



Seattle Pacific University
Traditional Report AY 2016-17
Washington



REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

ADDRESS

3307 Third Avenue West, Suite 403

CITY

Seattle

STATE

Washington

ZIP

98119

SALUTATION

FIRST NAME

David

LAST NAME

Denton

PHONE

(206) 281-2504

EMAIL

dentod@spu.edu

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

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

- Yes
 No

If yes, provide the following:

AWARD YEAR

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

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

List of Programs

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

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

THIS PAGE INCLUDES:

>> [Program Information](#)

Program Information

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

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Master of Arts in Teaching Graduate Program	No	
Undergraduate Teacher Certification Program	No	

Total number of teacher preparation programs: 2

Program Requirements

THIS PAGE INCLUDES:

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

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

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

Admissions

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

Junior year



If Other, please specify:

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

- Yes
 No

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

<http://www.spu.edu/depts/soe/admissions/soe.asp>

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

There are two traditional teacher preparation programs: one at the undergraduate level and one at the graduate level. The Master of Arts in Teaching (MAT) is a traditional graduate teacher certification program. Graduate students who do not have all application information complete may be admitted on probation. All application requirements must be satisfactorily met by the end of the first year of a two year program.

Undergraduate Requirements

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

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

- Yes
 No

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

Element	Required for Entry	Required for Exit
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text" value="passing edTPA"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

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

3. What was the median GPA of individuals accepted into the program in academic year 2016-17?

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

5. What was the median GPA of individuals completing the program in academic year 2016-17?

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

Postgraduate Requirements

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

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

- Yes
- No

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

Element	Required for Entry	Required for Exit
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: GRE or Millers Analogy required for admission if cum GPA lower than 3.0; passing...	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

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

3

3. What was the median GPA of individuals accepted into the program in academic year 2016-17?

3.23

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

3

5. What was the median GPA of individuals completing the program in academic year 2016-17?

3.97

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

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2016-17. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

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

Average number of clock hours of supervised clinical experience required prior to student teaching	60
Average number of clock hours required for student teaching	655
Average number of clock hours required for mentoring/induction support	30
Number of full-time equivalent faculty supervising clinical experience during this academic year	4.25
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	28
Number of students in supervised clinical experience during this academic year	66

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

Traditional graduate and undergraduate program have slightly different requirements for field experience and supervised clinical student teaching. For example, undergraduates complete 20 weeks of supervised clinical practice, while graduates complete 14 weeks. Both graduates and undergraduates are required to complete at least 60 hours of field experience prior to student teaching.

Enrollment

THIS PAGE INCLUDES:

>> [Enrollment](#)

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

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

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

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

Enrollment

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

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

Total number of students enrolled in 2016-17	<input type="text" value="87"/>
Unduplicated number of males enrolled in 2016-17	<input type="text" value="20"/>
Unduplicated number of females enrolled in 2016-17	<input type="text" value="67"/>

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

2016-17	Number Enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race	<input type="text" value="3"/>
<i>Race</i>	

2016-17

Number Enrolled

American Indian or Alaska Native

0

Asian

7

Black or African American

2

Native Hawaiian or Other Pacific Islander

0

White

65

Two or more races

7

Teachers Prepared

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

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

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

THIS PAGE INCLUDES:

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

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2016-17. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

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

[What are CIP Codes?](#)

No teachers prepared in academic year 2016-17

CIP Code	Subject Area	Number Prepared
13.01	Education - General	<input type="text"/>
13.10	Teacher Education - Special Education	<input type="text" value="6"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="14"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1205	Teacher Education - Secondary Education	<input type="text"/>
13.1206	Teacher Education - Multiple Levels	<input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	2
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	5
13.1306	Teacher Education - Foreign Language	2
13.1307	Teacher Education - Health	2
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	4
13.1312	Teacher Education - Music	2
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - Science Teacher Education/General Science	1
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	6
13.1319	Teacher Education - Technical Education	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1325	Teacher Education - French	<input type="text"/>
13.1326	Teacher Education - German	<input type="text"/>
13.1328	Teacher Education - History	6
13.1329	Teacher Education - Physics	<input type="text"/>
13.1330	Teacher Education - Spanish	<input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	<input type="text"/>
13.1332	Teacher Education - Geography	<input type="text"/>
13.1333	Teacher Education - Latin	<input type="text"/>
13.1335	Teacher Education - Psychology	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	2
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	<input type="text"/>
13.99	Education - Other Specify: <input type="text" value="Theater"/>	1

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2016-17. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

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

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

What are CIP Codes?

