Title II Higher Education Act

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Robin Henrikson Program User

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[2020-21 Academic Year Data ▼]

2022 Title II Reports National Teacher Preparation Data
Seattle Pacific University

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WA

Seattle Pacific University Traditional Report AY 2020-21 Washington

100% CompleteStatus: In Progress

Institution Information

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

IPEDS ID [   ]

☐ THIS INSTITUTION HAS NO IPEDS ID

If no IPEDS ID, please provide an explanation [   ]

Address [3307 Third Avenue West,]

Address line 2: [   ]

City [Seattle]

State

[Washington ▼]

Zip [98119]

Salutation

[Dr. ▼]

First Name [Robin]

Last Name [Henrikson]

Phone [(206) 281-2186]

Email [henrir@spu.edu]

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[Print]

Section I: Program Information

List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information 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

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List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	• [Edit] • [Delete]
13.01	General Education (alternative programs/programs providing pedagogy only)	UG	• [Edit] • [Delete]
13.1	Special Education	UG	• [Edit] • [Delete]

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update

13.99 Teacher Education - Other   PG

- Edit
- Delete

UG, PG, or Both ○ UG
○ PG
○ Both
○

- Insert
- Cancel

Total number of teacher preparation programs: 4

Save Option

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Section I: Program Information

Program Requirements

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

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

This Page Includes:

- Undergraduate Requirements
- Postgraduate Requirements
- Supervised Clinical Experience

Undergraduate Requirements

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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.

Undergraduate Requirements

Element	Admission	Completion
Transcript	Required for Entry ● Yes ○ No ○	Required for Exit ● Yes ○ No ○
Fingerprint check	Required for Entry ● Yes ○ No ○	Required for Exit ● Yes ○ No ○
Background check	Required for Entry ● Yes ○ No ○	Required for Exit ● Yes ○ No ○
Minimum number of courses/credits/semester hours completed	Required for Entry ● Yes ○ No ○	Required for Exit ● Yes ○ No ○
Minimum GPA	Required for Entry ● Yes ○ No ○	Required for Exit ● Yes ○ No ○
Minimum GPA in content area coursework	Required for Entry ● Yes ○ No ○	Required for Exit ● Yes ○ No ○
Minimum GPA in professional education coursework	Required for Entry ● Yes ○ No ○	Required for Exit ● Yes ○ No ○

<div align="center">Undergraduate Requirements</div>

Element	Admission	Completion
Minimum ACT score	Required for Entry ○ Yes ⦿ No ○	Required for Exit ○ Yes ⦿ No ○
Minimum SAT score	Required for Entry ○ Yes ⦿ No ○	Required for Exit ○ Yes ⦿ No ○
Minimum basic skills test score	Required for Entry ⦿ Yes ○ No ○	Required for Exit ⦿ Yes ○ No ○
Subject area/academic content test or other subject matter verification	Required for Entry ⦿ Yes ○ No ○	Required for Exit ⦿ Yes ○ No ○
Recommendation(s)	Required for Entry ⦿ Yes ○ No ○	Required for Exit ○ Yes ⦿ No ○
Essay or personal statement	Required for Entry ○ Yes ⦿ No ○	Required for Exit ○ Yes ⦿ No ○
Interview	Required for Entry ○ Yes ⦿ No ○	Required for Exit ○ Yes ⦿ No ○
Other Specify: **Other specify:** `passing edTPA`	Required for Entry ○ Yes ⦿ No ○	Required for Exit ⦿ 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:

Postgraduate Requirements

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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.

