



Whitworth University
Traditional Report AY 2016-17
Washington



100% COMPLETE
STATUS: IN PROGRESS

Institution Information

ADDRESS

300 West Hawthorne Road

CITY

Spokane

STATE

Washington

ZIP

99251

SALUTATION

Ms.

FIRST NAME

Cathy

LAST NAME

Stephens

PHONE

(509) 777-4405

EMAIL

cstephens@whitworth.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
Evening Teacher Certification	No	
Master in Teaching	No	
Undergraduate Teacher Education Program	No	

Total number of teacher preparation programs: 3

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:

Other



If Other, please specify:

Undergraduates: Sophomore Year; Post-Baccalaureate: Immediate with Bachelor's Degree

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.whitworth.edu/soe>

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

Note: Whitworth University has three teacher preparation programs including: A traditional undergraduate program; a Master in Teaching (MIT) program (post-grad); and an Evening Teacher Certification (ETC) program which is a combination of undergraduate and post-graduate students. Candidates may be conditionally admitted. Such candidates work with their academic advisor and each semester, their conditional status is reviewed by the department chair. Resumes are required for MIT and ETC program candidates. Candidates are fingerprinted and a background check is administered at enrollment and prior to all field work, included field experiences, practica and student teaching.

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 type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input 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 type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: All coursework towards certification requires a grade of C or better as per state re...	<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?

3.62

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?

3.74

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 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 checked="" type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: All coursework towards certification requires a grade of C or better as per state re...	<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?

3.5

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?

3.25

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	231
Average number of clock hours required for student teaching	488
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	14
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	170
Number of students in supervised clinical experience during this academic year	720

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

Faculty counts this year are based on guidelines listed on the Title II website.

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	428
Unduplicated number of males enrolled in 2016-17	100
Unduplicated number of females enrolled in 2016-17	328

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	29
<i>Race</i>	

2016-17

Number Enrolled

American Indian or Alaska Native

5

Asian

9

Black or African American

8

Native Hawaiian or Other Pacific Islander

0

White

360

Two or more races

15

Teachers Prepared

THIS PAGE INCLUDES:

>> [Teachers Prepared by Subject Area](#)

>> [Teachers Prepared by Academic Major](#)

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.

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="12"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="77"/>
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	
13.1302	Teacher Education - Art	1
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	6
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	4
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	17
13.1312	Teacher Education - Music	7
13.1314	Teacher Education - Physical Education and Coaching	4
13.1315	Teacher Education - Reading	27
13.1316	Teacher Education - Science Teacher Education/General Science	2
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	7
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	5
13.1323	Teacher Education - Chemistry	2
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	2
13.1330	Teacher Education - Spanish	

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	18
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	<input type="text"/>
13.99	Education - Other Specify: <input type="text" value="Specialty Endorsement: Gifted and Talented"/>	17

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	10
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	47
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	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	2
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>
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	7
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	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
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	1
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	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1330	Teacher Education - Spanish	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>

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	<input type="text"/>
54	History	<input type="text"/>
16	Foreign Languages	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
23	English Language/Literature	<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	<input type="text"/>
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="Post-Bacc (11); MIT (49)"/>	<input type="text" value="60"/>

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="118"/>
2015-16	<input type="text" value="110"/>
2014-15	<input type="text" value="96"/>

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?

9

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:

We were pleased to recommend 17 candidates for endorsements in mathematics in the 2016-17 academic year, exceeding our goal by 8. This number is, in part, due to the fact that we now offer a middle-level mathematics endorsement in addition to secondary mathematics, which many non-mathematics majors are able to complete as an additional endorsement during their teacher education program. Our current recruiting efforts are continuing to prove to be successful and we will continue forward with this formula. Meetings are held with prospective teacher education candidates each year and they are made aware of shortage areas and encouraged to consider a teaching career in those academic disciplines. The Director of Educational Certification and Career Services highlights shortage areas in her presentation to candidates at the beginning of their teacher education program. Mathematics department faculty are highly vocal with students in MA 221 and 222 (required of all elementary education teacher candidates) who are doing well in this content. They actively seek out students who might be interested in education and encourage them to consider it as a career option.

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

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

Academic year 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?

9

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

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?