No teachers prepared in academic year 2016-17

CIP Code	Academic Major	Number Prepared
13.01	Education - General	<input type="text"/>
13.10	Teacher Education - Special Education	6
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	<input type="text"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1205	Teacher Education - Secondary Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>

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

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	<input type="text"/>
13.1333	Teacher Education - Latin	<input type="text"/>
13.1335	Teacher Education - Psychology	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	<input type="text"/>
13.03	Education - Curriculum and Instruction	<input type="text"/>
13.09	Education - Social and Philosophical Foundations of Education	<input type="text"/>
24	Liberal Arts/Humanities	<input type="text"/>
42	Psychology	<input type="text"/>
45.01	Social Sciences	<input type="text"/>
45.02	Anthropology	<input type="text"/>
45.06	Economics	<input type="text"/>
45.07	Geography and Cartography	<input type="text"/>
45.10	Political Science and Government	<input type="text"/>
45.11	Sociology	<input type="text"/>
50	Visual and Performing Arts	4 <input type="text"/>
54	History	3 <input type="text"/>
16	Foreign Languages	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
23	English Language/Literature	2 <input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
01	Agriculture	<input type="text"/>
09	Communication or Journalism	<input type="text"/>
14	Engineering	<input type="text"/>

CIP Code	Academic Major	Number Prepared
26	Biology	<input type="text"/>
27	Mathematics and Statistics	1
40.01	Physical Sciences	<input type="text"/>
40.02	Astronomy and Astrophysics	<input type="text"/>
40.04	Atmospheric Sciences and Meteorology	<input type="text"/>
40.05	Chemistry	<input type="text"/>
40.06	Geological and Earth Sciences/Geosciences	<input type="text"/>
40.08	Physics	<input type="text"/>
52	Business/Business Administration/Accounting	<input type="text"/>
11	Computer and Information Sciences	<input type="text"/>
99	Other Specify: <input type="text" value="Integrated Studies (for earning Elementary Endorsement)"/>	23

Program Completers

On this page, enter the total number of individuals who completed the program in AY 2016-17 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

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

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

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

THIS PAGE INCLUDES:

>> [Program Completers](#)

Program Completers

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

2016-17	<input type="text" value="66"/>
2015-16	<input type="text" value="68"/>
2014-15	<input type="text" value="72"/>

Annual Goals

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

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

THIS PAGE INCLUDES:

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

Annual Goals - Mathematics

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

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

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

Academic year 2016-17

1. Did your program prepare teachers in mathematics in 2016-17?

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

2. How many prospective teachers did your program plan to add in mathematics in 2016-17?

7

3. Did your program meet the goal for prospective teachers set in mathematics in 2016-17?

- Yes
- No
- Not applicable

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

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

The programs prepared four teachers with math or middle level math endorsement for 2016-2017. Program administrators continue to encourage candidates to earn endorsements in shortage areas, such as mathematics.

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

Program administrators continue to encourage candidates to earn endorsements in shortage areas, such as mathematics.

Academic year 2017-18

7. Is your program preparing teachers in mathematics in 2017-18?

- Yes
 No (leave remaining questions for year blank)

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

5

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

The program anticipate two graduate students endorsing in mathematics in 2017-2018 and three undergraduate students endorsing in middle level mathematics in 2017-2018.

Academic year 2018-19

10. Will your program prepare teachers in mathematics in 2018-19?

- Yes
 No (leave remaining questions for year blank)

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

4

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

The program anticipates having one graduate student completing in 2019 and enrolling three graduate students endorsing in mathematics in 2018.