<div align="center">Postgraduate Requirements</div>

Element	Admission	Completion
Transcript	Required for Entry ⦿ Yes ○ No ○	Required for Exit ⦿ Yes ○ No ○
Fingerprint check	Required for Entry ⦿ Yes ○ No ○	Required for Exit ⦿ Yes ○ No ○
Background check	Required for Entry ⦿ Yes ○ No ○	Required for Exit ⦿ Yes ○ No ○
Minimum number of courses/credits/semester hours completed	Required for Entry ⦿ Yes ○ No ○	Required for Exit ⦿ Yes ○ No ○
Minimum GPA	Required for Entry ⦿ Yes ○ No ○	Required for Exit ⦿ Yes ○ No ○
Minimum GPA in content area coursework	Required for Entry ⦿ Yes ○ No ○	Required for Exit ⦿ Yes ○ No ○
Minimum GPA in professional education coursework	Required for Entry ⦿ Yes ○ No ○	Required for Exit ⦿ Yes ○ No ○
Minimum ACT score	Required for Entry ○ Yes ⦿ No ○	Required for Exit ○ Yes ⦿ No ○
Minimum SAT score	Required for Entry ○ Yes ⦿ No ○	Required for Exit ○ Yes ⦿ No ○
Minimum basic skills test score	Required for Entry ⦿ Yes ○ No ○	Required for Exit ⦿ Yes ○ No ○
Subject area/academic content test or other subject matter verification	Required for Entry ⦿ Yes ○ No ○	Required for Exit ⦿ Yes ○ No ○
Recommendation(s)	Required for Entry ⦿ Yes ○ No ○	Required for Exit ○ Yes ⦿ No ○
Essay or personal statement	Required for Entry ⦿ Yes ○ No ○	Required for Exit ○ Yes ⦿ No ○
Interview	Required for Entry ⦿ Yes ○ No ○	Required for Exit ○ Yes ⦿ No ○
Other Specify: **Other specify:** `GRE or Millers Analogy re`	Required for Entry ⦿ Yes ○ No ○	Required for Exit ○ 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:

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2020-21. ([§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))](#)

You have programs with the student teacher model, but "clock hours of supervised clinical experience required prior to student teaching" is 0. Please correct the data, or confirm.

☑ I confirm that there are 0 hours required
Are there programs with student teaching models? ⦿ Yes
○ No

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

<div align="center">

Programs with student teaching models (most traditional programs)
Programs with student teaching models (most traditional programs)

</div>

Number of clock hours of supervised clinical experience required prior to student teaching	Number of clock hours of supervised clinical experience required prior to student teaching `0`
Number of clock hours required for student teaching	Number of clock hours required for student teaching `750`

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.

<div align="center">

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

</div>

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

If there are no programs with a student teacher model or teacher of record model, please describe the teaching model(s) used:

```

```

<div align="center">

All Programs
All Programs

</div>

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)	Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) `2`
[Optional tool](#) for automatically calculating full-time equivalent faculty in the system	
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	Number of adjunct faculty supervising clinical experience during this academic year (IHE staff) `21`
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year `67`
Number of students in supervised clinical experience during this academic year	Number of students in supervised clinical experience during this academic year `52`

Please provide any additional information about or descriptions of the supervised clinical experiences: Undergraduate (UG) experiences vary according to their grade level (elementary vs. secondary/K-12), but they should complete between around 700 and 900 hours overall. Here's the quarter-by-quarter breakdown: September Experience: UGs begin their experience by spending two full-time weeks (the week before school begins and the first week of school) at their school site, which allows them to get to know the students and observe important start-of-year activities. 2 x 37.5 = 75 hours Fall quarter: During "methods" quarter, UGs spend eight consecutive Thursdays at their school site beginning in October. 8 x 7.5 = 60 hours Winter quarter: During "integrated" quarter, UGs endorsing in elementary ed (and special ed with an elementary emphasis) spend three days/week at their school site for ten weeks, or 10 x 22.5 = 225 hours, while UGs endorsing in secondary education (and special education with a secondary emphasis) will work at their sites full-time, or 10 x 37.5 = 375 hours. Spring quarter: During the final "internship"

quarter, all UGs should be at their sites full-time. 10 x 37.5 = 375 hours

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Calculate Full-Time Equivalent Faculty in the System

For any other part-time faculty supervising clinical experience, indicate the number of faculty and the percentage that represents the part-time employment rate for those faculty members (for example, 25% for a faculty member employed at a quarter of the time compared to a full-time faculty member)

