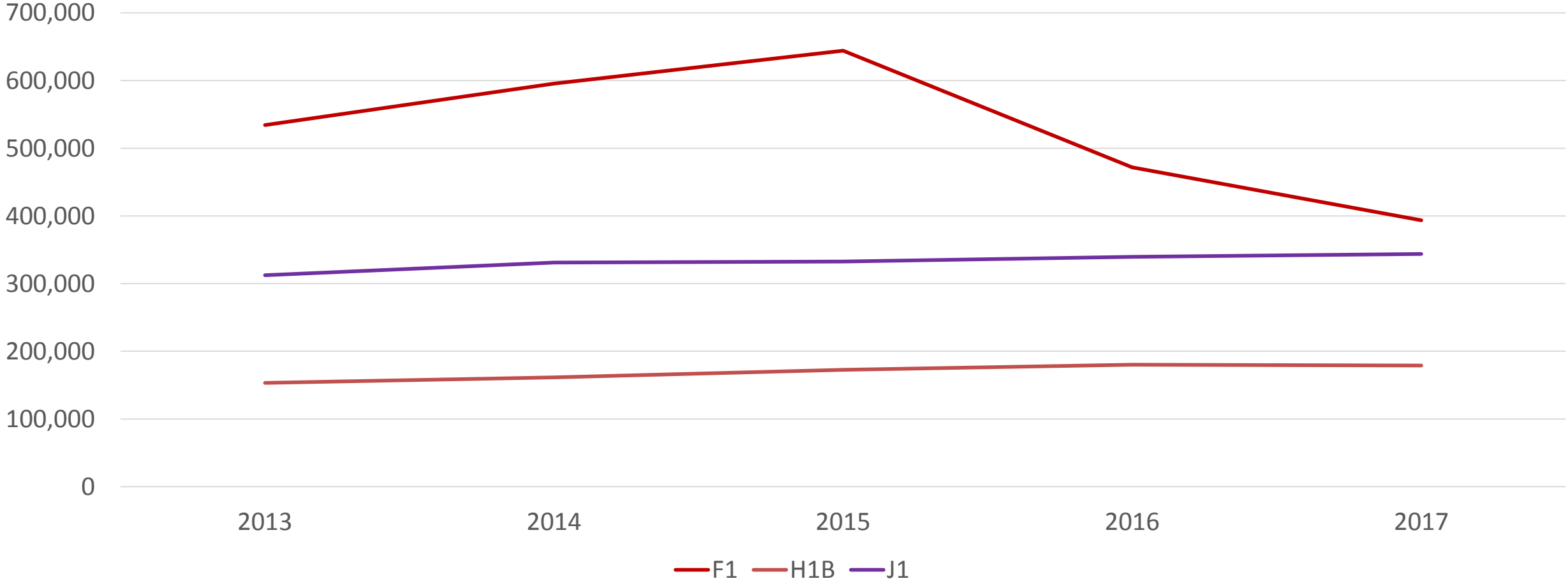


**58%** of international students

come from China, India, South Korea, and Saudi Arabia.

# Higher Education Landscape – Visas Granted

Visas Granted by US DOS



Source(s): U.S. Department of Homeland Security, U.S. Immigration and Customs Enforcement, special tabulations (2017), Student and Exchange Visitor Information System (SEVIS) database. *Science and Engineering Indicators 2018*

# How Does VCU Address International Enrollment Challenges?



**VCU**

# VCU: International Enrollment Strategy

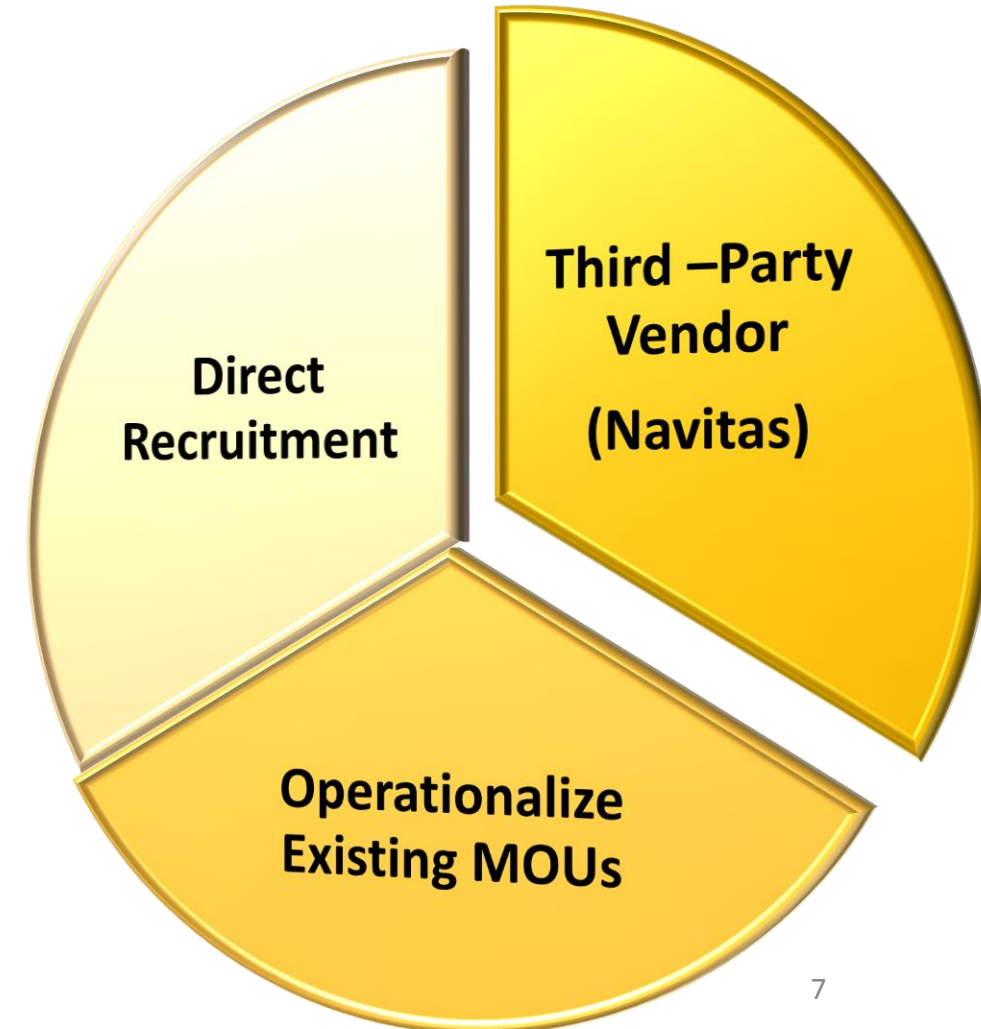
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- **5-Year Strategic Enrollment Management Plan**

- Draft Plan Available May 2019
- Establish Targets and Metrics for Success

- **VCU Strategy: Three-Prong Approach**

- Direct Recruitment
  - Identify three countries for strategic recruitment
- Operationalize Existing MOUs
  - 66 international Partnerships
- Approved targets for third-party vendor





# Existing VCU International Partnerships

101 agreements with 75 universities in 32 countries





# Third-Party Vendor: Purpose

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- Purpose of Third-Party Vendor
  - Assist VCU in Recruitment of International Students
    - Direct Entry to Undergraduate or Graduate Programs
    - Entry into VCU English Language Program
  - Create an International Pathways Program
    - Academic success curriculum and program to support international students with potential to successfully matriculate into degree programs

# Third-Party Vendor: Selection Process & Timeline

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- Vendor Selection Process for International Pathways Program
  - Request for Proposals (RFP) process initiated and completed (March – December 2017)
- Contract Executed with Navitas (December 2017)
  - Establishes VCU's international pathways program
  - VCU Global Student Success Program
- SACSCOC Acknowledgement (June 2018)
- Department of Homeland Security Approvals (January 2019)
  - Provides approval to grant Visas and to launch VCU Global Student Success Program
- Preparation for Launch of VCU GSSP (February 2019 to present)

# Global Student Success Program

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- Program Goal: To support international students during their first semesters at VCU through supplementary academic content, skill development, and both social and academic support.
- Navitas, has more than 20 years of experience in launching similar successful pathways programs
  - Help with the recruitment and support of these international students
  - VCU retains control of all academic aspects of the program.
- Global Student Success Program benefits include:
  - Building confidence in students both in and out of the classroom
  - Identifying students at risk early in order to assist and increase their chances of success
  - Creating a coaching relationship to explore academic and career interests, and to align these interests with appropriate VCU resources
- Curriculum and FAQs: <https://provost.vcu.edu/initiatives/gssp/>

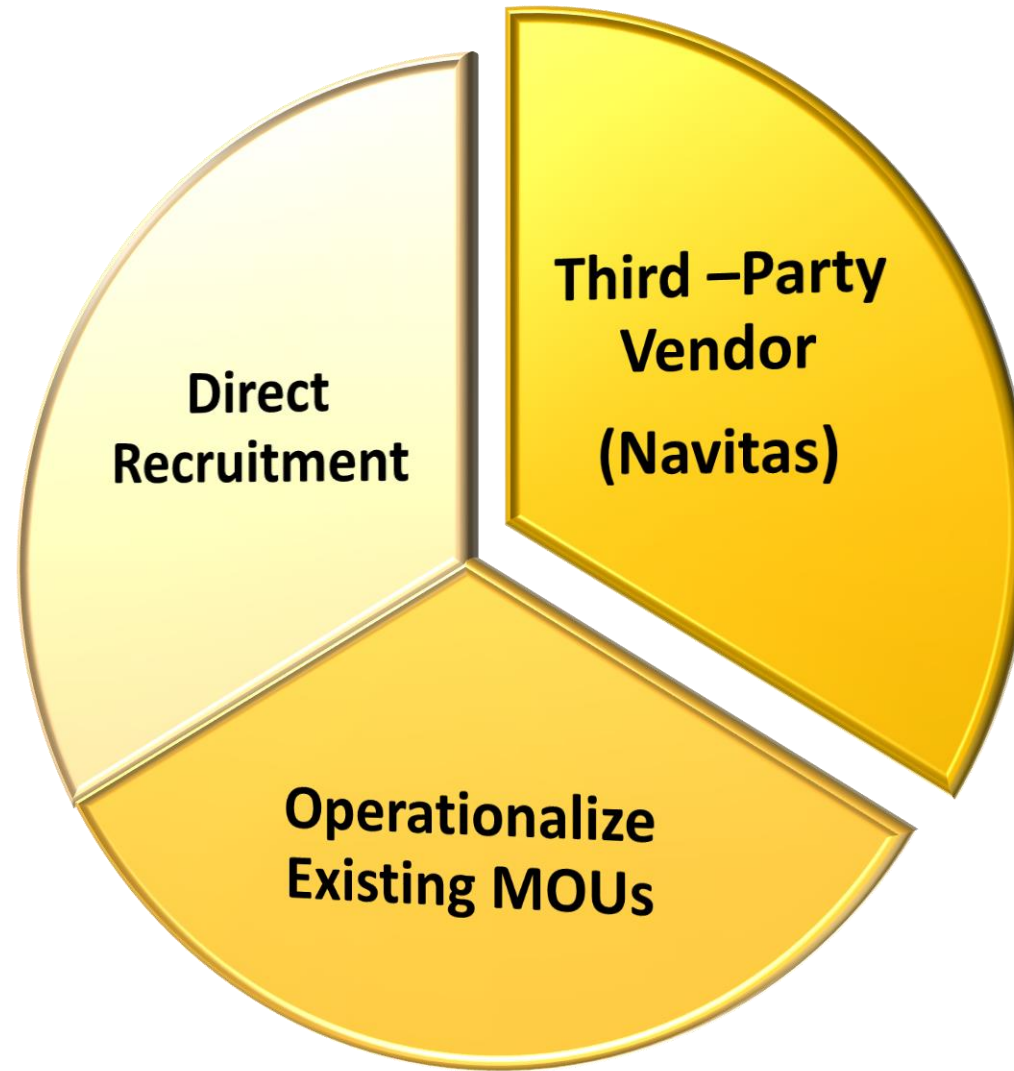
# Third-Party Vendor: Navitas

- Enrollment Targets

<b>Fiscal Year</b>	<b>Projected Navitas Enrollment</b>	<b>Budgeted Navitas Enrollment</b>
<b>FY20</b>	35	17
<b>FY21</b>	75	37
<b>FY22</b>	150	75
<b>FY23</b>	230	115
<b>FY24</b>	300	150
<b>FY25</b>	360	180
<b>FY26</b>	432	216
<b>FY27</b>	518	259
<b>FY28</b>	596	298