9

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

Annual Goals - Science

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

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

4

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:

We were pleased to have recommended 9 science related endorsements in the 2016-17 academic year including in biology, chemistry and physics. Of those 9 candidates, 2 were also recommended for the general science endorsement. This option will no longer be available to universities in Washington state as of 2019, so we are phasing out that option. We continue to recruit candidates for the designated sciences and are pleased with our successful recruitment efforts. Meetings are held with prospective teacher education candidates each year and they are made aware of shortage areas and encouraged to consider a teaching career in those academic disciplines. The Director of Educational Certification and Career Services highlights shortage areas in her presentation to candidates at the beginning of their teacher education program and candidates are encouraged to seek multiple endorsements, including shortage content areas where applicable.

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

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

Because our state is eliminating the option for teacher candidates to obtain a general science endorsement through universities, this decreases our potential for this category. We will still be able to grant endorsements in designated sciences such as biology, chemistry, physics and earth and space science and we will continue to do so.

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?

5

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

This category will include only designated sciences including a combination of biology, chemistry, physics and earth and space science. It will no longer include general science.

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?

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

This category will include only designated sciences including a combination of biology, chemistry, physics and earth and space science. It will no longer include general science.

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?

6

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:

We were pleased to recommend a total of 12 candidates for the special education endorsement in the 2016-17 academic year. This included 10 regular recommendations and 2 add-on endorsement recommendations. Our current recruiting efforts are continuing to prove to be successful and we will continue forward with this formula. Meetings are held with prospective teacher education candidates each year and they are made aware of shortage areas and encouraged to consider a teaching career in those academic disciplines. The Director of Educational Certification and Career Services highlights shortage areas in her presentation to candidates at the beginning of their teacher education program and candidates are encouraged to seek multiple endorsements, including shortage content areas where applicable.

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

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

Academic year 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?

6

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

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?

6

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

Annual Goals - Instruction of Limited English Proficient Students

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

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

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

Academic year 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?

10

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:

We were pleased to recommend a total of 18 candidates for the special education endorsement in the 2016-17 academic year. This included 15 regular recommendations and 3 add-on endorsement recommendations. Our current recruiting efforts are continuing to prove to be successful and we will continue forward with this formula. Meetings are held with prospective teacher education candidates each year and they are made aware of shortage areas and encouraged to consider a teaching career in those academic disciplines. The Director of Educational Certification and Career Services highlights shortage areas in her presentation to candidates at the beginning of their teacher education program and candidates are encouraged to seek multiple endorsements, including shortage content areas where applicable.

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

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

Our online add-on endorsement program for ELL has been suspended. As such, we believe we may see a slight drop in our overall numbers in this category.

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?

10

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?

10

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:

Please refer to "Section VI Teacher Training" for specific details regarding how the above assurances are satisfied.

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 (%)
503 -ART State Other enrolled students	2			
305 -BIOLOGY State Other enrolled students	3			
305 -BIOLOGY State All program completers, 2016-17	1			
22 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2016-17	4			
22 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2015-16	4			
22 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2014-15	4			
306 -CHEMISTRY State All program completers, 2016-17	1			
23 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2016-17	1			
23 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2014-15	1			
100 -DESIGNATED WORLD LANGUAGES Evaluation Systems group of Pearson Other enrolled students	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
100 -DESIGNATED WORLD LANGUAGES Evaluation Systems group of Pearson All program completers, 2015-16	5			
307 -EARTH AND SPACE SCIENCE State Other enrolled students	1			
5 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	1			
5 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	18	262.61	18	100
5 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	58	261.74	58	100
6 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	1			
6 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	15	256.73	15	100
6 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	59	263.83	59	100
102 -ELEMENTARY EDUCATION SUBTEST I State All enrolled students who have completed all noncl	2			
102 -ELEMENTARY EDUCATION SUBTEST I State Other enrolled students	74	244.93	68	92
102 -ELEMENTARY EDUCATION SUBTEST I State All program completers, 2016-17	76	250.37	76	100
102 -ELEMENTARY EDUCATION SUBTEST I State All program completers, 2015-16	65	247.71	65	100
102 -ELEMENTARY EDUCATION SUBTEST I State All program completers, 2014-15	7			
103 -ELEMENTARY EDUCATION SUBTEST II State All enrolled students who have completed all noncl	2			
103 -ELEMENTARY EDUCATION SUBTEST II State Other enrolled students	91	249.09	83	91