Employment Rate (%)	Number of Faculty	Update
100% (Full-Time)	[ ]	
50% (Half-Time)	[ ]	
75% Employment Rate (%)	[ ] Number of Faculty	[Delete]
25% Employment Rate (%)	[ ] Number of Faculty	[Delete]

[Add Row]

[Calculate FTE]

Section I: Program Information

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. **(§205(a)(1)(C)(ii))**

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

- Enrolled Student
- Program Completer

This Page Includes:

- Enrollment and Program Completers

Enrollment and Program Completers

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The sum of one or more categories does not equal the reported total. Please correct the data, or confirm.

☑ Sum(s) do not equal total

Please provide an explanation: Some students indicated their race was White or Other, but their ethnicity Hispanic. Hence, they were counted twice.

> Some students indicated their race was White or Other, but their ethnicity Hispanic. Hence, they were counted twice.

Enrollment and Completer Totals
2020-21 Total

Enrollment and Completer Totals
2020-21 Total

Total Number of Individuals Enrolled Total Number of Individuals Enrolled in 2020-21 `93`

Subset of Program Completers Subset of Program Completers in 2020-21 `48`

Program Enrollment and Completers By Gender

Gender	Total Enrolled	Subset of Program Completers
Male	Male Enrollment `26`	Male Completers `12`
Female	Female Enrollment `67`	Female Completers `36`
Non-Binary/Other	Non-Binary/Other Enrollment `0`	Non-Binary/Other Completers `0`
No Gender Reported	Nonreported gender Enrollment `0`	Nonreported gender Completers `0`

Program Enrollment and Completers By Race/Ethnicity

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	American Indian or Alaska Native Enrollment `1`	American Indian or Alaska Native Completers `0`
Asian	Asian Enrollment `3`	Asian Completers `2`
Black or African American	Black or African American Enrollment `2`	Black or African American Completers `0`
Hispanic/Latino of any race	Hispanic/Latino of any race enrollment `11`	Hispanic/Latino of any race Completers `4`
Native Hawaiian or Other Pacific Islander	Native Hawaiian or Other Pacific Islander Enrollment `0`	Native Hawaiian or Other Pacific Islander Completers `0`
White	White Enrollment `75`	White Completers `38`
Two or more races	Two or more races Enrollment `8`	Two or more races Completers `3`
No Race/Ethnicity Reported	Nonreported race/ethnicity Enrollment `8`	Nonreported race/ethnicity Completers `5`

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Section I: Program Information

Teachers Prepared

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

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

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

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

- Academic Major

This Page Includes:

- Teachers Prepared by Subject Area
- Teachers Prepared by Academic Major

Teachers Prepared by Subject Area

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Please provide the number of teachers prepared by subject area for academic year 2020-21.

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 2020-21

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).

Teachers Prepared by Subject Area

CIP Code	Subject Area	Number Prepared	
13.10	Teacher Education - Special Education	Number Prepared	3
13.1202	Teacher Education - Elementary Education	Number Prepared	20
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared	2
13.1210	Teacher Education - Early Childhood Education	Number Prepared	
13.1301	Teacher Education - Agriculture	Number Prepared	
13.1302	Teacher Education - Art	Number Prepared	1
13.1303	Teacher Education - Business	Number Prepared	
13.1305	Teacher Education - English/Language Arts	Number Prepared	
13.1306	Teacher Education - Foreign Language	Number Prepared	2
13.1307	Teacher Education - Health	Number Prepared	3
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared	
13.1311	Teacher Education - Mathematics	Number Prepared	1
13.1312	Teacher Education - Music	Number Prepared	6
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared	
13.1315	Teacher Education - Reading	Number Prepared	
13.1316	Teacher Education - Science Teacher Education/General Science	Number Prepared	1
13.1317	Teacher Education - Social Science	Number Prepared	
13.1318	Teacher Education - Social Studies	Number Prepared	
13.1320	Teacher Education - Trade and Industrial	Number Prepared	
13.1321	Teacher Education - Computer Science	Number Prepared	