# VCU: International Enrollment Strategy

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# Questions and Comments

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# Strategic Career Planning

Closing the Underemployment Gap

**Dr. Maggie Tolan**  
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**VCU**

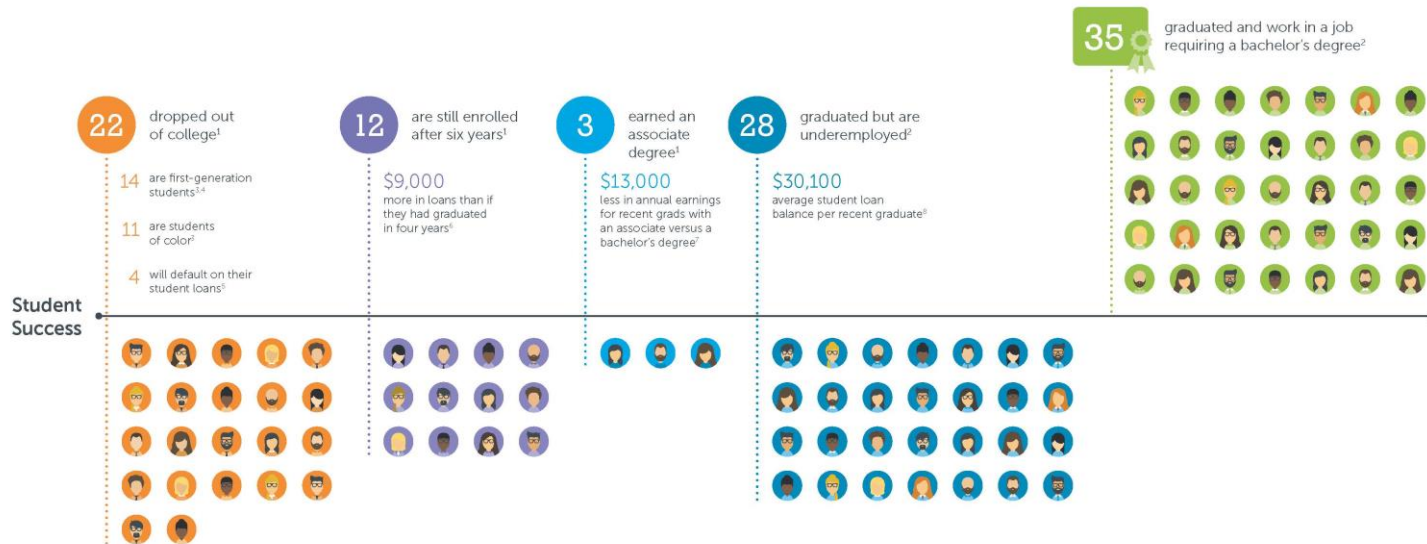
# The Problem: Retention, Graduation, Positive Career Outcomes, Alumni



## What happens to **100 Students** who start a bachelor's degree?

### Just 35 will get a "return on education"

Colleges and universities face seemingly constant scrutiny from external stakeholders questioning the value of a postsecondary education. Is this criticism warranted? The lack of centralized, longitudinal, industry-wide records makes it frustratingly difficult to understand what really happens to our students. In response, researchers at EAB have pulled together disparate national data sets to assemble a comprehensive picture of student outcomes. Given the nature of the data, this analysis should be interpreted as "directionally correct" rather than a precise measurement. Any institution that strives to elevate any of the numbers on this page can rightly be said to be working to improve their "return on education."





# Changing our Culture: Create Strategic Career Plans

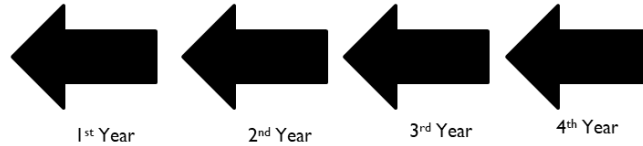


Move students from current ways of thinking:  
“I need to graduate in 4 years and get a job”



LONG TERM PLANNING

Flip their thinking to:  
“In 4 years I want to be \_\_\_\_ and here is what I need to do each semester to help me become the best candidate for that position/graduate program”



STRATEGIC PLANNING

# Exploration: Create Strategic Career Plans



<https://majormaps.vcu.edu/>

## Fall 2018 - Launched VCU Major Maps:

- Program/Major Description
- 4 Year Plan of Study/Course Outlines
- Flags related to barriers (math intensity, foreign language, additional fees)
- Admission requirements (or  $\Delta$  of major)
- Career Titles & Salary Information (Bachelor's level reality)
- **4 Year Matrix/Strategic Plan**

**2018-2019 Psychology Col**

**Program description**

The Bachelor of Science in Psychology curriculum, entry as a healing profession and training abroad and their societies, which reflects psychology's origin systematically develops understanding and skill in fulfill the degree requirements, students may pursue introduce students to the healing and philosophical whole, or the student may apply to one of several VCU Department of Psychology.

**Career opportunities**

Some students may choose to study psychology in major. In this scenario, it is critical to develop best experiences. Some skills valued most by employers related fields to increase opportunities and earning.

**Change of major requirements**

None

**Bachelor-level job titles**

Adult learning and instruction  
Market research analyst or marketing specialist  
Recreational therapist  
Sales representative  
Social science research assistant

**Professional associations and resource**

Society for Human Resource Management (SHRM)  
Association for Psychological Science

**Major map**

	MINOR COURSE AND STUDY PLANNING	GET CONNECTED WITH YOUR COMMUNITY	BUILD CULTURAL COMPETENCY	GET REAL EXPERIENCES	PREPARING FOR LIFE AFTER COLLEGE
<b>YEAR 1</b>	<ul style="list-style-type: none"> <li>Schedule an appointment with your academic advisor each semester to discuss tutoring, course selection, and degree progression.</li> <li>Complete PSYC 101 and STAT 210 with a grade of "C" or above in each course.</li> <li>Complete BIOL 101 and BIOL 102.</li> <li>Attend Ready, Set, Go! - Sophomore Transition Experience.</li> </ul>	<ul style="list-style-type: none"> <li>Register to vote in Virginia and explore BallotView, including its requirements, public testimony, and cultural events.</li> <li>Apply to live in the ASPIRE, Globe, INDIANTE, or LEAD Living &amp; Learning Programs.</li> <li>Get involved with VCU Student Government or one of over 400 clubs and organizations.</li> </ul>	<ul style="list-style-type: none"> <li>Learn about your study abroad options by visiting a study abroad fair and attending a First Abroad Seminar at the Global Education Office.</li> <li>Review the Office of Multicultural Student Affairs (OMSA) website for programs, events, and resources.</li> <li>Attend VCU's annual Intercultural Festival.</li> <li>Join a living learning program such as VCU Globes.</li> </ul>	<ul style="list-style-type: none"> <li>Explore "What Can I Do With This Major?" learn about employers and job titles in field of study.</li> <li>Complete Career Pathways on VCU Career Services website.</li> <li>Practice independent living skills (such as money management, self-care, time management, and personal responsibility).</li> <li>Build a LinkedIn profile with Career Services.</li> <li>Review weekly PSYUGRAD eNews for opportunities to gain relevant experience.</li> </ul>	<ul style="list-style-type: none"> <li>Complete a "Gap Analysis" Strategic Plan with academic or career advisor.</li> <li>Explore Career Pathways on VCU Career Services website.</li> <li>Practice independent living skills (such as money management, self-care, time management, and personal responsibility).</li> </ul>
<b>YEAR 2</b>	<ul style="list-style-type: none"> <li>Meet with PSYUGRAD advisor and explore internships, certifications, and additional value added courses.</li> <li>Begin Completing the PSYC 214 and 217 assignments with a grade of "C" or above in each course.</li> <li>Review weekly PSYUGRAD eNews for opportunities.</li> <li>Talk to your professors about research interests, picking future classes in your major and strategies for success in your degree program.</li> </ul>	<ul style="list-style-type: none"> <li>Take service learning classes or volunteer to address a social issue (Connect2 &amp; Connect2US).</li> <li>Join one of the department's student organizations, join your PSYUGRAD advisor!</li> <li>Attend at least two or three public talks or other events advertised by the department.</li> <li>Explore peer leadership opportunities or apply for I-LEAD Connect, or Alternative Spring Break.</li> </ul>	<ul style="list-style-type: none"> <li>Attend Diversity Scholars to Research Events.</li> <li>Get to know other VCU students that will open the world as a monthly Global Cafe.</li> <li>Join a cultural organization.</li> <li>Complete internships.</li> <li>Attend at least two or three public talks or other events advertised by the department.</li> <li>Attend OMSA, Social Justice Conference.</li> </ul>	<ul style="list-style-type: none"> <li>Create a draft of your resume and go to drop-ins at VCU Career Services to have it reviewed. Your career counselor is available weekly at PSYUGRAD - see weekly eNews for day and time.</li> <li>Attend Career &amp; Internship Expo and career events throughout the year to explore your interests.</li> <li>Attend Fall and Spring PSYC 404 Research Fairs.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct numerous informational interviews or shadow someone in a field of career interest.</li> <li>Using LinkedIn, connect to at least 10 people. Check out the VCU alumni page by My Network.</li> <li>Complete who you really are to have access to professional and academic references for future letters of recommendation.</li> </ul>
<b>YEAR 3</b>	<ul style="list-style-type: none"> <li>Meet with PSYUGRAD advisor each semester. Discuss taking PSYC 404 Research Internship and PSYC 493 Fieldwork.</li> <li>Complete the PSYC 214 and 217 sequence with a grade of "C" or above in each course.</li> <li>Students considering graduate school should discuss research projects with faculty.</li> </ul>	<ul style="list-style-type: none"> <li>Create and complete a community engaged research project.</li> <li>Attend civic meetings, such as school board, city council, or state legislative sessions.</li> <li>Attend at least two or three public talks or other events advertised by the department.</li> <li>Lead a Wellness Resource Center program.</li> </ul>	<ul style="list-style-type: none"> <li>Review weekly PSYUGRAD eNews for opportunities to build cultural competencies.</li> <li>Attend presentations and conferences pertinent to intercultural dialogue, history and issues.</li> <li>Take on a leadership role in a cultural organization.</li> <li>Apply for a Fulbright or international leadership program through National Scholarship Office.</li> </ul>	<ul style="list-style-type: none"> <li>Review weekly PSYUGRAD eNews for opportunities to gain relevant experience.</li> <li>Attend Fall and Spring PSYC 404 Research Fairs.</li> <li>Identify at least three career options within your field of interest that you may want to pursue.</li> <li>Meet with a career advisor to discuss your career development and create an action plan.</li> </ul>	<ul style="list-style-type: none"> <li>Based on career goals, talk to PSYUGRAD advisor or career/academic advisor or faculty member about whether graduate school is a job fit for your career goals.</li> <li>Join job fairs and see that provide access to job postings in relevant fields. Review job analysis assessment and continue adjusting strategic career plan with Career Services advisor.</li> </ul>

Take a look at Major Maps at this link:

<https://majormaps.vcu.edu>

# Major Maps: 3 Stages & 5 Strategic Pillars



## CHEMISTRY Major Map Compass to Success

Biochemistry, Chemical Modeling, Chemical Science, Professional Chemist (and with honors)