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
103 -ELEMENTARY EDUCATION SUBTEST II State All program completers, 2016-17	76	249.37	76	100
103 -ELEMENTARY EDUCATION SUBTEST II State All program completers, 2015-16	61	248.49	61	100
103 -ELEMENTARY EDUCATION SUBTEST II State All program completers, 2014-15	8			
23 -ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2016-17	24	46.96	24	100
23 -ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2015-16	34	47.06	34	100
23 -ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2014-15	23	46.13	23	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	53	46.83	53	100
22 -ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	46	46.47	46	100
22 -ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	43	45.86	43	100
301 -ENGLISH LANGUAGE ARTS State Other enrolled students	7			
301 -ENGLISH LANGUAGE ARTS State All program completers, 2016-17	6			
301 -ENGLISH LANGUAGE ARTS State All program completers, 2015-16	6			
20 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	8			
301 -ENGLISH LANGUAGE ARTS 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 (%)
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson Other enrolled students	1			
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson All program completers, 2016-17	15	270.07	15	100
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson All program completers, 2015-16	14	264.93	14	100
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson All program completers, 2014-15	3			
104 -ESSENTIAL COMPONENTS OF ELEMENTARY READING INSTRUCTION State All enrolled students who have completed all noncl	2			
104 -ESSENTIAL COMPONENTS OF ELEMENTARY READING INSTRUCTION State Other enrolled students	5			
104 -ESSENTIAL COMPONENTS OF ELEMENTARY READING INSTRUCTION State All program completers, 2016-17	26	251.27	26	100
104 -ESSENTIAL COMPONENTS OF ELEMENTARY READING INSTRUCTION State All program completers, 2015-16	25	248.92	25	100
104 -ESSENTIAL COMPONENTS OF ELEMENTARY READING INSTRUCTION State All program completers, 2014-15	11	253.09	11	100
120 -HEALTH EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
29 -HEALTH/FITNESS Evaluation Systems group of Pearson Other enrolled students	4			
29 -HEALTH/FITNESS Evaluation Systems group of Pearson All program completers, 2016-17	4			
29 -HEALTH/FITNESS Evaluation Systems group of Pearson All program completers, 2015-16	1			
29 -HEALTH/FITNESS 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 (%)
27 -HISTORY Evaluation Systems group of Pearson Other enrolled students	3			
27 -HISTORY Evaluation Systems group of Pearson All program completers, 2015-16	3			
27 -HISTORY Evaluation Systems group of Pearson All program completers, 2014-15	1			
30 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2016-17	7			
30 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2015-16	1			
30 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2014-15	2			
304 -MATHEMATICS State Other enrolled students	5			
304 -MATHEMATICS State All program completers, 2016-17	14	260	14	100
26 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	1			
304 -MATHEMATICS State All program completers, 2015-16	12	244	12	100
26 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	7			
304 -MATHEMATICS State All program completers, 2014-15	2			
204 -MIDDLE GRADES GENERAL SCIENCE State Other enrolled students	1			
203 -MIDDLE GRADES MATHEMATICS State All program completers, 2016-17	1			
203 -MIDDLE GRADES MATHEMATICS State All program completers, 2015-16	2			

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

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
25 -PHYSICS Evaluation Systems group of Pearson All program completers, 2016-17	2			
25 -PHYSICS Evaluation Systems group of Pearson All program completers, 2014-15	1			
30 -READING Evaluation Systems group of Pearson All program completers, 2014-15	11	261.91	11	100
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	2			
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	5			
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	5			
10 -SECONDARY HISTORY - SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2015-16	3			
10 -SECONDARY HISTORY - SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2014-15	5			
8 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	13	41.54	13	100
8 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	11	42.45	11	100
8 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	5			
9 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	7			

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	3			
9 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2014-15	5			
28 -SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	6			
28 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2016-17	7			
28 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2015-16	6			
28 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2014-15	6			
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	10	266.6	10	100
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	3			
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	6			
32 -THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	1			
32 -THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	2			
28 -VISUAL ARTS Evaluation Systems group of Pearson Other enrolled students	1			
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			

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, 2015-16	2			
28 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2015-16	1			
33 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2014-15	2			
29 -WORLD LANGUAGE Evaluation Systems group of Pearson All program completers, 2015-16	5			
2005 -WPT FRENCH American Council on the Teaching of Foreign Langua All program completers, 2015-16	1			
2015 -WPT SPANISH American Council on the Teaching of Foreign Langua Other enrolled students	1			
2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2015-16	5			

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 (%)
All enrolled students who have completed all noncl	7		
Other enrolled students	216	197	91
All program completers, 2016-17	377	377	100
All program completers, 2015-16	369	369	100
All program completers, 2014-15	302	302	100
All program completers, combined 3 academic years	1048	1048	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:

Professional Educator Standards Board (PESB) of Washington State

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

THIS PAGE INCLUDES:

>> [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.