Annual Goals - Science

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

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

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

Academic year 2016-17

1. Did your program prepare teachers in science in 2016-17?

- Yes
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in science in 2016-17?

3. Did your program meet the goal for prospective teachers set in science in 2016-17?

- Yes
 No
 Not applicable

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

Program administrators continue to encourage candidates to earn endorsements in shortage areas.

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

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

Program administrators continue to encourage candidates to earn endorsements in shortage areas.

Academic year 2017-18

7. Is your program preparing teachers in science in 2017-18?

- Yes
 No (leave remaining questions for year blank)

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

3

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

Program administrators continue to encourage candidates to earn endorsements in shortage areas.

Academic year 2018-19

10. Will your program prepare teachers in science in 2018-19?

- Yes
 No (leave remaining questions for year blank)

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

5

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

The program anticipates having one graduate student completing in 2019 and enrolling four graduate students endorsing in science in 2018.

Annual Goals - Special Education

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

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

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

Academic year 2016-17

1. Did your program prepare teachers in special education in 2016-17?

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

2. How many prospective teachers did your program plan to add in special education in 2016-17?

7

3. Did your program meet the goal for prospective teachers set in special education in 2016-17?

- Yes
- No
- Not applicable

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

Programs graduate six graduate students endorsing in special education and six undergraduate students.

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

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

Program administrators continue to encourage candidates to earn endorsements in shortage areas.

Academic year 2017-18

7. Is your program preparing teachers in special education in 2017-18?

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

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

7

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

Program administrators continue to encourage candidates to earn endorsements in shortage areas.

Academic year 2018-19

10. Will your program prepare teachers in special education in 2018-19?

- Yes
 No (leave remaining questions for year blank)

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

7

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

The program anticipates having three graduate students completing in 2019 and enrolling four graduate students endorsing in special education in 2018.

Annual Goals - Instruction of Limited English Proficient Students

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

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

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

Academic year 2016-17

1. Did your program prepare teachers in instruction of limited English proficient students in 2016-17?

- Yes
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2016-17?

3

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2016-17?

- Yes
 No
 Not applicable

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

The program graduated two students endorsing in English language learners for 2016-2017. Program administrators continue to encourage candidates to earn endorsements in shortage areas, such as mathematics.

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

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

Program administrators continue to encourage candidates to earn endorsements in shortage areas.

Academic year 2017-18

7. Is your program preparing teachers in instruction of limited English proficient students in 2017-18?

- Yes
 No (leave remaining questions for year blank)

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

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

Academic year 2018-19

10. Will your program prepare teachers in instruction of limited English proficient students in 2018-19?

- Yes
 No (leave remaining questions for year blank)

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

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

Assurances

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

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No
 Program does not prepare special education teachers

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

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

We have designed specific courses to address English Language Learners and Special Education knowledge and skills as well as refining syllabi of existing courses to include relevant and critical information. We continue to work with our partner placement districts and schools to provide experiences for our teacher candidates in diverse settings.

Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

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

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

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
22 -BIOLOGY Evaluation Systems group of Pearson Other enrolled students	2			
22 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2014-15	1			
23 -CHEMISTRY Evaluation Systems group of Pearson Other enrolled students	1			
23 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2015-16	1			
105 -CLASSICAL LANGUAGES Evaluation Systems group of Pearson All program completers, 2015-16	1			
100 -DESIGNATED WORLD LANGUAGES Evaluation Systems group of Pearson All program completers, 2016-17	2			
100 -DESIGNATED WORLD LANGUAGES Evaluation Systems group of Pearson All program completers, 2015-16	1			
100 -DESIGNATED WORLD LANGUAGES Evaluation Systems group of Pearson All program completers, 2014-15	1			
101 -DESIGNATED WORLD LANGUAGES: LATIN Evaluation Systems group of Pearson All program completers, 2015-16	1			
5 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	8			
5 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	40	264.38	40	100
6 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	2			
6 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	9			
6 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	39	262.33	39	100
102 -ELEMENTARY EDUCATION SUBTEST I State All enrolled students who have completed all noncl	1			
102 -ELEMENTARY EDUCATION SUBTEST I State Other enrolled students	1			
102 -ELEMENTARY EDUCATION SUBTEST I State All program completers, 2016-17	36	253.61	36	100
102 -ELEMENTARY EDUCATION SUBTEST I State All program completers, 2015-16	16	255.56	16	100
102 -ELEMENTARY EDUCATION SUBTEST I State All program completers, 2014-15	4			
103 -ELEMENTARY EDUCATION SUBTEST II State All enrolled students who have completed all noncl	1			
103 -ELEMENTARY EDUCATION SUBTEST II State Other enrolled students	1			
103 -ELEMENTARY EDUCATION SUBTEST II State All program completers, 2016-17	35	254.09	35	100
103 -ELEMENTARY EDUCATION SUBTEST II State All program completers, 2015-16	17	257.76	17	100
103 -ELEMENTARY EDUCATION SUBTEST II State All program completers, 2014-15	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
23 -ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2016-17	10	54	10	100
23 -ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2015-16	7			
23 -ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2014-15	14	50.43	14	100
22 -ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	2			
22 -ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	24	57.75	24	100
22 -ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	15	45.87	15	100
22 -ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	28	49.68	28	100
116 -ENGLISH AS AN ADDITIONAL LANGUAGE Evaluation Systems group of Pearson All program completers, 2016-17	1			
301 -ENGLISH LANGUAGE ARTS State All enrolled students who have completed all noncl	3			
20 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	1			
301 -ENGLISH LANGUAGE ARTS State All program completers, 2016-17	6			
20 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	6			
301 -ENGLISH LANGUAGE ARTS State All program completers, 2015-16	9			
20 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	13	269.69	13	100
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson All program completers, 2016-17	2			
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson All program completers, 2015-16	4			
118 -FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2016-17	1			
120 -HEALTH EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
120 -HEALTH EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	1			
120 -HEALTH EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	1			
29 -HEALTH/FITNESS Evaluation Systems group of Pearson All program completers, 2016-17	2			
29 -HEALTH/FITNESS Evaluation Systems group of Pearson All program completers, 2015-16	3			
27 -HISTORY Evaluation Systems group of Pearson All program completers, 2016-17	7			
27 -HISTORY Evaluation Systems group of Pearson All program completers, 2015-16	6			
27 -HISTORY Evaluation Systems group of Pearson All program completers, 2014-15	5			
30 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson Other enrolled students	1			
30 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2016-17	3			
30 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2015-16	6			
30 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2014-15	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
304 -MATHEMATICS State All enrolled students who have completed all noncl	1			
304 -MATHEMATICS State All program completers, 2016-17	2			
304 -MATHEMATICS State All program completers, 2015-16	2			
26 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	1			
26 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	2			
204 -MIDDLE GRADES GENERAL SCIENCE State All program completers, 2016-17	1			
203 -MIDDLE GRADES MATHEMATICS State All program completers, 2016-17	3			
203 -MIDDLE GRADES MATHEMATICS State All program completers, 2015-16	1			
10 -MIDDLE LEVEL HUMANITIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	1			
11 -MIDDLE LEVEL HUMANITIES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	1			
12 -MIDDLE LEVEL MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	1			
12 -MIDDLE LEVEL MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	3			
13 -MIDDLE LEVEL SCIENCE Evaluation Systems group of Pearson All program completers, 2014-15	3			
35 -MUSIC: CHORAL Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
35 -MUSIC: CHORAL Evaluation Systems group of Pearson Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
35 -MUSIC: CHORAL Evaluation Systems group of Pearson All program completers, 2016-17	1			
35 -MUSIC: CHORAL Evaluation Systems group of Pearson All program completers, 2015-16	2			
35 -MUSIC: CHORAL Evaluation Systems group of Pearson All program completers, 2014-15	2			
34 -MUSIC: GENERAL Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
34 -MUSIC: GENERAL Evaluation Systems group of Pearson Other enrolled students	2			
34 -MUSIC: GENERAL Evaluation Systems group of Pearson All program completers, 2016-17	3			
34 -MUSIC: GENERAL Evaluation Systems group of Pearson All program completers, 2015-16	5			
34 -MUSIC: GENERAL Evaluation Systems group of Pearson All program completers, 2014-15	3			
36 -MUSIC: INSTRUMENTAL Evaluation Systems group of Pearson Other enrolled students	3			
36 -MUSIC: INSTRUMENTAL Evaluation Systems group of Pearson All program completers, 2016-17	3			
36 -MUSIC: INSTRUMENTAL Evaluation Systems group of Pearson All program completers, 2015-16	6			
36 -MUSIC: INSTRUMENTAL Evaluation Systems group of Pearson All program completers, 2014-15	3			
1006 -OPI FRENCH American Council on the Teaching of Foreign Langua All program completers, 2016-17	1			
1013 -OPI MANDARIN American Council on the Teaching of Foreign Langua All program completers, 2016-17	1			
1018 -OPI SPANISH American Council on the Teaching of Foreign Langua All program completers, 2014-15	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
24 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	2			
24 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	2			
21 -SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	1			
21 -SCIENCE Evaluation Systems group of Pearson All program completers, 2014-15	1			
7 -SECONDARY ENGLISH - LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	5			
7 -SECONDARY ENGLISH - LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	9			
7 -SECONDARY ENGLISH - LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	8			
10 -SECONDARY HISTORY - SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2016-17	10	56.95	10	100
10 -SECONDARY HISTORY - SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2015-16	6			
10 -SECONDARY HISTORY - SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2014-15	4			
8 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
8 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	2			
8 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	3			
8 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	2			
9 -SECONDARY SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
9 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	2			
9 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2014-15	1			
28 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2016-17	6			
28 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2015-16	4			
28 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2014-15	4			
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	7			
25 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	7			
25 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	16	46.75	16	100
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	16	262	16	100
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	14	263.86	14	100
25 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	13	48	13	100
32 -THEATRE ARTS Evaluation Systems group of Pearson Other enrolled students	1			
55 -THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	1			
32 -THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	1			
33 -VISUAL ARTS Evaluation Systems group of Pearson Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
33 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2016-17	1			
28 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2016-17	1			
29 -WORLD LANGUAGE Evaluation Systems group of Pearson All program completers, 2014-15	1			
2002 -WPT CHINESE American Council on the Teaching of Foreign Langua All program completers, 2016-17	1			
2005 -WPT FRENCH American Council on the Teaching of Foreign Langua All program completers, 2016-17	1			
2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2014-15	1			