	EXPLORE	EXPERIENCE		EXCEL	
	1 <sup>ST</sup> YEAR	2 <sup>ND</sup> YEAR	3 <sup>RD</sup> YEAR	4 <sup>TH</sup> YEAR	
MAXIMIZE COURSE & DEGREE PLANNING	<ul style="list-style-type: none"> <li>• <a href="#">Schedule an appointment</a> with your academic advisor each semester to discuss tutoring, course electives, and degree progression.</li> <li>• Complete introductory courses in biology, chemistry and math.</li> <li>• Attend all supplemental instruction sessions.</li> <li>• Attend <i>Ready, Set, Go</i> – Sophomore Transition Experience.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Schedule an appointment</a> with your advisor and explore minors, certificates, and skills-based value added courses and your plan to complete the Chemistry core and collateral coursework.</li> <li>• Talk to your professors about <a href="#">research</a> interests, picking future classes in your major, and strategies for success in your degree program.</li> </ul>	Complete your Real World Learning	<ul style="list-style-type: none"> <li>• See your advisor each semester to discuss degree progression and plans for elective coursework.</li> <li>• Register for CHEM 298 – Professional Practices and Perspectives Seminar.</li> <li>• Complete foreign language requirement.</li> <li>• Conduct independent undergraduate research. Consider attending a scientific meeting and presenting a poster with your research advisor.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Schedule an appointment</a> with your academic advisor a semester before your anticipated graduation to ensure all graduation requirements will be met.</li> <li>• Seek extensive laboratory and research experience along with courses in quantitative, qualitative and instrumental analyses. Pursue experimental design, data interpretation and problem solving competence through coursework and research with professors.</li> </ul>
GET CONNECTED WITH YOUR COMMUNITY	<ul style="list-style-type: none"> <li>• Register to <a href="#">vote in Virginia</a> and <a href="#">explore</a> Richmond, including its <a href="#">museums, parks, festivals</a>, and cultural events!</li> <li>• Apply to live in the <a href="#">ASPIRE, Globe, INNOVATE or LEAD Living &amp; Learning Programs</a>.</li> <li>• Get involved with <a href="#">VCU Student Government</a> or one of over <a href="#">450 clubs and organizations on campus</a>.</li> <li>• Join groups on LinkedIn reflecting specific careers or topics of interest in Chemistry.</li> </ul>	<ul style="list-style-type: none"> <li>• Take <a href="#">service-learning classes</a> or volunteer to address a social issue (<a href="#">ConnectVA &amp; HandsOn RVA</a>).</li> <li>• Join related professional organizations such as the <a href="#">American Chemical Society</a> or the <a href="#">American Society for Biochemistry and Molecular Biology</a>. Apply to science-specific scholarships and awards.</li> <li>• Explore peer leadership opportunities or apply for <a href="#">I-LEAD Connect, Alternative Spring Break</a>.</li> </ul>		<ul style="list-style-type: none"> <li>• Create and complete a science related <a href="#">community-engaged research project</a>.</li> <li>• Attend civic meetings, such as <a href="#">school board</a>, neighborhood associations, <a href="#">city council</a>, or <a href="#">state legislative sessions</a>.</li> <li>• Attend at least two or three public talks or other events advertised by the department.</li> <li>• Attend a program through the <a href="#">Wellness Resource Center</a>.</li> </ul>	<ul style="list-style-type: none"> <li>• Serve in a leadership role or <a href="#">as a board member</a> of a local community organization.</li> <li>• Consider applying for a year-long service opportunity after graduation through programs like <a href="#">VCU AmeriCorps, Literacy Lab, Peace Corps, Fulbright Student Scholars, Teach for America</a> and <a href="#">City Year</a>.</li> <li>• Attend professional conferences that offer student rates or scholarships. Enhance your networking skills and practice your “elevator speech” when presenting yourself.</li> </ul>
BUILD CULTURAL COMPETENCE	<ul style="list-style-type: none"> <li>• Learn about your study abroad options by visiting a <a href="#">study abroad fair</a> and attending a <a href="#">First Advising Session</a> in the Global Education Office.</li> <li>• Review the <a href="#">Office of Multicultural Student Affairs (OMSA) website</a> for programs, events, and resources.</li> <li>• Join a living-learning program such as <a href="#">VCU Globe</a>.</li> </ul>	<ul style="list-style-type: none"> <li>• Attend Diversity Scholars in Research Week.</li> <li>• Get to know other VCU students from all over the world at a monthly Global Café.</li> <li>• Join a cultural organization.</li> <li>• Consider short-term, semester and year long Study Abroad opportunities.</li> <li>• Attend OMSA Social Justice Conference.</li> </ul>		<ul style="list-style-type: none"> <li>• Develop exceptional communication and interpersonal skills for future work on multidisciplinary teams.</li> <li>• Consider becoming a <a href="#">diversity ambassador</a> with the Office of Multicultural Student Affairs.</li> <li>• Apply for a Fulbright or other post-graduate international fellowship program through VCU’s <a href="#">National Scholarship Office</a>.</li> </ul>	<ul style="list-style-type: none"> <li>• Read scholarly articles about diversity in STEM.</li> <li>• Reflect on your own cultural competency, and be prepared to answer interview questions that outline how you have worked with diverse populations. Schedule a mock interview with VCU Career Services.</li> <li>• Attend Office of Multicultural Student Affairs I Love Diversity Week.</li> </ul>
GET RELEVANT EXPERIENCE	<ul style="list-style-type: none"> <li>• Explore <a href="#">“What Can I Do With This Major?”</a> to learn about employers/ job titles in your field of study.</li> <li>• Complete your <a href="#">Handshake</a> profile and opt-in to industry email lists to learn about opportunities.</li> <li>• Complete a <a href="#">“Gap Analysis”</a> Strategic Plan with your academic or career advisor.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a draft of your <a href="#">resume</a> and go to drop-ins at VCU Career Services to have it reviewed.</li> <li>• Attend Career &amp; Internship Fairs and career events throughout the year.</li> <li>• Join groups on <a href="#">LinkedIn</a> reflecting specific careers or topics of interest in Chemistry.</li> </ul>		<ul style="list-style-type: none"> <li>• Complete internships, shadowing experiences and informational interviews.</li> <li>• Develop attention to detail and strong problem solving skills. Pursue advanced instrumentation and computer skills along with knowledge of statistics.</li> </ul>	<ul style="list-style-type: none"> <li>• Gain practical experience related to your career goal through internships, externships and skill building.</li> <li>• Conduct at least one informational interview a month – strategically explore employment sectors (government, private, nonprofit) and jobs within each sector.</li> </ul>
PREPARING FOR LIFE AFTER COLLEGE	<ul style="list-style-type: none"> <li>• Attend a <a href="#">Pre-Professional Health Interest Workshop</a>, if you are considering a professional health program (medicine, pharmacy, etc.).</li> <li>• Explore <a href="#">Career Pathways</a> on VCU Career Services’ website.</li> <li>• Practice independent living skills (such as money management, self-care, time management, and personal responsibility).</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct numerous informational interviews or shadow someone in a field of career interest.</li> <li>• Using <a href="#">LinkedIn</a>, connect to at least 10 people. Check out the VCU alumni page in My Network</li> <li>• Consider who you would like to have serve as professional and academic references for future letters of recommendation.</li> </ul>		<ul style="list-style-type: none"> <li>• Based on career goals, talk to a career/academic advisor or a faculty member about whether graduate school or a job fits your career goals.</li> <li>• Complete necessary exams, applications, or self-marketing activities for next steps beyond graduation.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete necessary exams, applications, or self-marketing activities for next steps beyond graduation.</li> <li>• Research prospective employers and create a job or graduate school search strategy at least 8 months before graduation.</li> <li>• Have your personal statement or cover letter reviewed, and do a mock interview at VCU Career Services.</li> </ul>

# Career Services & REAL: The Ties that Bind



GET RELEVANT EXPERIENCE	EXPLORE	EXPERIENCE		MARKETABLE
	1 <sup>ST</sup> YEAR	2 <sup>ND</sup> YEAR	3 <sup>RD</sup> YEAR	4 <sup>TH</sup> YEAR
	<p>Explore "<a href="#">What Can I Do With This Major</a>" to learn about employers and job titles in your field of study</p> <p>Complete your <a href="#">HireVCURams</a> profile and opt-in to industry email lists to learn about opportunities. Apply for <a href="#">work-study</a> opportunities either on or off-campus.</p>	<p>Create a draft of your resume and come to drop-ins at <a href="#">VCU Career Services</a> to have it reviewed</p> <p>Attend Career &amp; Internship Fairs and career events throughout the year to explore your interests.</p>	<p>REAL</p> <p>Complete internships, shadowing experiences and informational interviews.</p> <p>Develop attention to detail and strong problem solving skills. Pursue advanced instrumentation and computer skills along with knowledge of statistics.</p>	<p>Complete at least one internship during your senior year.</p> <p>Conduct at least one informational interview a month – strategically explore employment sectors (government, private, nonprofit) and jobs within each sector.</p>

- *What Can I Do With This Major?*
- Gap Analysis
- Self-Assessment
- Handshake
- Work Study & Student Worker employment
- Freshmen Courses: "Career Planning & Management"
- Part-Time Job Fair

- Resume (or CV)
- Informational Interviews
- Co-Ops
- Value-added options (certificates, foreign language, minors)
- Networking (LinkedIn)
- Career Fairs
- Job Shadowing
- Clubs & Organizations

- Internships
- Job Search Plan
- Employer Panels
- Graduate School
- Career Treks
- Cover Letters, Prospecting
- Alumni Mentoring
- Etiquette

- Targeted resumes and portfolio development
- Branding
- Workshops on Sectors
- Pre-Health Committee
- "Suit Yourself"
- Job Fairs
- Workshops: Negotiating Salary
- Personal Statements

# Career Services & REAL: The Tie that Binds



GET RELEVANT EXPERIENCE	EXPLORE	EXPERIENCE		MARKETABLE
	1 <sup>ST</sup> YEAR	2 <sup>ND</sup> YEAR	3 <sup>RD</sup> YEAR	4 <sup>TH</sup> YEAR
	<p>Explore "<a href="#">What Can I Do With This Major</a>" to learn about employers and job titles in your field of study</p> <p>Complete your <a href="#">HireVCURams</a> profile and opt-in to industry email lists to learn about opportunities. Apply for <a href="#">work-study</a> opportunities either on or off-campus.</p>	<p>Create a draft of your resume and come to drop-ins at <a href="#">VCU Career Services</a> to have it reviewed</p> <p>Attend Career &amp; Internship Fairs and career events throughout the year to explore your interests.</p>	<p>Complete internships, shadowing experiences and informational interviews.</p> <p>Develop attention to detail and strong problem solving skills. Pursue advanced instrumentation and computer skills along with knowledge of statistics.</p>	<p>Complete at least one internship during your senior year.</p> <p>Conduct at least one informational interview a month – strategically explore employment sectors (government, private, nonprofit) and jobs within each sector.</p>

REAL

- *What Can I Do With This Major?*
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- Workshops: Negotiating Salary
- Personal Statements

# New Tools That Expand Opportunity



2017-2018

We posted

**7,748**

job &  
internship  
opportunities



Fall 2018

We posted

**12,485**

job &  
internship  
opportunities

# Top Industries – Who Recruits our Students?

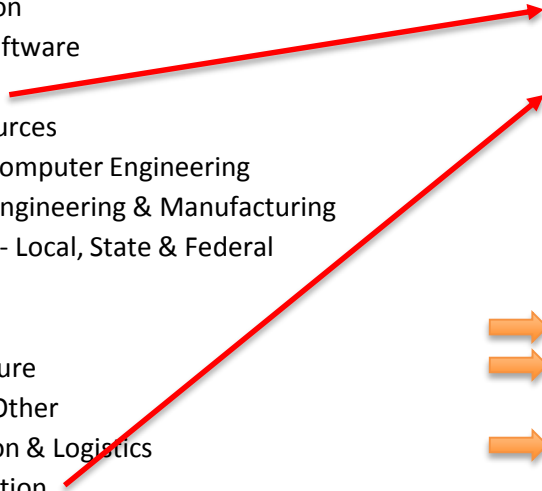


## Undergraduate

K-12 Education  
Internet & Software  
Healthcare  
Human Resources  
→ Electrical & Computer Engineering  
→ Mechanical Engineering & Manufacturing  
Government - Local, State & Federal  
→ Insurance  
Construction  
Sports & Leisure  
Non-Profit - Other  
→ Transportation & Logistics  
Higher Education  
Research