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.

All Whitworth teacher education programs include coursework in technology to include the most recent tools used in K-12 education. These courses evolve in order to remain current with best practices in technology across the curriculum. In the Master in Teaching (MIT) and Evening Teacher Certification (ETC) programs, candidates take a course called Technology in Education in which they learn principles of effective technology integration to promote teacher productivity, lesson presentation, student productivity, and active learning by students. Candidates become proficient with a variety of technology tools that are currently used in K-12 classrooms. In the undergraduate (UG) program, this same content is embedded into the methods classes. Candidates are encouraged to utilize these technology principles and tools in their field placements and in their student teaching practica. Hardware and software are provided by the program in the event that these resources are not available at the placement site. Washington State requires teacher education candidates to pass the edTPA (Teacher Performance Assessment) during their student teaching term. This intensive assessment requires candidates to record lessons and then systematically review and evaluate their teaching practices based on specific rubric standards. Additionally, the assessment requires that they collect, aggregate and analyze data to show how they might improve their teaching so as to improve student learning.

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.

Teach students with disabilities effectively: Students completing teacher certification through Whitworth teacher education programs take EDU 320/EDE 320 (UG and ETC programs), or EDM 531A/B (MIT program); Exceptional Learners and Inclusion, or Exceptional Learners and Differentiated Instruction. ETC students are also required to take EDE 360 Differentiated Instruction. In these courses they: Demonstrate proficiency in recognizing the various exceptionalities that are eligible for special education services and in identifying related support services; Identify instructional methods appropriate to specific learning, sensory, and physical disabilities; Become familiar with special services available to children and youth and the professionals who work in these respective services; Become prepared to participate and collaborate in current school-wide practices of character education and positive behavior support; Critically evaluate samples of professional research literature in special education; Articulate the processes and issues involved in assessment, labeling, and treatment; Use case study information and IEPs to adapt instruction in a general education setting; Identify issues related to parenting an exceptional child and methods for positive parent-teacher interactions. Students completing teacher certification in the undergraduate program also take EDU 321 (elementary level) or 329 (middle/secondary level), Intervention for Behavior and Motivation. In this course they work in a special education classroom, and, under the direction of the instructor, and in collaboration with a child's teacher and parent, the students: Determine a socially significant learning, behavioral or motivation problem to remediate; Petition and achieve approval for human subjects research through the Institutional Review Board at Whitworth University; Develop and implement an intervention to correct or improve the problem; Collect, report, discuss, and present data related to the intervention; and orally present their results through a conference poster and complete a formal write-up of their research using the American Psychological Association manuscript format. Participate as a member of individualized education program teams: Students taking EDU 320/EDE 320 or EDM 531 A/B are given a case study and IEP and must answer questions about the case. On a second case study and IEP, students will work together in a small group to discuss how to implement the IEP in a general education setting using accommodations and modifications for the specific disability. Teach students who are limited English proficient effectively: Students taking EDU

320/EDE 320, EDE 360 or EDM 531 A/B are instructed in terms of teaching students who are on IEPs and are limited English proficient, though information and case histories regarding non-discriminatory assessment and cultural differences. They also are taught to discriminate students with speech and language disabilities from those with speech and language differences which are not considered disabling. Students completing teacher certification through the undergraduate program (with or without an endorsement in special education) are also required to complete EDU 366, Teaching English Language Learners. By the end of this course the students are expected to know instructional strategies for teaching English language learners (ELLs) in the regular classroom and an overview of current programs and laws regarding the teaching of English language learners. These principals are taught in the MIT program in EDM 531 A/B.

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.