Summary Pass Rates

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

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

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

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
Other enrolled students	17	16	94
All program completers, 2016-17	195	195	100
All program completers, 2015-16	188	188	100
All program completers, 2014-15	219	219	100
All program completers, combined 3 academic years	602	602	100

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

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

Low-Performing

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

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

- Yes
 No

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

- State
 NCATE
 TEAC
 CAEP
 Other specify:

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

- Yes
 No

Use of Technology

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

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

THIS PAGE INCLUDES:

[>> Use of Technology](#)

Use of Technology

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

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes
 No

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

Yes
 No

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

Yes
 No

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

Yes
 No

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

We expect our candidates to use technology throughout the program. They are involved in using a variety of technologies to complete their work for courses. These include search engines, various blogging tools, word processors, spreadsheets, discussion groups, listserves, and a variety of other web 2.0 and computer-based technologies. Our faculty also model the incorporation of various technologies into coursework. As mentioned above, students are regularly engaged in assignments that require them to use technology. They also see technology used on a regular basis. Document projectors, Internet projections, a variety of animations, as well as smartboards, and other technologies are routinely used in classes they take. Since our students take many of their courses while embedded in the internship placement, they have an immediate opportunity to apply the technology they use in completing university coursework as well as what they are taught in their specific technology course.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

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

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

Teacher Training

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

1. Does your program prepare general education teachers to:

a. teach students with disabilities effectively

- Yes
 No

b. participate as a member of individualized education program teams

- Yes
 No

c. teach students who are limited English proficient effectively

- Yes
 No

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

While multiple courses required students to be able to differentiate instructional strategies to work with a range of learners, undergraduate and graduate programs include specific courses that overtly address working with students with disabilities and limited English Proficiency. At the undergraduate level, EDU 2300, Diversity & the Classroom covers these topics. In addition, there is a separate class that deals specifically with how to work effectively with the rest of the building/district team to meet the needs of students with disabilities through participation in an IEP team. In addition to the integrated focus in the Master of Arts in Teaching program, all students are required to take EDSP 6644 Educating Exceptional Students to help ensure that our students are well prepared to work with students with disabilities.