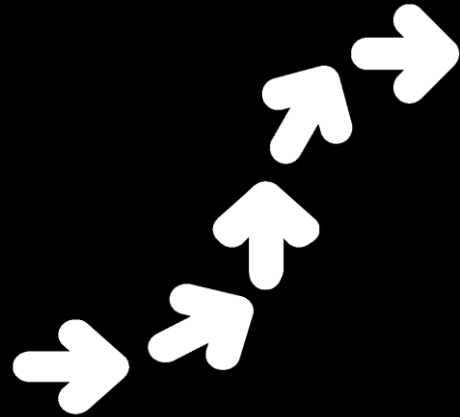
## Graduate & Professional

Healthcare  
K-12 Education  
Higher Education  
Internet & Software  
Human Resources  
Government - Local, State & Federal  
Research  
Non-Profit - Other  
→ Scientific and Technical Consulting  
→ Medical Devices  
Construction  
→ Social Assistance  
Sports & Leisure  
→ Environmental Services





# Next STEPS



## Outline of future plans

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- ✓ Lower Career Advisor : Student Ratios (currently 3,100:1)
- ✓ New Audits: Student “career audit” tool and “Employer Audit” – chase our gaps
- ✓ Expand Faculty Engagement Throughout Major Map
- ✓ Expand Work-Study program
- ✓ Develop “NextGen” funding pool to support REAL experiences
- ✓ Expand Alumni Mentoring Network for Target At-Risk Groups
- ✓ Higher completion rate for Career Outcomes Survey

# The Importance of Career Networking

<https://www.thebalancecareers.com/top-career-networking-tips-2062604>

By [Alison Doyle](#)

Updated December 10, 2018



The importance of [career networking](#) shouldn't be discounted when you are in the midst of a job search. In fact, [career networking](#) should become a part of your daily work and career-related endeavors. Your career network should be in place for when you need it, both for [job searching](#) and for moving along the career ladder. Since you never know when you might need it, it makes sense to have an active career network, even if you don't need it today.

## The Purpose of Career Networking

Career networking, or "professional" networking, involves using personal, professional, academic or familial contacts to assist with a job search, [achieve career goals](#), or learn more about your field, or another field you'd like to work in. Networking can be a good way to hear about job opportunities or get an "in" at the company you'd like to work in.

## Why Spend Time on Career Networking

Networking can help you get hired and help you grow your career. [LinkedIn reports](#):

- 70 percent of people in 2016 were hired at a company where they had a connection.
- 80 percent of professionals consider professional networking to be important to career success.
- 35 percent of surveyed professional say that a casual conversation on LinkedIn Messaging has led to a new opportunity.
- 61 percent of professionals agree that regular online interaction with their professional network can lead to the way into possible job opportunities.

## Who You Can Network With

- Past or present co-workers, colleagues, managers, supervisors or employees
- Past or present clients and customers
- Business associates
- Alumni of your undergraduate or graduate alma mater
- Acquaintances you know from your personal life
- Acquaintances you know through your spouse or your family
- People from your church, gym, yoga studio, or community organization
- Past or present teachers or professors
- Anyone you meet and have a productive, professional conversation about your career path!

## Top 7 Networking Tips

1. **Include the right people:** Your career network should include anyone who can assist you with a job search or career move. It can include past and present co-workers, bosses, friends with similar interests, colleagues from business associations, [alumni from your university](#), or acquaintances you have met via online networking services. Your network can also include family, neighbors, and anyone who might have a connection that will help.
2. **Know what your career network can do for you:** Over 80% of job seekers say that their network has helped with their job search. Networking contacts can help with more than job leads. They can [provide referrals](#) to or insider information about companies you might be interested in working for. They can provide information on career fields you might want to explore or what the job market is like on the other side of the country. Your network can give you advice on where to look for jobs or review your [resume](#). The possibilities are endless.
3. **Keep in touch - work your network:** Don't just contact those who can help when you have just been laid-off from your job or decide you want to look for a new position. Keep in touch with your network regularly - even if it's just a brief email to say hello and to ask how they are doing. People are more willing to help when they know who you are.
4. **Give to get - what can you do for your career network?** Networking shouldn't be a one-way street. If you come across an interesting article or a relevant job listing, share it with your network. The point of having a career network is to have resources who can help, but you should reciprocate whenever you can.
5. **Keep track of your network:** Keep track of your personal career network somewhere. Whether it's electronically or on paper, make sure you know who is who, where they work, and how to get in touch.
6. **Network online:** Online job searching networking does work. Sites like [LinkedIn](#), [Facebook](#), and a variety of other [online networking websites](#) can help you get in touch with other networkers at specific companies, with college affiliations or in a certain geographic area. In addition, if you're a college graduate, your institute may have an alumni career network you can access. When networking with people you don't know, make sure that you know what you want. Are you looking for company information? Do you want to know about job opportunities? Be specific in what you ask for.
7. **Attend networking events:** Networking in person works, too. If you belong to a professional association, attend a meeting or a mixer. You'll find that many of the participants have the same goals you do and will be glad to exchange [business cards](#). If your college alma mater holds alumni networking events (many schools hold them at locations across the country) be sure to attend. There are many different [types of networking events you can attend](#). Before you go, review these [tips for starting a conversation](#) with the people you meet.

## Why Career Networking Works

As you can see, career networking really does work and it's important to have a viable network in place throughout your career and to use your network to your advantage when job searching or exploring career options.

# Why getting a good job is so much harder for today's college graduates

---

By Jeffrey J. Selingo

The spring semester is approaching its halfway point on college campuses, and for the graduating class of 2017 that means many seniors will be kicking their job search into high gear.

The good news is that all signs point to a strong hiring cycle this year for new graduates. Eight out of every 10 employers describe the college labor market as good to excellent, [according to an annual survey](#) by the Collegiate Employment Research Institute at Michigan State University, which received responses from more than 4,300 employers. Nearly 90 percent of them hired a new graduate last year, and all of them expect to hire again this year.

But even such rosy numbers won't give parents of college seniors less anxiety about their return on the college investment until their children move out of the house and start making ends meet on their own. And for this generation of college graduates, making that transition from school to career is more treacherous now than it was for graduates even a decade ago, said Phil Gardner, director of the Michigan State employment center.

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“College students are enjoying the longest run in job growth since the late 1990s, but that doesn't mean navigating the job market is easy,” he told me.

Three primary developments in the job market make it more difficult for today's graduates compared to their parents.

First, Gardner said, the size and makeup of companies recruiting on campuses has shifted, altering the entire hiring process. In the 1980s, campus recruiting was dominated by three primary industries— manufacturing, retail and finance— and a few big corporations controlled each of those sectors. That meant the big employers set the recruiting calendar, and everyone else followed along. It was an easy process for students and campuses to understand. In 1985, GM and Dow Chemical, combined, hired 340 Michigan State graduates, Gardner told me. In recent years, those two companies hired only a few dozen students from Michigan State.

There are more employers today, each of them recruiting fewer students, and all have specific needs and timetables for students to track. Companies that build things no longer dominate the economy; business and professional services that reorganize those old-line companies now do.

Nonprofit and government agencies also loom over hiring in a way they didn't in the past. Teach for America and AmeriCorps are among the top 10 destinations for Michigan State graduates today, and several other nonprofit organizations fill spots in the top 15. In the 1980s, nonprofits occupied none of those spots. In a nationwide survey, more than 40 percent of the class of 2015 said they wanted to work for the government, at the federal, state or local level.

*[Want more jobs? Give high school students more exposure to training for a variety of careers]*

Second, employers have raised the bar on the skills workers need to start a job on day one and are less involved in employee training. Young adults are largely on their own to acquire those skills. Doing so becomes increasingly challenging because the rules keep shifting. Only a quarter of companies have specific hiring targets when they start campus recruiting, according to surveys by Michigan State.

Workplaces are engaging in more on-demand or last-minute hiring, so students can't know even months in advance what they need to know for a job, let alone before signing up for classes or before picking a major.

"We're asking 23-year-old new graduates to act like 35-year-old experienced workers," Gardner said.

In the old days, Fortune 500 companies put new hires into "rotational programs" that allowed them to move around different departments to learn about the company and its culture, as well as various jobs. Many of those programs have been eliminated in corporate cost-cutting.

The third major development, according to Gardner, is the increased velocity of today's economy. Entire industries have been disrupted by technology and globalization in recent years, even stalwarts like law, accounting and medicine.

Yet colleges are under more pressure than ever to help their students find precise routes into careers when those routes don't exist anymore. In a 2015 survey by the Chronicle of Higher Education, two-thirds of college leaders said more discussions about job preparation were occurring on campus compared with just three years earlier.


*[Is a college degree the new high school diploma? Here's why your degree's worth is stagnant.]*

But what kinds of jobs are campuses supposed to be preparing students for? How does anyone know what the job market might look like in two or four years? Entire industries are disappearing almost overnight, and legacy companies are quickly changing course. In one recent year, Gardner told me, Procter & Gamble hired graduates from 86 different majors at Michigan State, reflecting both its new lines of business and its eagerness to hedge its bets to find the right match.

As a result of these trends in the labor market, college seniors these days no longer have as clear or straightforward a career path as previous generations did. They are part of a much more complex, fragmented workforce with many overlapping pathways. Compared to their parents, who had maps with clearly marked trails for their careers, these soon-to-be graduates face wide-open seas as they chart their next 30-plus years.

## Comments

### **Jeffrey J. Selingo**

Selingo is the author of *There Is Life After College*, about how today's graduates launch into their careers. He is former editor of the Chronicle of Higher Education, a professor of practice at Arizona State University, a trustee of Ithaca College and a visiting scholar at Georgia Tech's Center for 21st Century Universities. Follow 

(/) (/center/)



National Association of Colleges and Employers

# THE IMPACT OF INTERNSHIPS AND STUDY ABROAD ON THE CAREER READINESS OF FIRST-GENERATION STUDENTS

February 07, 2019 | By Angelena Salvadge

NACE Journal, February 2019

What, if any, effect do internships have on the career readiness of first-generation students? Similarly, how do study abroad experiences impact first-generation students' career readiness? In this article, we examine data from NACE's *2018 Student Survey* to compare and contrast the effects of these activities on first-generation students with those of their non-first-generation peers, detail implications, and suggest avenues for further investigation.

## DIVERSITY AND FIRST-GENERATION STUDENTS

First-generation (FG) college students, defined for purposes here as students whose parent(s) do not hold a bachelor's degree, are more diverse racially and ethnically than their non-first-generation counterparts (NFG). (See Figure 1.)