Teachers Prepared by Subject Area

CIP Code	Subject Area	Number Prepared
13.1322	Teacher Education - Biology	Number Prepared [ ]
13.1323	Teacher Education - Chemistry	Number Prepared [ ]
13.1324	Teacher Education - Drama and Dance	Number Prepared [ ]
13.1328	Teacher Education - History	Number Prepared [5]
13.1329	Teacher Education - Physics	Number Prepared [ ]
13.1331	Teacher Education - Speech	Number Prepared [ ]
13.1337	Teacher Education - Earth Science	Number Prepared [1]
13.14	Teacher Education - English as a Second Language	Number Prepared [ ]
13.99	Education - Other Specify: Other specify: [ ]	Number Prepared [ ]

Teachers Prepared by Academic Major

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Please provide the number of teachers prepared by academic major for academic year 2020-21. 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?

Do participants earn a degree upon completion of the program? ⦿ Yes
◯ No
☐ No teachers prepared in academic year 2020-21

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or **clear responses already entered**).

Teachers Prepared by Academic Major

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	Number Prepared [2]
13.1202	Teacher Education - Elementary Education	Number Prepared [ ]
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared [ ]
13.1210	Teacher Education - Early Childhood Education	Number Prepared [ ]
13.1301	Teacher Education - Agriculture	Number Prepared [ ]
13.1302	Teacher Education - Art	Number Prepared [ ]
13.1303	Teacher Education - Business	Number Prepared [ ]
13.1305	Teacher Education - English/Language Arts	Number Prepared [ ]
13.1306	Teacher Education - Foreign Language	Number Prepared [ ]
13.1307	Teacher Education - Health	Number Prepared [ ]
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared [ ]
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared [ ]
13.1311	Teacher Education - Mathematics	Number Prepared [ ]
13.1312	Teacher Education - Music	Number Prepared [3]
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared [ ]

CIP Code	Academic Major	Number Prepared
13.1315	Teacher Education - Reading	Number Prepared
13.1316	Teacher Education - General Science	Number Prepared
13.1317	Teacher Education - Social Science	Number Prepared
13.1318	Teacher Education - Social Studies	Number Prepared
13.1320	Teacher Education - Trade and Industrial	Number Prepared
13.1321	Teacher Education - Computer Science	Number Prepared
13.1322	Teacher Education - Biology	Number Prepared
13.1323	Teacher Education - Chemistry	Number Prepared
13.1324	Teacher Education - Drama and Dance	Number Prepared
13.1328	Teacher Education - History	Number Prepared 1
13.1329	Teacher Education - Physics	Number Prepared
13.1331	Teacher Education - Speech	Number Prepared
13.1337	Teacher Education - Earth Science	Number Prepared
13.14	Teacher Education - English as a Second Language	Number Prepared
13.99	Education - Other Specify: Other specify: 13.02 General Education fo	Number Prepared 26
01	Agriculture	Number Prepared
03	Natural Resources and Conservation	Number Prepared
05	Area, Ethnic, Cultural, and Gender Studies	Number Prepared
09	Communication or Journalism	Number Prepared
11	Computer and Information Sciences	Number Prepared
12	Personal and Culinary Services	Number Prepared
14	Engineering	Number Prepared
16	Foreign Languages, Literatures, and Linguistics	Number Prepared 1
19	Family and Consumer Sciences/Human Sciences	Number Prepared
21	Technology Education/Industrial Arts	Number Prepared
22	Legal Professions and Studies	Number Prepared
23	English Language/Literature	Number Prepared
24	Liberal Arts/Humanities	Number Prepared
25	Library Science	Number Prepared
26	Biological and Biomedical Sciences	Number Prepared
27	Mathematics and Statistics	Number Prepared
30	Multi/Interdisciplinary Studies	Number Prepared 13
38	Philosophy and Religious Studies	Number Prepared
40	Physical Sciences	Number Prepared
41	Science Technologies/Technicians	Number Prepared
42	Psychology	Number Prepared
44	Public Administration and Social Service Professions	Number Prepared
45	Social Sciences	Number Prepared
46	Construction	Number Prepared

