

WA

Whitworth University
Traditional Report AY 2023-24
Washington

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

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

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

IPEDS ID

☐ THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

300 West Hawthorne Road

CITY

Spokane

STATE

Washington

ZIP

99251

SALUTATION

Ms.

FIRST NAME

Crystal

LAST NAME

Weddington

PHONE

(509) 777-4405

EMAIL

cweddington@whitworth.edu

List of Programs

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

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

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

List of Programs

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

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	Both	
13.1202	Elementary Education	Both	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	Both	
13.1	Special Education	Both	
13.1302	Teacher Education - Art	Both	
13.1322	Teacher Education - Biology	Both	
13.1323	Teacher Education - Chemistry	Both	
13.1321	Teacher Education - Computer Science	Both	
13.1324	Teacher Education - Drama and Dance	Both	
13.1337	Teacher Education - Earth Science	Both	
13.14	Teacher Education - English as a Second Language	Both	
13.1305	Teacher Education - English/Language Arts	Both	
13.1306	Teacher Education - Foreign Language	Both	
13.1316	Teacher Education - General Science	Both	
13.1307	Teacher Education - Health	Both	
13.1328	Teacher Education - History	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	Both	

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.99	Teacher Education - Other	Both	
13.1314	Teacher Education - Physical Education and Coaching	Both	
13.1329	Teacher Education - Physics	Both	
13.1315	Teacher Education - Reading	Both	
13.1318	Teacher Education - Social Studies	Both	

Total number of teacher preparation programs:

26

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

THIS PAGE INCLUDES:

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

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

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

Undergraduate Requirements

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

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

- ☒ Yes
- ☐ No

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

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

Element	Admission	Completion
Essay or personal statement	☒ Yes ☐ No	☐ Yes ☒ No
Interview	☒ Yes ☐ No	☐ Yes ☒ No
Other Specify: All coursework towards certification requires a grade of C or better as per state re...	☒ Yes ☐ No	☒ Yes ☐ No

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

3

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

3

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

Candidates must receive a grade of C or higher in all coursework required for certification.

Postgraduate Requirements

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

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

☒ Yes
 ☐ No

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

Element	Admission	Completion
Transcript	☒ Yes ☐ No	☒ Yes ☐ No
Fingerprint check	☒ Yes ☐ No	☒ Yes ☐ No
Background check	☒ Yes ☐ No	☒ Yes ☐ No
Minimum number of courses/credits/semester hours completed	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA in content area coursework	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA in professional education coursework	☒ Yes ☐ No	☒ Yes ☐ No
Minimum ACT score	☐ Yes ☒ No	☐ Yes ☒ No
Minimum SAT score	☐ Yes ☒ No	☐ Yes ☒ No
Minimum basic skills test score	☐ Yes ☒ No	☐ Yes ☒ No

Element	Admission	Completion
Subject area/academic content test or other subject matter verification	☒ Yes ☐ No	☒ Yes ☐ No
Recommendation(s)	☒ Yes ☐ No	☒ Yes ☐ No
Essay or personal statement	☒ Yes ☐ No	☐ Yes ☒ No
Interview	☒ Yes ☐ No	☐ Yes ☒ No
Other Specify: All coursework towards certification requires a grade of C or better as per state re...	☒ Yes ☐ No	☒ Yes ☐ No

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

3

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

3

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

Candidates must receive a grade of C or higher in all coursework required for certification.

Supervised Clinical Experience

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

Provide the following information about supervised clinical experience in 2023-24. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

☒ Yes

☐ No

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

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	200
Number of clock hours required for student teaching	450

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

☐ Yes

☒ No

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

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	
<u>Years</u> required of teaching as the teacher of record in a classroom	

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	12
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	28
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	115
Number of students in supervised clinical experience during this academic year	105

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 and Program Completers

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

(§205(a)(1)(C)(ii))

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

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

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

Enrollment and Program Completers

2023-24 Total	
Total Number of Individuals Enrolled	380
Subset of Program Completers	83

Gender	Total Enrolled	Subset of Program Completers
Male	103	17
Female	277	66
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	8	2
Asian	19	4
Black or African American	9	3
Hispanic/Latino of any race	22	5
Native Hawaiian or Other Pacific Islander	4	1
White	307	61
Two or more races	11	7

Race/Ethnicity	Total Enrolled	Subset of Program Completers
No Race/Ethnicity Reported	0	0

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

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

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

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

- Academic Major

THIS PAGE INCLUDES:

>> Teachers Prepared by Subject Area

>> Teachers Prepared by Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2023-24.