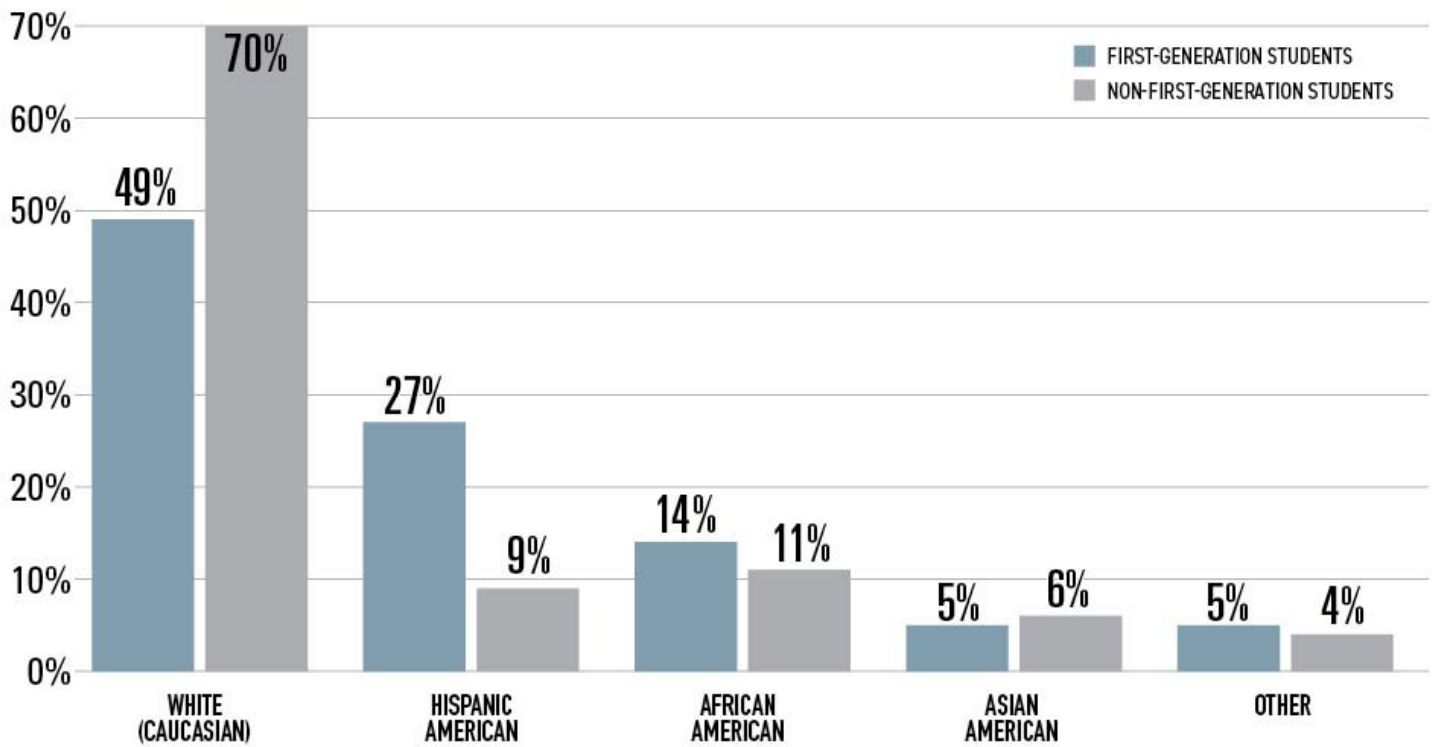
The demographic breakdown of bachelor's-level students from NACE's *2018 Student Survey* follows this pattern, with FG students of diverse racial backgrounds outpacing their NFG counterparts. (See Figure 2.)

In addition to FG students being racially and ethnically diverse, socioeconomic status also distinguishes them from their NFG peers.

According to National Center for Education Statistics (NCES), 27 percent of FG students in 2002 came from households earning \$20,000 or less annually, compared to 6 percent of NFG students, and 50 percent of FGs came from households earning \$20,001 to \$50,000, compared to 23 percent of NFGs.<sup>1</sup> Not surprisingly, income plays a major role in whether to attend college: According to a report published by the Pell Institute, in 2016, 78 percent of high school graduates from the highest family income quartile enrolled in college, compared with 46 percent of those in the lowest income quartile.<sup>2</sup> Additionally, a greater number of FG students take out student loans— and of higher values—in their first year of college than do NFG students.<sup>3</sup>

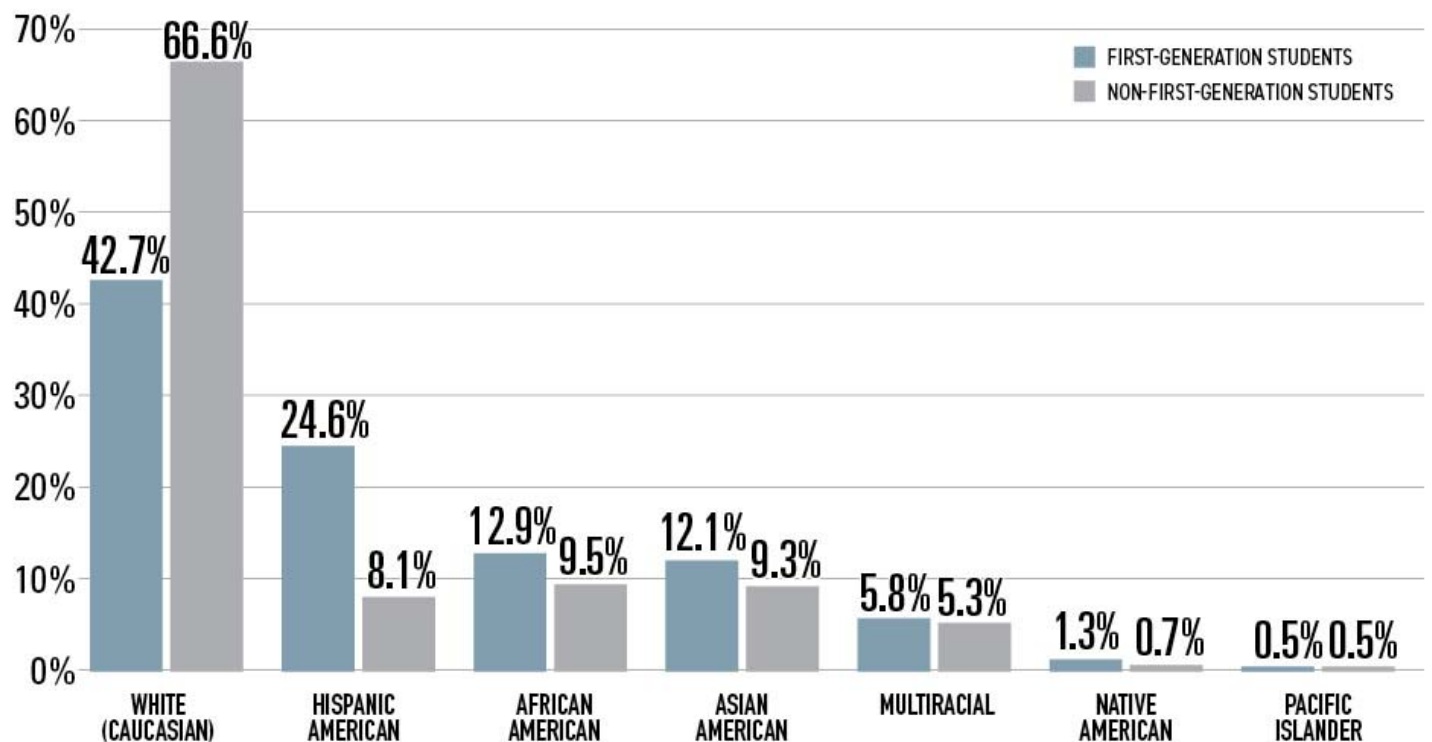
College-readiness also plays a role. According to one study, FG students who are not college-ready will drop out after their first year at a rate greater than equally un-college-ready NFGs.<sup>4</sup> Another study found that only 20 percent of FG students earned their bachelor's degree compared to 42 percent of NFG students.<sup>5</sup>

**FIGURE 1: RACE/ETHNICITY OF FIRST-GENERATION AND NON-FIRST-GENERATION COLLEGE STUDENTS, OVERALL**



SOURCE: NATIONAL CENTER FOR EDUCATION STATISTICS. "STATS IN BRIEF: FIRST-GENERATION AND CONTINUING-GENERATION COLLEGE STUDENTS: A COMPARISON OF HIGH SCHOOL AND POSTSECONDARY EXPERIENCES." SEPTEMBER 2017.

**FIGURE 2: DIVERSITY BREAKDOWN BY FIRST-GENERATION AND NON-FIRST-GENERATION STUDENTS**



SOURCE: NACE 2018 STUDENT SURVEY STUDENTS SELF-IDENTIFY THEIR RACE/ETHNICITY. FIGURE REPRESENTS RACE/ETHNICITY OF ALL RESPONDENTS TO THE SURVEY, NOT JUST SENIORS.

### FIRST-GENERATION STUDENTS AND HIGH-IMPACT ACTIVITIES

With that backdrop, consider the difficulties many FG students have in navigating the college experience. How, then,

do internship and study abroad experiences affect FG students? Do they positively impact FG students? Do FG students benefit more from taking part in internships and study abroad than their counterparts do?

A study published by the Association of American Colleges and Universities (AACU) found that the more high-impact activities FG students took part in—and both internships and study abroad were counted as such—the better. The study found that:

- FG students engaged in significantly fewer high-impact activities than did NFG students (an average of 1.24 versus 1.45).
- Reported levels of engagement in deep learning and perceived gains were, on average, 11 percent higher for FG students who took part in one to two high-impact activities compared to FG students who did not.
- The more high-impact activities that were participated in, the larger this distinction appears between the FG groups. Those FG students who took part in internships (+5.2) and study abroad (+4.3) fared better than FGs who did not take part.

NACE's own research also sheds light on the value of these experiences.

## FIRST-GENERATION STUDENTS AND INTERNSHIPS

Data from NACE's annual *Student Survey* indicate that first-generation students are less likely to take part in internships than their NFG counterparts.

Overall, 45.7 percent of bachelor's-level senior FG students responding to NACE's *2018 Student Survey* reported participating in an internship. In contrast, 52.9 percent of responding senior NFGs reported this. Similarly, results from the 2016 version of the survey shows that 53.5 percent of graduating senior FGs took part in internships compared to 67.5 percent of their NFG peers.<sup>6</sup>

In addition, FG students are more likely than their NFG counterparts to take part in an unpaid internship. Approximately 48 percent of the internships 2018 senior FGs took part in were unpaid, compared to about 43 percent for NFGs. Again, this matches earlier results from the Class of 2016, when 50.5 percent of the internships senior FGs took part in were unpaid, compared with 40.9 percent for NFG seniors.

There is also a difference in where FGs spend their internships: As Figure 3 shows, FG students are more likely to intern in nonprofits—in paid and unpaid positions—than their NFG peers. NFG students are more likely to intern in paid positions in for-profit settings.

Despite FG students being less likely to receive compensation for their internships, they are more disposed than their NFG counterparts to find the experience “very” to “extremely” satisfying—77.8 percent versus 75 percent. To coincide with their greater sense of satisfaction, more FG students reported they desired a career in the same industry as their internship program (58.3 percent) than did NFG students (55.9 percent). This seems to align with the AACU study findings.

When students were asked about how their internship influenced their view of their career readiness competencies, an interesting finding emerged. FG students were more likely than NFG students to report that their internship had a significant positive influence on all eight of the NACE career readiness competencies. (See Figure 4.)