Teach Students with disabilities effectively: Students completing teacher certification through the Teacher Education program take EDU 320, Exceptional Learners and Inclusion. In this course they: Demonstrate proficiency in recognizing the various exceptionalities that are eligible for special education services and in identifying related support services; Identify instructional methods appropriate to specific learning, sensory, and physical disabilities; Become familiar with special services available to children and youth and the professionals who work in these respective services; Become prepared to participate and collaborate in current school-wide practices of character education and positive behavior support; Critically evaluate samples of professional research literature in special education; Articulate the processes and issues involved in assessment, labeling, and treatment; Use case study information and IEPs to adapt instruction in a general education setting; Identify issues related to parenting an exceptional child and methods for positive parent-teacher interactions. Students completing teacher certification through the Teacher Education program also take EDU 321 (elementary level) or EDU 329 (middle/secondary level), Intervention for Behavior and Motivation. In this course they work in a special education classroom, and, under the direction of the instructor, and in collaboration with a child's teacher and parent, the students: Determine a socially significant learning, behavioral or motivation problem to remediate; Petition and achieve approval for human subjects research through the Institutional Review Board at Whitworth University; Develop and implement an intervention to correct or improve the problem; Collect, report, discuss, and present data related to the intervention; and orally present their results through a conference poster and complete a formal write-up of their research using the American Psychological Association manuscript format. Students earning initial certification with endorsement in special education also must take EDU 323, Intervention for Learning Problems. In this course they: Identify major teaching principles necessary for individualized instruction; Plan for instruction and monitoring, including physical arrangements, scheduling, material organization and record keeping in a special education setting; Demonstrate competence in selecting and developing assessment and instructional materials for academic skills in mathematics, language, reading, spelling, handwriting, oral expression, and written expression for students with mild disabilities; Identify strategies and organizational approaches for teaching students with mild disabilities at both elementary and the secondary level; Demonstrate a detailed knowledge of systems for recording progress, making educational decisions, and motivating student behavior; Demonstrate strategies to modify lesson plans and units for a student with mild disabilities; Demonstrate effective planning for the use of volunteers and paraprofessionals. Students earning initial certification with endorsement in special education meet much the same objectives tailored to teaching other disability populations in additional required courses: EDU 424: Early Intervention for Special Education - Instructional methods, management strategies, and interdisciplinary intervention techniques appropriate for working with children with disabilities from birth to age six in integrated settings. Also includes strategies for supporting families and developing Individual Family Service Plans (IFSPs); EDU 426: Intervention for Severe Communication, Sensory, and Physical Problems - Methods and strategies for working with students who have severe and multiple disabilities will emphasize functional skills, augmentative communication, positioning and handling techniques, mobility, social skill development, and adaptive behaviors. Students will plan and implement programs; EDU 430: Intervention for Autism Spectrum Disorder - Discussion of the diagnostic criteria and defining characteristics of autism spectrum disorders and related disabilities, as well as effective interventions and the impact of having a child with autism on a family. Students must also demonstrate their instructional proficiency in required

fieldwork: EDU 481: Special Ed. Practicum at Early Childhood or K-8 Grade Level -30 hours in a special education classroom setting as a teaching assistant. (Prerequisites: EDU 320/EDS 520 & EDU 321/329/EDS 522); EDU 482: Special Ed. Practicum at Middle or High School Level - 30 hours in a special education classroom setting as a teaching assistant; EDU 483: Advanced Practicum in Special Education at Early Childhood or K-8 Grade Level - 120 hours practicum experience in a special education classroom under the supervision of a cooperating teacher; EDU 484: Advanced Practicum in Special Education at Middle or High School Level - 120 hours practicum experience in a special education classroom under the supervision of a cooperating teacher. Participate as a member of individualized education program teams: Students completing endorsement in special education with their initial certification are required to take EDU 320, Exceptional Learners and Inclusion in which they are given a case study and IEP and must answer questions about the case. On a second case study and IEP, students will work together in a small group to discuss how to implement the IEP in a general education setting using accommodations and modifications for the specific disability. Students completing endorsement in special education with their initial certification are also required to take EDU 322, Assessment and IEP Planning. Upon completion of this course, students are able to: Demonstrate knowledge of basic terminology, legal provisions, regulations, and guidelines for assessment, placement, and instruction of individual students; Demonstrate knowledge of typical procedures used for screening, pre-referral, referral, and classification for special education; Appropriately select, apply, interpret scores, and report results of evaluations; Incorporate information regarding diversity, eligibility, and placement of students in assessing students and planning educational programs; Measure and document the progress of their students' learning as a result of their teaching; Collaborate with families and other professionals in assessing and planning for the education of individual students; Be familiar with assessment practices regarding national and state issues such as the No Child Left Behind Act, the Washington State Measurement of Student Progress (MSP) and the High School Proficiency Exam (HSPE). Teach students who are limited English proficient effectively: Yes. All students completing initial certification with endorsement in special education must take EDU 320, Exceptional Learners and Inclusion in which they are instructed in terms of teaching students who are on IEPs and are limited English proficient, though information and case histories regarding non-discriminatory assessment and cultural differences. They also are taught to discriminate students with speech and language disabilities from those with speech and language differences which are not considered disabling. In addition, all students completing initial certification are required to complete EDU 366 Teaching English Language Learners, a course that introduces instructional strategies for teaching English Language Learners. They also must take EDU 367, Introduction to Intercultural Education to develop awareness of the impact of cultural values, attitudes, and beliefs on K-12 students.