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

What are CIP Codes?

☐

No teachers prepared in academic year 2023-24

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	2
13.1202	Teacher Education - Elementary Education	68

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1210	Teacher Education - Early Childhood Education	1
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	2
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	4
13.1306	Teacher Education - Foreign Language	1
13.1307	Teacher Education - Health	2
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	9
13.1312	Teacher Education - Music	3
13.1314	Teacher Education - Physical Education and Coaching	2
13.1315	Teacher Education - Reading	22
13.1316	Teacher Education - Science Teacher Education/General Science	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	6
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	0
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	2
13.1328	Teacher Education - History	8
13.1329	Teacher Education - Physics	2
13.1331	Teacher Education - Speech	0

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	8
13.99	Education - Other Specify: Choral Music (2); Instrumental Music (5)	7

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2023-24. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. [\(\\$205\(b\)\(1\)\(H\)\)](#)

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

What are CIP Codes?

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

- ☒
 Yes
- ☐
 No

☐
 No teachers prepared in academic year 2023-24

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

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	2
13.1202	Teacher Education - Elementary Education	68
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1210	Teacher Education - Early Childhood Education	0
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	2
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	4
13.1306	Teacher Education - Foreign Language	1
13.1307	Teacher Education - Health	2

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	9
13.1312	Teacher Education - Music	3
13.1314	Teacher Education - Physical Education and Coaching	2
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - General Science	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	6
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	0
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	2
13.1328	Teacher Education - History	8
13.1329	Teacher Education - Physics	2
13.1331	Teacher Education - Speech	0
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	0
13.99	Education - Other Specify: Choral Music (2); Instrumental Music (5)	7
01	Agriculture	0
03	Natural Resources and Conservation	0
05	Area, Ethnic, Cultural, and Gender Studies	0
09	Communication or Journalism	0

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	0
12	Personal and Culinary Services	0
14	Engineering	0
16	Foreign Languages, Literatures, and Linguistics	0
19	Family and Consumer Sciences/Human Sciences	0
21	Technology Education/Industrial Arts	0
22	Legal Professions and Studies	0
23	English Language/Literature	0
24	Liberal Arts/Humanities	0
25	Library Science	0
26	Biological and Biomedical Sciences	0
27	Mathematics and Statistics	0
30	Multi/Interdisciplinary Studies	0
38	Philosophy and Religious Studies	0
40	Physical Sciences	0
41	Science Technologies/Technicians	0
42	Psychology	0
44	Public Administration and Social Service Professions	0
45	Social Sciences	0
46	Construction	0
47	Mechanic and Repair Technologies	0
50	Visual and Performing Arts	0
51	Health Professions and Related Clinical Sciences	0
52	Business/Management/Marketing	0
54	History	0

CIP Code	Academic Major	Number Prepared
99	Other Specify: 	0

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

Program Assurances

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

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

☒ Yes

☐ No

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

☒ Yes

☐ No

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

☒ Yes

☐ No

☐ Program does not prepare special education teachers

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

☒ Yes

☐ No

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

☒ Yes

☐ No

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

☒ Yes

☐ No

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

☒ Yes

☐ No

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

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

Annual Goals: Mathematics

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

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

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

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2023-24\)](#)
- >> [Review Current Year’s Goal \(2024-25\)](#)
- >> [Set Next Year’s Goal \(2025-26\)](#)

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

- [Quantifiable Goals](#)

Report Progress on Last Year’s Goal (2023-24)

1. Did your program prepare teachers in mathematics in 2023-24?

If no, leave remaining questions for 2023-24 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

Our goal for the 2023-24 academic year is to certify 5 teacher candidates in mathematics.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

We were thrilled to almost double our goal and recommend 9 candidates for the Mathematics endorsement for the 2023-2024 academic year. Our recruiting efforts will continue. Meetings are held with prospective teacher education candidates each year and they are made aware of shortage/high-need areas and encouraged to consider a teaching career in those academic disciplines. Faculty advisors and general advisors highlight shortage areas in one-on-one meetings and presentations to candidates at the beginning of their teacher education program. School of Education faculty host multiple presentations each year at "Why Whitworth" events for prospective students that highlight the shortage areas. Mathematics department faculty are highly vocal with students in MA 221 and MA 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 teaching as a career option.