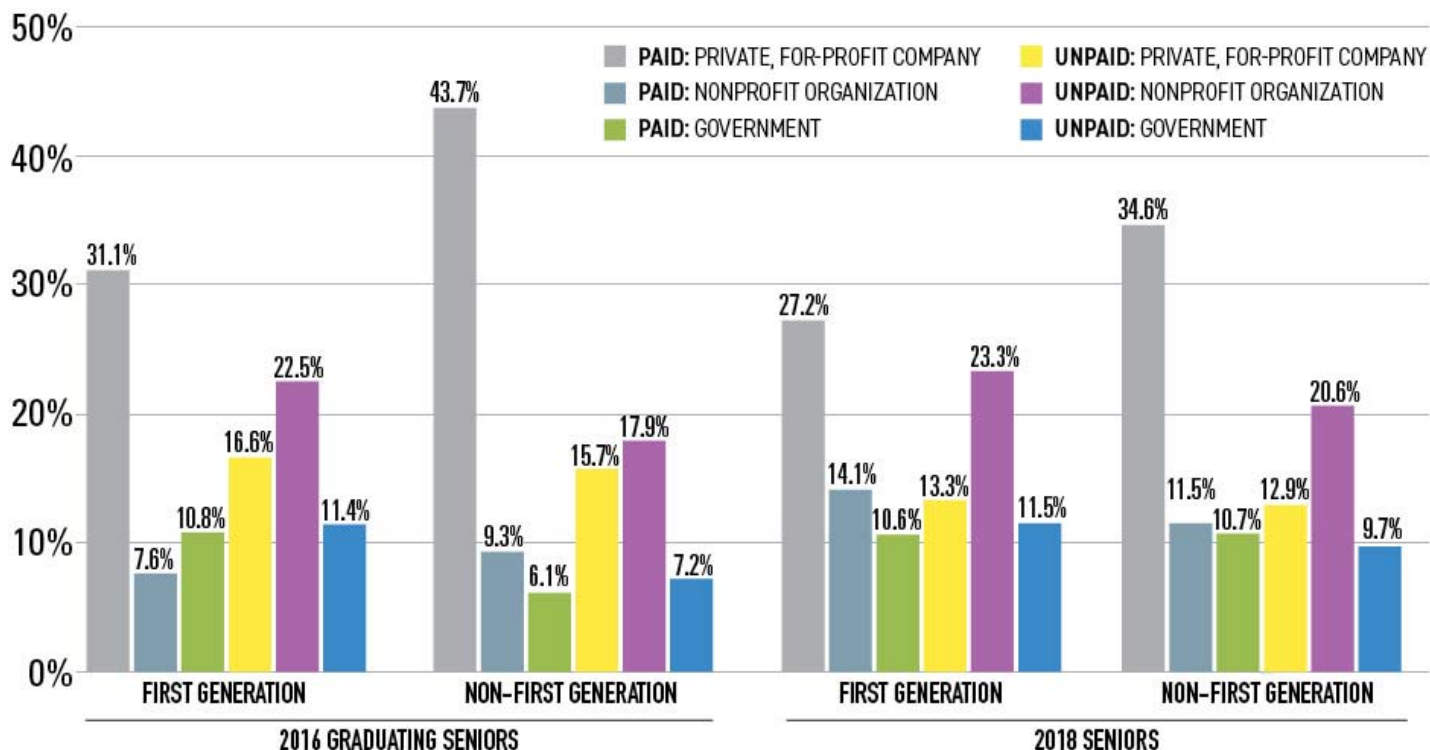
The largest difference among FG and NFG students' responses was in the global/cultural fluency competency—a difference of 9 percent—followed by leadership and career management. Unfortunately, drivers of those differences



cannot be identified here, but may be starting points for further research.

Interestingly, the professionalism, teamwork, and communications competencies were cited as the most influenced by both groups of students, and in similar percentages. In fact, in terms of being influenced by the internship, the competencies (except for career management and digital technology) fall in the same order for both FGs and NFGs. This indicates that the difference, then, is not in the inherent value of the internship, but rather that FGs find *more* value. That is, where the largest group of NFG respondents cited professionalism as the competency most influenced by their internship experience, an even larger portion of FG respondents said this was the case.

**FIGURE 3: PAID STATUS AND SECTOR FOR MOST RECENT INTERNSHIP EXPERIENCE: 2016 AND 2018**



SOURCE: DATA ARE FROM THE NACE STUDENT SURVEY, 2016 AND 2018.

**FIGURE 4: CAREER READINESS COMPETENCIES INFLUENCED BY INTERNSHIP EXPERIENCE**

	FIRST GENERATION	NON-FIRST GENERATION	DIFFERENCE
PROFESSIONALISM/WORK ETHIC	79.9%	79.2%	0.7
TEAMWORK/COLLABORATION	75.5%	71.7%	3.8
ORAL/WRITTEN COMMUNICATIONS	73.4%	71.0%	2.4
CRITICAL THINKING/PROBLEM SOLVING	70.5%	65.6%	4.9
LEADERSHIP	64.5%	57.3%	7.2
CAREER MANAGEMENT	54.3%	47.1%	7.2
DIGITAL TECHNOLOGY	51.2%	48.2%	3.0
GLOBAL/CULTURAL FLUENCY	40.3%	31.3%	9.0

SOURCE: NACE. 2018 STUDENT SURVEY.

### STUDY ABROAD AND FIRST-GENERATION STUDENTS

The Glossari Project found that studying abroad added value to the academic achievements of students within its sample, which included FG students. According to results of the study, those students who studied abroad exceeded those who did not on functional knowledge, knowledge of world geography, knowledge of cultural relativism, and knowledge of global interdependence.

As was the case with internship participation, NFG students responding to the 2018 Student Survey were more likely to take part in study abroad than were FG students (9 percent versus 5.9 percent). Interestingly, however, those FG students who studied abroad were more likely to have multiple experiences than NFG students who took part in study abroad. (See Figure 5.)

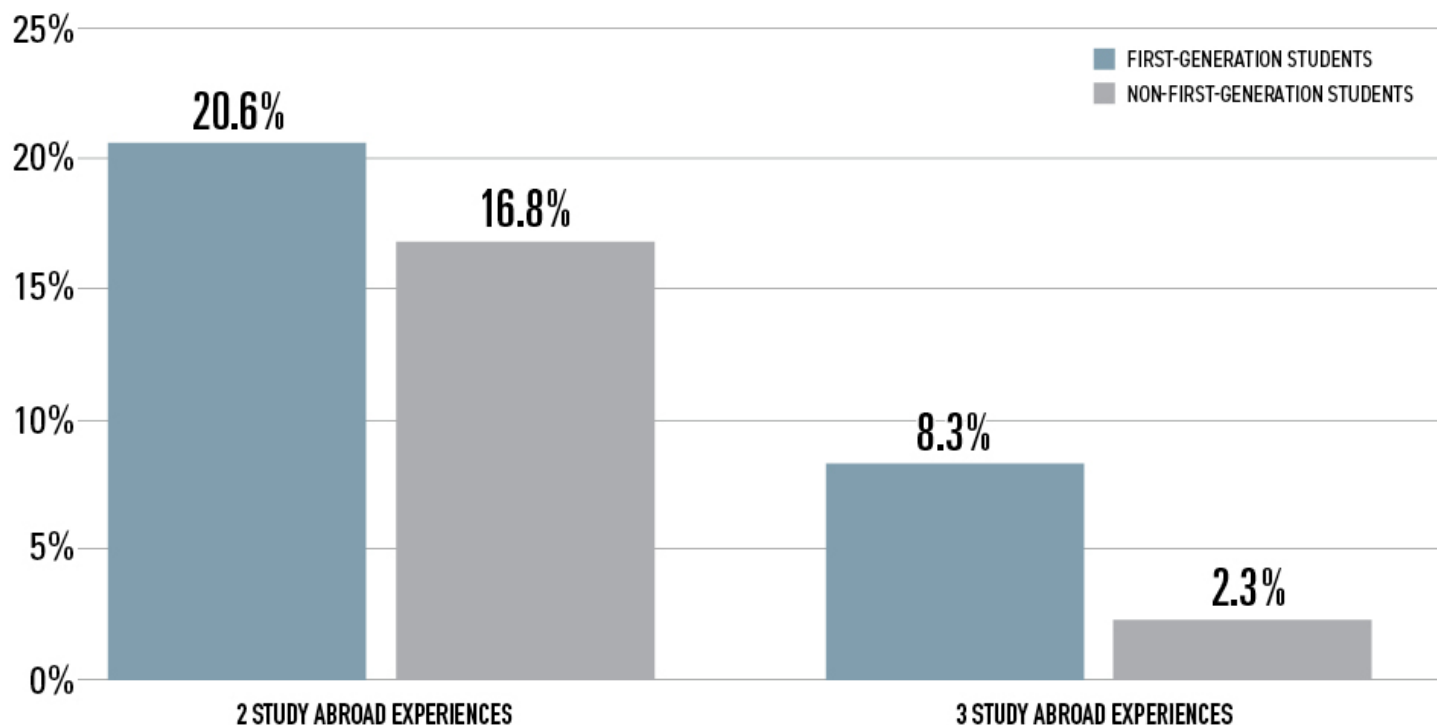
The opportunity to experience a different culture was the primary motivator for both FG and NFG students who took part in study abroad, but more so for NFG students. FG students were much more likely than NFG students to identify the chance to experience different approaches to teaching and research as a motivator. (See Figure 6.)

What effects did study abroad have on the career readiness competencies of FG students? Did these differ from those of NFG students?

Overall, as Figure 7 illustrates, the study abroad experience had the greatest impact on how students from both groups perceived their competency in global/cultural fluency, followed by their view of their proficiency in the critical thinking competency. Except in the case of the global/cultural fluency and communications competencies, a greater portion of FG students reported their study abroad experience had a significant impact on their career readiness competencies than did NFG students. The biggest gaps between the two groups are in the digital technology, career management, and global/cultural fluency competencies—with more FGs citing gains in the digital technology and

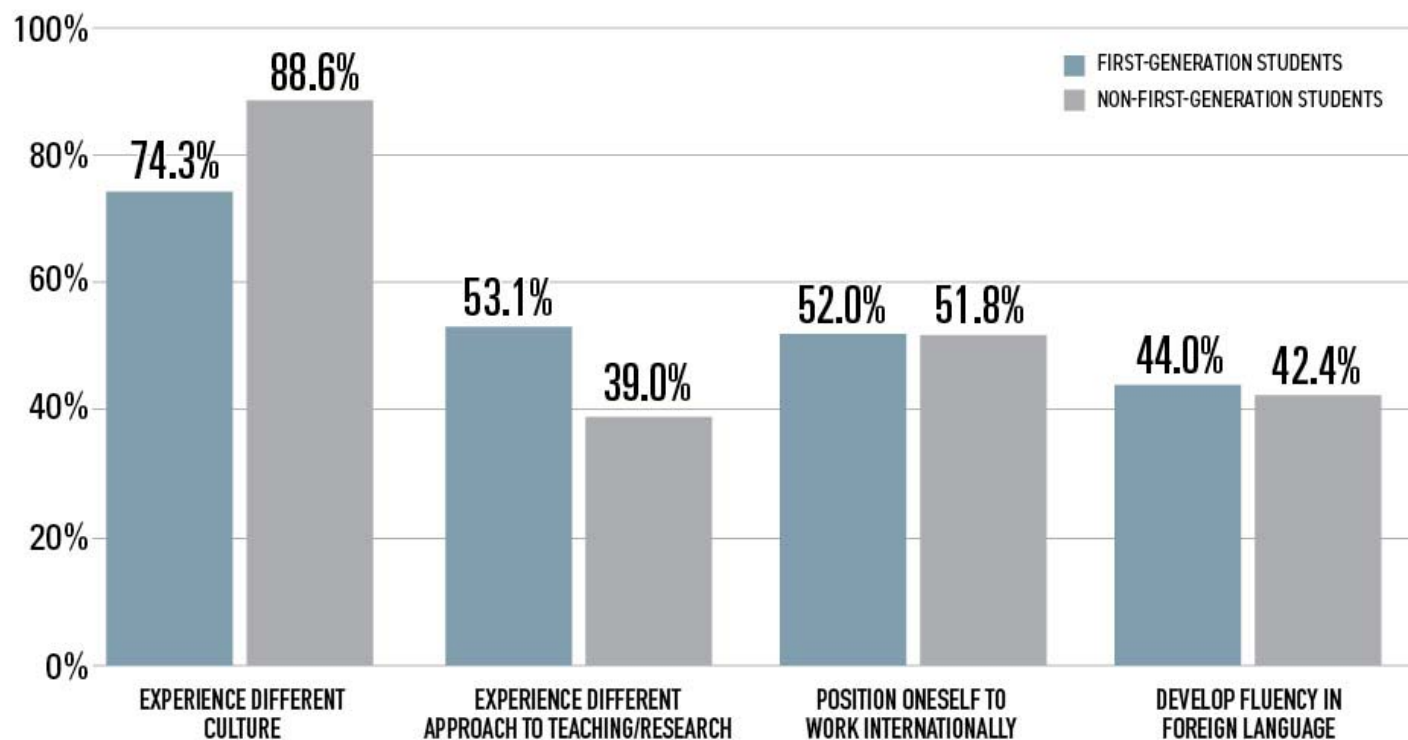
career management competencies and more NFGs citing gains in global/cultural fluency. Again, unfortunately, we do not know what drives those differences.