3. Does your program prepare special education teachers to:

a. teach students with disabilities effectively

- Yes
 No
 Program does not prepare special education teachers

b. participate as a member of individualized education program teams

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

c. teach students who are limited English proficient effectively

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

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

Students majoring in special education take a total of 18 quarter credits in methods courses related to teaching students with disabilities. In addition, they take 8 quarter credits of foundations courses 3 credit hours in writing IEPs, and between 10 and 18 quarter credits in student teaching. Master of Arts in Teaching teacher candidates take 25 graduate level quarter credits in Special Education content and an additional 12 credits in general and specific methods as part of their certification program. All Special Education coursework is aligned with Washington State Endorsement competencies.

Contextual Information

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

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

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

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

Teacher Education consists of graduate and undergraduate programs. The undergraduate program is organized into four quarters, around foundations, methods, skills, and application courses. Graduate teacher education includes a two-year Master of Arts in Teaching (MAT). Teacher preparation programs at Seattle Pacific University require all teacher candidates demonstrate content, pedagogical, and professional knowledge and skills, along with meeting all endorsement competencies required for residency certification according to Washington Administrative Code 181-78A-270. All teacher candidates must demonstrate evidence of having a positive impact on student learning outcomes associated with state learning standards. A positive impact on student learning means showing evidence of student growth through effective planning, instruction, assessment, and reflection. Teacher candidates earning residency certification must demonstrate effective performance in field experience, clinical student teaching, and coursework. Assessment of effective performance in field experience and clinical teaching is done by comparing candidate performance to criteria defined in RCW 28A.405.100. Teacher evaluation criteria shown in RCW 28A.405.100 infer proficiency on professional dispositions, which are necessary for productive interactions with students, colleagues, administrators, and parents or guardians. Teacher candidates earning residency certification demonstrate proficient performance in coursework according to University requirements and widely agreed upon academic competencies and dispositions defined by the School of Education and also those standards informed by professional organizations.

Supporting Files

Residency Teacher Certification Handbook 2017_2018	
Teacher Ed Assessment Plan Data Response 2016_2017	

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

Report Card Certification

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

Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **87**.

Number of program completers from Section I: Program Information, Program Completers is **66**.

For a total enrollment of **153**.

I certify the total enrollment shown above is correct.

Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

David W. Denton

TITLE:

Director of Assessment

Certification of review of submission

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

NAME OF REVIEWER:

David W. Denton

TITLE:

Director of Assessment

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	100	87	-13.00%
Male Enrollment	16	20	25.00%
Female Enrollment	84	67	-20.24%
Hispanic/Latino Enrollment	6	3	-50.00%
American Indian or Alaska Native Enrollment	1	0	
Asian Enrollment	4	7	75.00%
Black or African American Enrollment	2	2	0.00%

Item	Last Year	This Year	Change
Native Hawaiian or Other Pacific Islander Enrollment	0	0	
White Enrollment	55	65	18.18%
Two or more races Enrollment	3	7	133.33%
Average number of clock hours required prior to student teaching	60	60	0.00%
Average number of clock hours required for student teaching	750	655	-12.67%
Average number of clock hours required for mentoring	30	30	0.00%
Number of full-time equivalent faculty in supervised clinical experience during this academic year	3	4.25	41.67%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	20	28	40.00%
Number of students in supervised clinical experience during this academic year	73	66	-9.59%
Total completers for current academic year	68	66	-2.94%
Total completers for prior academic year	72	68	-5.56%
Total completers for second prior academic year	62	72	16.13%