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

We will continue with our recruiting efforts and getting the word out on the shortage/high-need areas.

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

The number above reflects our mathematics graduates in the undergraduate, graduate, and postgraduate teacher education programs.

Review Current Year’s Goal (2024-25)

7. Is your program preparing teachers in mathematics in 2024-25? If no, leave the next question blank.

- ☒ Yes
- ☐ No

8. Describe your goal.

Our goal for the 2024-25 academic year is to certify 5 teacher candidates in mathematics.

Set Next Year’s Goal (2025-26)

9. Will your program prepare teachers in mathematics in 2025-26? If no, leave the next question blank.

- ☒ Yes
- ☐ No

10. Describe your goal.

Our goal for the 2025-2026 academic year is to certify 5 teacher candidates in Mathematics.

Annual Goals: Science

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

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

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

>> [Report Progress on Last Year’s Goal \(2023-24\)](#)

>> [Review Current Year’s Goal \(2024-25\)](#)

>> [Set Next Year’s Goal \(2025-26\)](#)

Report Progress on Last Year’s Goal (2023-24)

1. Did your program prepare teachers in science in 2023-24?

If no, leave remaining questions for 2023-24 blank (or [clear responses already entered](#)).

- ☒

Yes
- ☐

No

2. Describe your goal.

This category will include designated sciences including a combination of biology, chemistry, physics, environmental science, middle level science, and earth and space science. Our goal for 2023-24 was to recommend 4 candidates for an endorsement in one of the categories of science.

3. Did your program meet the goal?

- ☐

Yes
- ☒

No

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

Unfortunately, our goal was not met.

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

While we did not meet our goal of recommending four candidates in the area of science, we did recommend two candidates in physics. We will continue to meet with students during "Why Whitworth" days and advising sessions to explain the importance of pursuing a high-need endorsement like the sciences. We will also continue to work with faculty in the 100-level science courses to help identify students who show an interest in teaching so we can begin working on their graduation plan early.

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

Review Current Year’s Goal (2024-25)

7. Is your program preparing teachers in science in 2024-25? If no, leave the next question blank.

- ☒ Yes
- ☐ No

8. Describe your goal.

This category will include designated sciences, including a combination of biology, chemistry, physics, environmental science, middle level science, and earth and space science. Our goal for 2024-25 is to recommend 3 candidates for an endorsement in one of the categories of science.

Set Next Year’s Goal (2025-26)

9. Will your program prepare teachers in science in 2025-26? If no, leave the next question blank.

- ☒ Yes
- ☐ No

10. Describe your goal.

This category will include designated sciences, including a combination of biology, chemistry, physics, environmental science, middle level science, and earth and space science. Our goal for 2025-26 is to recommend 2 candidates for an endorsement in one of the categories of 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 teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

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

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2023-24\)](#)
- >> [Review Current Year’s Goal \(2024-25\)](#)
- >> [Set Next Year’s Goal \(2025-26\)](#)

Report Progress on Last Year’s Goal (2023-24)

1. Did your program prepare teachers in special education in 2023-24?

If no, leave remaining questions for 2023-24 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

Our goal for the 2023-24 academic year is to recommend 2 candidates for the Special Education endorsement.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

Candidates may now obtain the Special Education endorsement as a stand-alone endorsement. Therefore, we were able to meet our goal. We continued to offer a robust Special Education major and minor and support recruitment at the undergraduate level that feeds into the graduate program in Special Education. Through one-on-one meetings with candidates, we were able to encourage candidates to consider a career in Special Education which is considered a shortage/high-need area.

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

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

Review Current Year’s Goal (2024-25)

7. Is your program preparing teachers in special education in 2024-25? If no, leave the next question blank.

☒ Yes

☐ No

8. Describe your goal.

Our goal for the 2024-25 academic year is to recommend 2 candidates in the area of special education.

Set Next Year’s Goal (2025-26)

9. Will your program prepare teachers in special education in 2025-26? If no, leave the next question blank.

☒ Yes

☐ No

10. Describe your goal.

Our goal for the 2025-2026 academic year is to recommend 2 candidates in the area of Special Education.

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 teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

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

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2023-24\)](#)
- >> [Review Current Year’s Goal \(2024-25\)](#)
- >> [Set Next Year’s Goal \(2025-26\)](#)

Report Progress on Last Year’s Goal (2023-24)

1. Did your program prepare teachers in instruction of limited English proficient students in 2023-24?

If no, leave remaining questions for 2023-24 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

Our goal for the 2023-24 academic year is to recommend 18 candidates for the English Language Learners endorsement.