**FIGURE 5: PERCENT OF STUDY ABROAD STUDENTS WITH MULTIPLE EXPERIENCES**



SOURCE: NACE 2018 STUDENT SURVEY.

**FIGURE 6: MOTIVATIONS FOR STUDYING ABROAD**



SOURCE: NACE 2018 STUDENT SURVEY.

**FIGURE 7: CAREER COMPETENCIES INFLUENCED BY STUDY ABROAD EXPERIENCE(S)**

	FIRST GENERATION	NON-FIRST GENERATION	DIFFERENCE
GLOBAL/INTERCULTURAL FLUENCY	73.3%	86.2%	12.9
CRITICAL THINKING/PROBLEM SOLVING	69.5%	69.0%	0.5
TEAMWORK/COLLABORATION	67.7%	65.8%	1.9
LEADERSHIP	61.9%	61.4%	0.5
ORAL/WRITTEN COMMUNICATIONS	61.1%	66.7%	6.6
PROFESSIONALISM/WORK ETHIC	58.2%	54.3%	3.9
CAREER MANAGEMENT	44.2%	31.2%	13.0
DIGITAL TECHNOLOGY	39.7%	25.9%	13.8

SOURCE: NACE. 2018 STUDENT SURVEY.

### NEXT STEPS: FURTHER RESEARCH, WIDER PARTICIPATION

There is enough evidence offered through this analysis to suggest that internships and study abroad experiences positively impact FG students in their college experience. In fact, some of the evidence indicates that FG students may even benefit more than their NFG counterparts who engage in such experiences. This is especially true of the internship: It seems to pack a bigger “punch” for FG students.

Further research could be conducted to expand our understanding of how specific experiences and activities inform the career development of FG students. For example, additional work could be undertaken to examine how internships—paid and unpaid—affect outcomes for first-generation students in the short term as well as over a longer period of time. In the same vein, research could be undertaken to see how study abroad affects outcomes for FG students. Unfortunately, regardless of the positive impact of internships and study abroad, data indicate that FG students are less likely than their peers to take part in either, hampered, most likely, by financial constraints.

Recognizing that there is additional research that could be done, higher education could leverage current findings now to help first-generation students in their college experience and as they transition from college to career. In particular, a practical recommendation would be for schools to consider how to encourage more first-generation students to take part in internships. One way to achieve that would be by funding internships to relieve financial pressures that hold many first-generation students back

### ENDNOTES

<sup>1</sup> Redford, J., & Hoyer, K. M. (2017). *First-generation and continuing-generation college students: A comparison of high school and postsecondary experiences*. National Center for Education Statistics. Retrieved from <https://nces.ed.gov/pubs2018/2018009.pdf> (<https://nces.ed.gov/pubs2018/2018009.pdf>)

<sup>2</sup> Cahalan, M., Perna, L. W., Yamashita, M., Wright, J., & Santillan, S. (2018). *Indicators of higher education equity in the United States: 2018 historical trend report*. Washington, DC: Pell Institute for the Study of Opportunity in Higher Education.

<sup>3</sup> Furquim, F., Glasener, K.M., Oster, M., McCall, B.P., and Desjardins, S.L. (2017). Navigating the financial aid process: Borrowing outcomes among first-generation and non-first generation students. *ANNALS of the American Academy of Political and Social Science*, 671(1): 69–91.

<sup>4</sup> DeAngelo, L., & Franke, R. (2016). Social mobility and reproduction for whom? College readiness and first-year retention. *American Educational Research Journal*, 53(6), 1588-1625. doi:10.3102/0002831216674805

<sup>5</sup> Redford & Hoyer.

<sup>6</sup> The 2016 *Student Survey* captured data from “graduating seniors,” i.e., those who would be graduating between July 1 and June 30. The 2018 version of the survey did not stipulate graduation date; consequently, “seniors” may include those who graduated after June 30, 2018.

## ADDITIONAL REFERENCES

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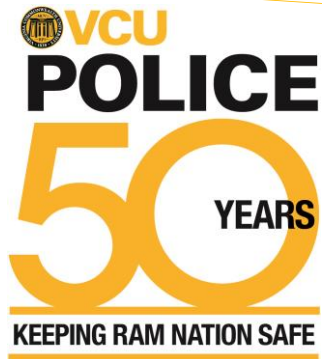
Sutton, R. C., & Rubin, D. L. (2004). The GLOSSARI project: Initial findings from a system-wide research initiative on study abroad learning outcomes. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 10, 65-82.

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*Angelena Salvadge is a research associate at NACE. Salvadge holds a master's of science psychology degree in evaluation, research, and measurement from Capella University. She earned her bachelor's of science psychology degree from Pennsylvania State University, where she also was a member of Psi Chi, the national honor society of psychology. She can be reached at [asalvadge@naceweb.org](mailto:asalvadge@naceweb.org) (<mailto:asalvadge@naceweb.org>).*

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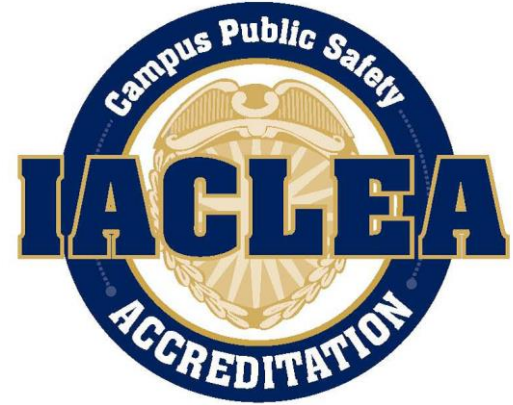
# Department Updates

Academic and Health Affairs Committee

March 22, 2019

# Accreditation

- International Association of Campus Law Enforcement Administrators
- Four-year re-accreditation awarded in January; second since 2014
- Gold standard for campus police departments and a recognition of professional excellence
- VCUPD met or exceeded more than 200 professional standards for operations and outreach



# Expanded Jurisdiction

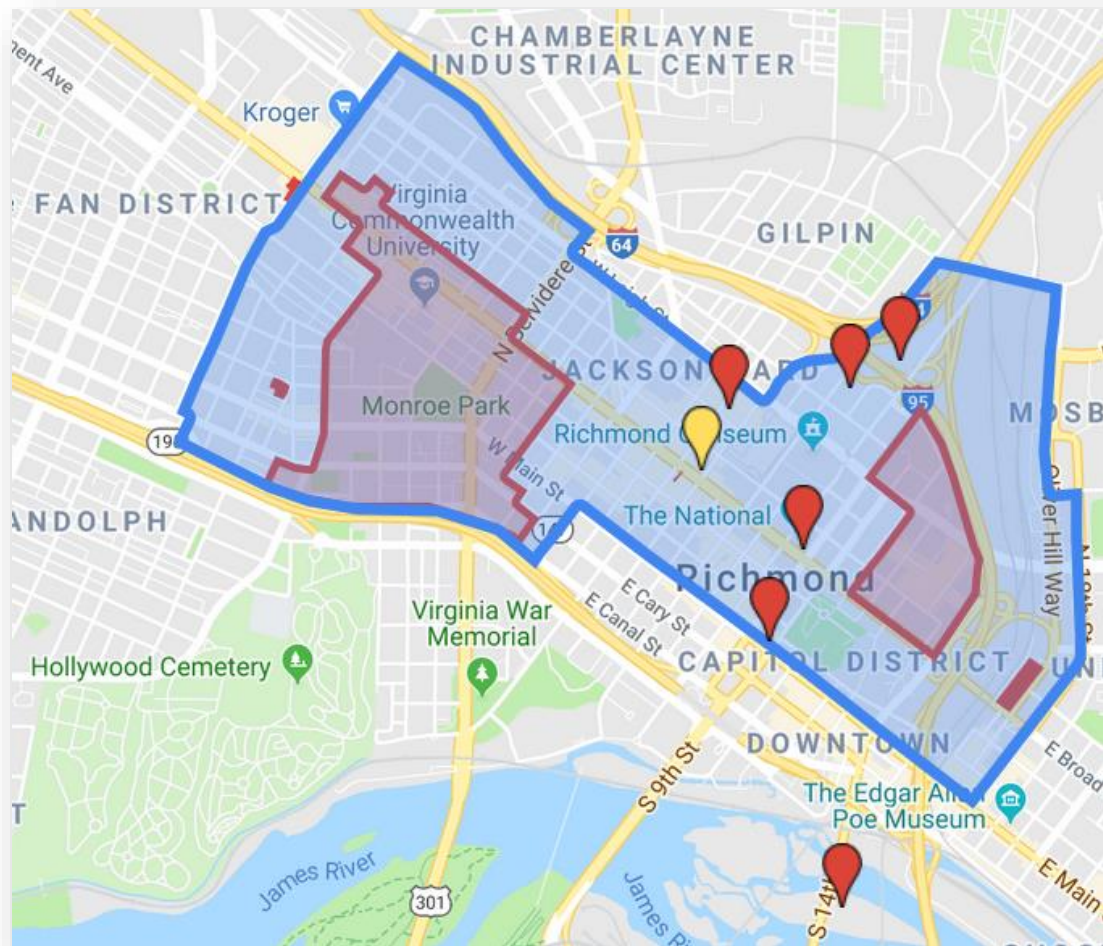
- February 2019: approval from Richmond Circuit Court
- Allows VCUPD to work more closely with VCU & VCU Health community members in VCU owned or controlled buildings downtown.
- Core campuses stay the same
  - Timely warnings
  - Public safety advisories
  - All incidents in jurisdiction: daily incident log (online)





# VCU POLICE

- **Blue:** Jurisdiction
- **Red:** Core/on campus locations (directly supports or relates to educational use per the Clery Act.)
- **Yellow:** VCU Police headquarters



# Year-to-Date Safety Update



- **95.5%** = Feel “safe” or “very safe” on VCU’s campuses (*Spring 2018 annual survey*)
  - Custom deployment plans for day/night shift patrols
  - Bus stop checks, increased officer outreach
  - Building walks
- New private security provider: **R.M.C. Events**
  - Academic buildings & residence halls

# By The Numbers

## Robberies



## Robberies



# Recruiting Officers



- VCUPD recruiter attends job fairs across the state to recruit academy applicants and pre-certified officers
- Academy process: *currently meeting with candidates*
  - LEAP: Law enforcement Apprentice Program
  - Academy starts in May
- Pre-cert process for those with a current certification from Virginia's Dept. of Criminal Justice Services: *ongoing*

# Emergency Management

- Two new emergency managers on each campus
- Large-scale exercise with public safety partners planned for June
- Staff working on accreditation in emergency management
- Comprehensive Emergency Management Plan (CEMP): review by multiple departments
  - Updates pending, due in 2020

**Virginia Commonwealth University**

**Board of Visitors**

**Informational Report Summary**

<b><u>BOARD MEETING:</u></b>	<b>March 22, 2019</b>
<b><u>COMMITTEE:</u></b>	<b>Academic and Health Affairs</b>
<b><u>AGENDA ITEM:</u></b>	<b>Constituent Report: Staff</b>
<b><u>PRESENTER(S):</u></b>	<b>Mr. Nick Fetzer, Staff Senate Board of Visitors Representative, and President, VCU Staff Senate  Ms. Ashley Staton, alternate, Staff Senate</b>