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.

<http://www.whitworth.edu/soe/> The mission of the School of Education is to prepare professionals of Mind and Heart who are scholars, community members, guardians, visionary leaders, and effective practitioners that will have a positive impact on the learning and development of those whom they are called to serve. The conceptual framework on which our programs are based directly reflects the mission of the school and will be used to guide programmatic decision making during the years of the plan. Whitworth University is a private, residential, liberal arts college affiliated with the Presbyterian Church (U.S.A.). On July 1, 2007 Whitworth College officially became Whitworth University. The vision of George Whitworth, and the continued vision today, is for Whitworth to provide students with an education of both mind and heart. The Educational Principles, adopted by faculty in 2000, form the foundation to a Whitworth education. "Whitworth's educational principles are grouped broadly into three categories: the knowledge that students will gain, the skills we believe are needed to work effectively in the world, and the faith and values that our community seeks to reflect. These principles are interdependent; together they reflect an institution-wide commitment to provide a Whitworth education in which faith, learning and living are purposefully integrated" (Whitworth Catalog, 2007-2009, pp. 7-8). Teacher education has a long history at Whitworth; University records indicate that courses in education were taught in the late 1800s. The first teacher education program offered at Whitworth was secondary certification with the first students graduating from that program in 1938. Graduate programs started in 1947 and the elementary education program in 1951. In response to the need for services to the able P-12 learner, Whitworth established the Center for Gifted Education in 1979. In 1989 Whitworth again took a leadership role by establishing the first Master in Teaching (MIT) degree program in the state. This option was approved by the Washington Legislature as a master's level alternative initial certification program. In 1991, the former Education Department was reorganized to become the School of Education (SOE). Whitworth has continued the leadership tradition in innovative programs with the approval in June 2001 of the first Professional Certification Program in the state. The Residency Principal Certification program aligned to new state standards was the first such program accredited by the State Board last year. A cohort-based degree completion began August 2004, meeting the needs of working professionals. It has developed into the Evening Teacher Certification program to serve working professionals who either want to complete a degree and certification in elementary education, or those who already hold a bachelor's degree and wish to obtain teacher certification. It has also become a medium for those who currently hold a teaching certificate at the secondary level to complete the elementary education program for an additional endorsement to their certificate. Whitworth is accredited by the Northwest Commission on Schools and Colleges. The academic programs of study are approved by the Higher Education Coordinating Board's State Approving Agency. Programs in the School of Education are approved by the Professional Educator's Standards Board (PESB) and accredited by the National Council for Accreditation of Teacher Education (NCATE). Whitworth offers the opportunity for individuals to become certified teachers in a number of ways. Undergraduate students can complete a teacher preparation program as part of their undergraduate degree. All students preparing for secondary certification must complete a content major in the primary area of certification. Many complete minors in the supporting areas of certification. All candidates preparing for elementary certification must also complete a minimum of 20 semester credits in their designated content areas. Many also complete content majors. The undergraduate program generally begins in the sophomore year and culminates with student teaching in the senior year. Candidates take courses in education alongside their general education and major courses. In addition, they complete several field experiences as detailed earlier in this report. A couple of distinctive aspects of the Whitworth undergraduate program are: completion by all candidates of two courses in working with special learners; completion of a one month multicultural field experience; completion of at least one course in working with students whose first language is not English; content methods classes taught in integrated blocks with P-12 teachers as part of a team of instructors; incorporation of an upper division social foundations and leadership course; documentation of impact on student learning throughout the curriculum; completion of a Professional Growth Plan (PGP) during student teaching. Individuals who already hold a bachelor's degree can complete the undergraduate teacher education program described above, or enter the Master in Teaching (MIT) program. The MIT program is a cohort model that begins each June and culminates the following August. Candidates earn their teaching certificates and masters degrees during that time. The MIT program generally enrolls between 45-50 students per year with a relatively even split between recently graduated candidates and those candidates making mid-life career changes. The MIT program provides a yearlong internship for all candidates, part-time in the fall term and full-time in the spring. In addition, candidates conduct action research projects focused on the impact of their teaching on student learning and present the results of those projects at a summer research conference. MIT students also complete the January term multicultural experience. Whitworth also offers an Evening Teacher Certification program that allows working adults to pursue teacher certification by attending classes in the evenings and occasional Saturdays. Individuals can earn a bachelor of arts degree with a major in elementary