3. Did your program meet the goal?

- ☐ Yes
- ☒ No

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

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

Due to the retirement of our Director of the English Language Learner program and lack of funding to replace her, the program struggled in recruiting candidates. We have since posted a faculty position whose responsibility will be to grow the ELL program so that our goal of recommending candidates can be met each year. Early contact with candidates before or during their first couple of semesters is critical to recruitment and retention.

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

We have redesigned our Elementary Education program to require our candidates to go out in the field and work with ELL students and refugees during their first and second semester of being admitted into the program. Early exposure to working with ELL students will, hopefully, help increase the enrollment in the ELL program.

Review Current Year’s Goal (2024-25)

7. Is your program preparing teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.

- ☒ Yes
- ☐ No

8. Describe your goal.

Our goal for the 2024-25 academic year is to recommend 12 candidates for the English Language Learners endorsement.

Set Next Year’s Goal (2025-26)

9. Will your program prepare teachers in instruction of limited English proficient students in 2025-26? If no, leave the next question blank.

- ☒ Yes
- ☐ No

10. Describe your goal.

Our goal for the 2025-26 academic year is to recommend 15 candidates for the English Language Learners endorsement.

Assessment Pass Rates

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

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

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

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

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
503 -ART Evaluation Systems group of Pearson Other enrolled students	2			
503 -ART Evaluation Systems group of Pearson All program completers, 2022-23	1			
503 -ART Evaluation Systems group of Pearson All program completers, 2021-22	1			
50 -BILINGUAL EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	1			
305 -BIOLOGY Evaluation Systems group of Pearson Other enrolled students	3			
306 -CHEMISTRY 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 (%)
306 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2022-23	1			
306 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2021-22	2			
315 -COMPUTER SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
100 -DESIGNATED WORLD LANGUAGES Evaluation Systems group of Pearson Other enrolled students	1			
100 -DESIGNATED WORLD LANGUAGES Evaluation Systems group of Pearson All program completers, 2022-23	2			
101 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
101 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2023-24	1			
101 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	1			
71 -EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	1			
71 -EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	2			
102 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
102 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	22	239	17	77
102 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2023-24	38	245	38	100
102 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2022-23	35	243	35	100
102 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	26	247	25	96

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
103 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
103 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	38	240	30	79
103 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2023-24	21	234	15	71
103 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2022-23	6			
103 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	7			
301 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	4			
301 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2023-24	3			
301 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2022-23	6			
301 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2021-22	5			
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, 2023-24	9			
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson All program completers, 2022-23	19	266	19	100
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson All program completers, 2021-22	21	263	21	100
104 -ESSENTIAL COMPONENTS OF ELEMENTARY READING INSTRUCTION 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 (%)
104 -ESSENTIAL COMPONENTS OF ELEMENTARY READING INSTRUCTION Evaluation Systems group of Pearson Other enrolled students	1			
104 -ESSENTIAL COMPONENTS OF ELEMENTARY READING INSTRUCTION Evaluation Systems group of Pearson All program completers, 2023-24	26	241	23	88
104 -ESSENTIAL COMPONENTS OF ELEMENTARY READING INSTRUCTION Evaluation Systems group of Pearson All program completers, 2022-23	23	250	23	100
104 -ESSENTIAL COMPONENTS OF ELEMENTARY READING INSTRUCTION Evaluation Systems group of Pearson All program completers, 2021-22	23	245	23	100
311 -GENERAL SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
311 -GENERAL SCIENCE Evaluation Systems group of Pearson All program completers, 2022-23	2			
311 -GENERAL SCIENCE Evaluation Systems group of Pearson All program completers, 2021-22	3			
29 -HEALTH/FITNESS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
29 -HEALTH/FITNESS Evaluation Systems group of Pearson Other enrolled students	3			
29 -HEALTH/FITNESS Evaluation Systems group of Pearson All program completers, 2022-23	2			
27 -HISTORY Evaluation Systems group of Pearson Other enrolled students	1			
27 -HISTORY Evaluation Systems group of Pearson All program completers, 2023-24	5			
27 -HISTORY Evaluation Systems group of Pearson All program completers, 2022-23	3			
27 -HISTORY Evaluation Systems group of Pearson All program completers, 2021-22	4			
304 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	
304 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2023-24	3				
304 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2022-23	1				
304 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	5				
204 -MIDDLE GRADES GENERAL SCIENCE Evaluation Systems group of Pearson All program completers, 2023-24	1				
204 -MIDDLE GRADES GENERAL SCIENCE Evaluation Systems group of Pearson All program completers, 2022-23	1				
204 -MIDDLE GRADES GENERAL SCIENCE Evaluation Systems group of Pearson All program completers, 2021-22	1				
203 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2023-24	3				
203 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2022-23	3				
203 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	4				
504 -MUSIC Evaluation Systems group of Pearson Other enrolled students	1				
504 -MUSIC Evaluation Systems group of Pearson All program completers, 2023-24	3				
504 -MUSIC Evaluation Systems group of Pearson All program completers, 2021-22	1				
56 -MUSIC: CHORAL Evaluation Systems group of Pearson Other enrolled students	1				
56 -MUSIC: CHORAL Evaluation Systems group of Pearson All program completers, 2023-24	1				
57 -MUSIC: INSTRUMENTAL 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 (%)
57 -MUSIC: INSTRUMENTAL Evaluation Systems group of Pearson Other enrolled students	1			
57 -MUSIC: INSTRUMENTAL Evaluation Systems group of Pearson All program completers, 2023-24	2			
57 -MUSIC: INSTRUMENTAL Evaluation Systems group of Pearson All program completers, 2021-22	1			
308 -PHYSICS Evaluation Systems group of Pearson All program completers, 2022-23	1			
28 -SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	2			
28 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2023-24	4			
28 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2022-23	3			
28 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2021-22	3			
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2023-24	3			
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	4			
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	3			
55 -THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2023-24	2			