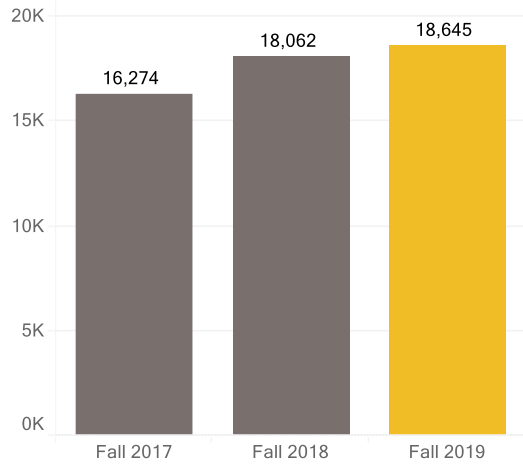
**SUMMARY OF REPORT:**

- Constitutional Amendment
- Employee Appreciation Week
- Upcoming Governance Changes
  - Elections
  - Districts
  - Timeline

# Fall 2019 Freshman Admissions

March 8, 2019

### Freshman Applications

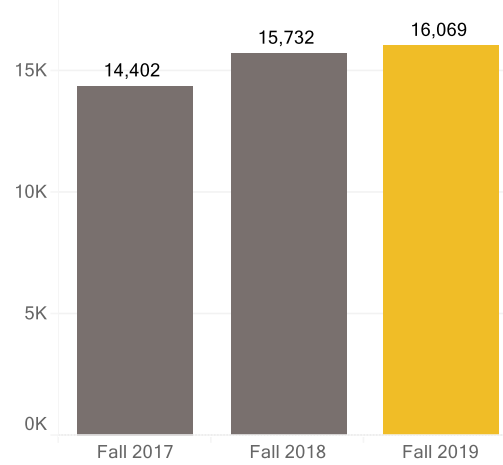


1 YR %  
Change



3.2%

### Freshman Complete Applications

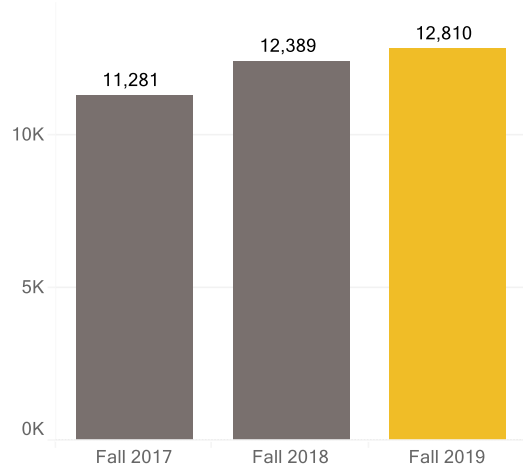


1 YR %  
Change



2.1%

### Freshman Acceptances

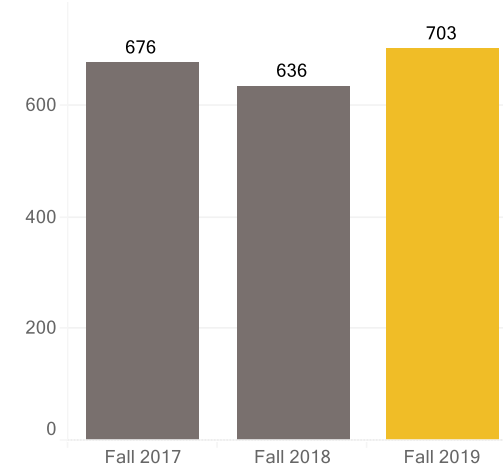


1 YR %  
Change



3.4%

### Freshman Offers Accepted



1 YR %  
Change



10.5%

# Fall 2019 Freshman GPA and SAT

March 8, 2019

Freshman Applicant GPA			One Year Average Change	
Fall 2017	Fall 2018	Fall 2019		
25%	3.20	3.23	3.28	0.04
Avg	3.57	3.60	3.64	
75%	3.96	4.00	4.04	

Freshman Applicant SAT			One Year Average Change	
Fall 2017	Fall 2018	Fall 2019		
25%	1,060	1,070	1,070	3.35
Avg	1,167	1,178	1,181	
75%	1,270	1,290	1,300	

Freshman Accepted Applicant GPA			One Year Average Change	
Fall 2017	Fall 2018	Fall 2019		
25%	3.45	3.48	3.52	0.03
Avg	3.75	3.79	3.82	
75%	4.06	4.11	4.13	

Freshman Accepted Applicant SAT			One Year Average Change	
Fall 2017	Fall 2018	Fall 2019		
25%	1,110	1,110	1,120	4.99
Avg	1,208	1,219	1,224	
75%	1,300	1,320	1,330	

Freshman Offer Accepted GPA			One Year Average Change	
Fall 2017	Fall 2018	Fall 2019		
25%	3.37	3.40	3.46	0.09
Avg	3.65	3.67	3.76	
75%	3.95	3.96	4.06	

Freshman Offer Accepted SAT			One Year Average Change	
Fall 2017	Fall 2018	Fall 2019		
25%	1,080	1,080	1,090	16.09
Avg	1,165	1,160	1,176	
75%	1,240	1,220	1,260	

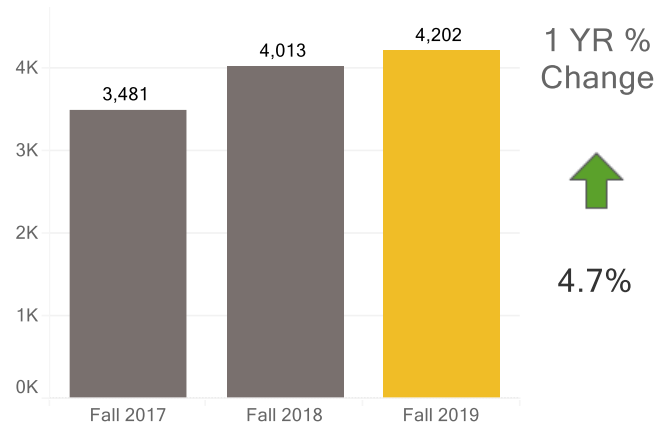
Note: Change is a difference in number, not percentage.



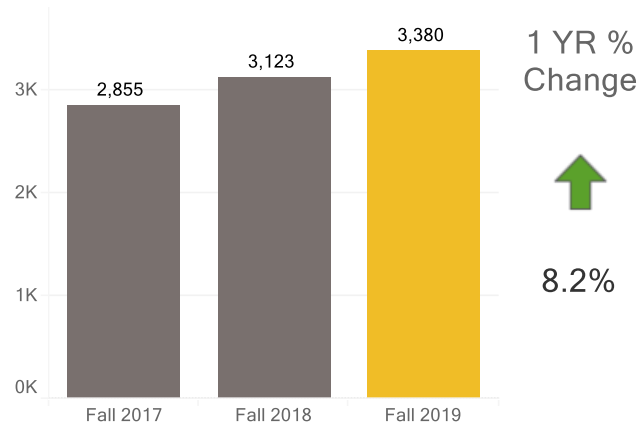
# Fall 2019 Out-of-State Freshman Admissions

March 8, 2019

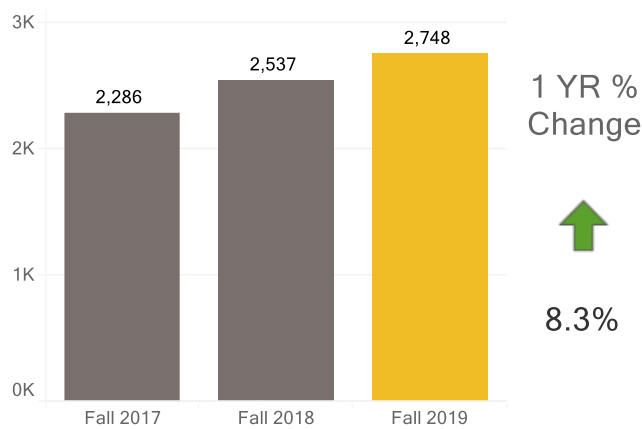
## Freshman Out-of-State Applications



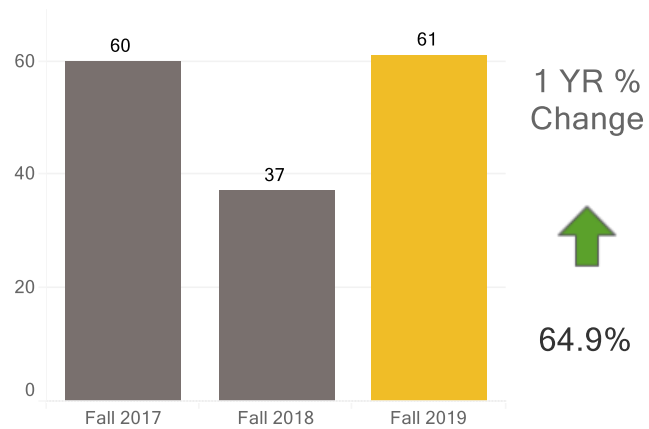
## Freshman Out-of-State Complete Applications



## Freshman Out-of-State Acceptances



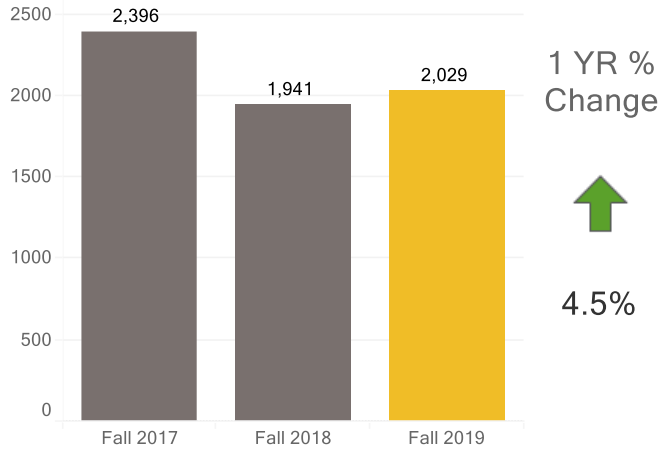
## Freshman Out-of-State Offers Accepted



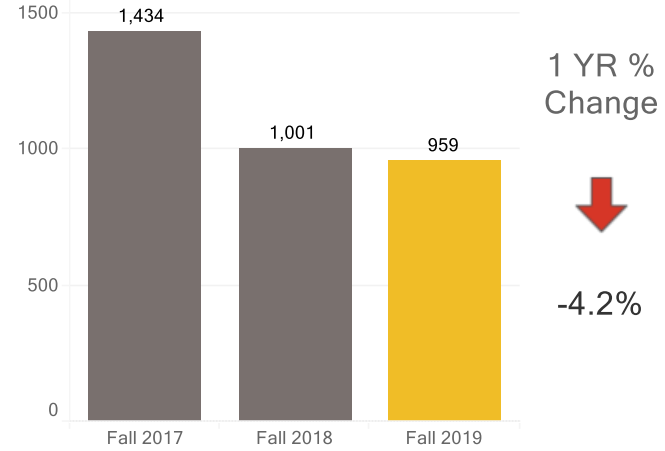
# Fall 2019 Transfer Admissions

March 8, 2019

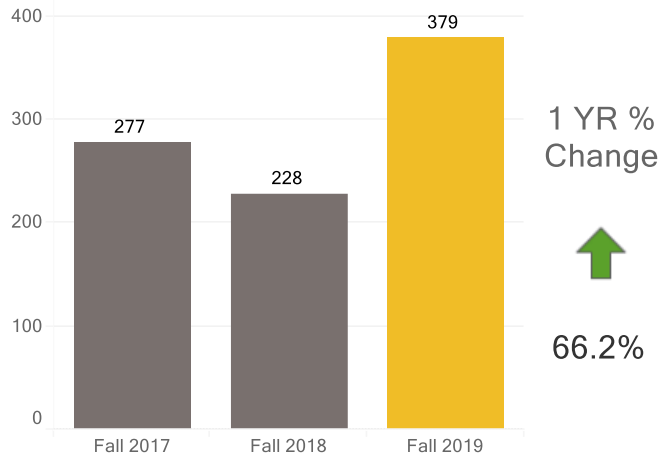
### Transfer Applications



### Transfer Complete Applications



### Transfer Acceptances



### Transfer Offers Accepted