education along with a 20 semester area of concentration in a chosen discipline. Candidates who already hold a bachelor's degree may complete the requirements for a residency teacher certificate and/or an additional endorsement. Students within this program complete an extensive field experience each term in conjunction with content methods courses. Coursework focusing on differentiation for ELL, special education and gifted students is completed prior to the student teaching internship and subsequent two-week intercultural immersion experience. ETC cohorts begin every six months and most pre-requisite classes can be taken through the Continuing Studies department in the 6 week accelerated evening format. Finally, Whitworth works with individual students on a case by case basis to custom design programs that fit their backgrounds and abilities. On average, we have from three to five candidates in that category. For those candidates, various programs are developed that honor the knowledge and skills that they have already acquired and complete the knowledge and skills that they need to be fully certified. Additionally, Whitworth is a Pathway II for adding an endorsement provider which allows teachers to add endorsements to their certificate that the PESB has deemed to be similar to the endorsement(s) they currently have. This is an abbreviated route as opposed to completing a full program for the additional endorsement. All candidates are required to take EDU 367/368 or EDE 367/368 or EDM 536 A and B Field Immersion in Intercultural Education. These courses prepare students with a theoretical framework for the required intercultural field experience. In the field experience, candidates spend January term (or May term for Evening Teacher Certification program) working with children in culturally diverse settings. Candidates develop a portfolio documenting their experience and their personal and professional reflections regarding teaching, learning, and culture. Portfolios are assessed by faculty to determine that competencies for this course are met. Whitworth University has placements throughout the country and the world. Students may also opt to stay in Spokane and work with ELL programs, alternative schools, and Native American schools. In addition, students may arrange for independent placements in a location of their choosing. Candidates in all three teacher preparation programs also work with students identified in Special Education. Undergraduate candidates work with students through the Host Family program, and in inclusion classrooms during their field experiences. Evening Teacher Certification students interact with families who have a child with a severe disability in addition to working in inclusion classrooms in their field experiences. In October, 2013, trustee and Whitworth '84 graduate, Scott Chandler pledged to fund a new endowed professorship in the School of Education and to be named in honor of his wife, Sue Chandler, '85. The endowment will be used in several areas in the School of Education, including increasing community-outreach efforts, advancing faculty scholarship, and supporting initiatives that improve K-12 teacher preparation.

Supporting Files

No files have been provided.

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

Report Card Certification

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

Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **428**.

Number of program completers from Section I: Program Information, Program Completers is **118**.

For a total enrollment of **546**.

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:

TITLE:

Certification of review of submission

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

NAME OF REVIEWER:

TITLE:

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	322	428	32.92%
Male Enrollment	74	100	35.14%
Female Enrollment	248	328	32.26%
Hispanic/Latino Enrollment	14	29	107.14%
American Indian or Alaska Native Enrollment	3	5	66.67%
Asian Enrollment	13	9	-30.77%
Black or African American Enrollment	5	8	60.00%

Item	Last Year	This Year	Change
Native Hawaiian or Other Pacific Islander Enrollment	0	0	
White Enrollment	279	360	29.03%
Two or more races Enrollment	5	15	200.00%
Average number of clock hours required prior to student teaching	231	231	0.00%
Average number of clock hours required for student teaching	488	488	0.00%
Average number of clock hours required for mentoring	0	0	
Number of full-time equivalent faculty in supervised clinical experience during this academic year	12	14	16.67%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	163	170	4.29%
Number of students in supervised clinical experience during this academic year	713	720	0.98%
Total completers for current academic year	110	118	7.27%
Total completers for prior academic year	96	110	14.58%
Total completers for second prior academic year	102	96	-5.88%