Summary Pass Rates

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

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

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

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

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All enrolled students who have completed all noncl	18	12	67
Other enrolled students	90	71	79
All program completers, 2023-24	125	113	90
All program completers, 2022-23	116	114	98
All program completers, 2021-22	112	109	97
All program completers, combined 3 academic years	353	336	95

Low-Performing

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

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

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Low-Performing

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

- ☒ Yes
- ☐ No

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

- ☒ State
- ☐ CAEP
- ☐ AAQEP
- ☐ Other specify:

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

- ☐ Yes
- ☒ No

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

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

THIS PAGE INCLUDES:

>> [Use of Technology](#)

Use of Technology

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

Does your program prepare teachers to:

a. integrate technology effectively into curricula and instruction

☒ Yes

☐ No

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

☒ Yes

☐ No

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

☒ Yes

☐ No

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

☒ Yes

☐ No

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

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 Teacher Certification Program (TCP) 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.

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

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

Teacher Training

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

a. Teach students with disabilities effectively

Students completing teacher certification through Whitworth University's teacher education programs take EDU 320/EDE 320 (Undergrad and TCP program), or EDM 531 A/B (MIT program); Exceptional Learners and Inclusion, or Universal Design for Learning and Students with Exceptionalities. TCP students are also required to take EDE 350 Integrated Instructional Methods. 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 your and the professional 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.

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

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 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.

c. Effectively teach students who are limited English proficient.

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 principles are taught in the MIT program in EDM 534 Teaching English Language Learners, Teaching Multilingual Learners.

2. Does your program prepare special education teachers?

☒ Yes

☐ No

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

a. Teach students with disabilities effectively

Students completing teacher certification through the Teacher Education Program take EDU 320, Exceptional Learners and Inclusion. In this course students: 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 an endorsement in special education also must take EDU 323, Intervention for Academic 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 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 an 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 assistance. (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.

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

Students completing an 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 an 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 education 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 Washington State Measurement of Student Progress (MSP) and the High School Proficiency Exam (HSPE).

c. Effectively teach students who are limited English proficient.

All students completing initial certification with an 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, through information and case histories regarding non-discriminatory assessment and cultural differences. They are also 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, and update as needed.

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

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

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

<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. A cohort-based degree completion began August 2004, meeting the needs of working professionals. It has developed into the 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). 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. 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 20-25 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 a Teacher Certification Program - Online (TCP-O) that allows working adults to pursue teacher certification by attending classes online. Individuals can earn a bachelor of arts degree with a major in elementary education. 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. TCP-O 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. 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 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. Teacher Certification Program 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.

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:

Crystal Weddington

TITLE:

Director, Ed. Certification, Career Services & 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:

Crystal Weddington

TITLE:

Director, Ed. Certification, Career Services & Assessment