CIP Code	Academic Major	Number Prepared
47	**Mechanic and Repair Technologies**	Number Prepared [ ]
50	**Visual and Performing Arts**	Number Prepared [ ]
51	**Health Professions and Related Clinical Sciences**	Number Prepared [ ]
52	**Business/Management/Marketing**	Number Prepared [ ]
54	**History**	Number Prepared [ ]
99	**Other Specify:** **Other specify:** [ ]	Number Prepared [ ]

Save Option

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Section I: Program Information

Program Assurances

Respond to the following assurances. Note: 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))**

This Page Includes:

- Program Assurances

Program Assurances

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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: We have designed specific courses to address English Language Learners and Special Education knowledge and skills as well as refining syllabi of existing courses to include relevant and critical information. We continue to work with our

We have designed specific courses to address English Language Learners and Special Education knowledge and skills as well as refining syllabi of existing courses to include relevant and critical

partner placement districts and schools to provide experiences for our teacher candidates in diverse settings.

Save Option

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

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Section II: Annual Goals

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))**

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 (2020-21)
- Review Current Year's Goal (2021-22)
- Set Next Year's Goal (2022-23)

Report Progress on Last Year's Goal (2020-21)

Back To Top

1. Did your program prepare teachers in mathematics in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

● Yes
○ No

> Yes, we anticipated enrolling approximately five teachers in mathematics.

2. Describe your goal. Yes, we anticipated enrolling approximately five teachers in mathematics.

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: We only enrolled one mathematics teacher education

> We only enrolled one mathematics teacher education student. Our goal is to continue to offer flexible program options for increasing enrollment.

student. Our goal is to continue to offer flexible program options for increasing enrollment.

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

Review Current Year's Goal (2021-22)

Back To Top

7. Is your program preparing teachers in mathematics in 2021-22? If no, leave the next question blank. ● Yes
○ No

> We anticipate certifying one mathematics teacher education student.

8. Describe your goal. We anticipate certifying one mathematics teacher education student.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in mathematics in 2022-23? If no, leave the next question blank. ⦿ Yes
◯ No

> To enroll five mathematics teacher education students.

10. Describe your goal. To enroll five mathematics teacher education students.

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Section II: Annual Goals

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))**

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 (2020-21)
- Review Current Year's Goal (2021-22)
- Set Next Year's Goal (2022-23)

Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in science in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

⦿ Yes
◯ No

> We anticipate enrolling approximately five science teacher candidates.

2. Describe your goal. We anticipate enrolling approximately five science teacher candidates.

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: Continue to recruit teacher candidates through

admissions, specifically seeking out diverse applicants and working with the UG teaching program and interdisciplinary studies to seek out potential candidates.

> Continue to recruit teacher candidates through admissions, specifically seeking out diverse applicants and working with the UG teaching program and interdisciplinary studies to seek out

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

Review Current Year's Goal (2021-22)

Back To Top

7. Is your program preparing teachers in science in 2021-22? If no, leave the next question blank. ◉ Yes
   ○ No

> To enroll five science teacher candidates.

8. Describe your goal. To enroll five science teacher candidates.

Set Next Year's Goal (2022-23)

Back To Top

9. Will your program prepare teachers in science in 2022-23? If no, leave the next question blank. ◉ Yes
   ○ No

> To prepare and retain up to five teachers in science education.

10. Describe your goal. To prepare and retain up to five teachers in science education.

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Section II: Annual Goals

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))**

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 (2020-21)
- Review Current Year's Goal (2021-22)
- Set Next Year's Goal (2022-23)

Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in special education in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

☉ Yes
○ No

> We anticipate enrolling 8-10 special education teachers for UG and about 10-12 MAT.

2. Describe your goal. We anticipate enrolling 8-10 special education teachers for UG and about 10-12 MAT.

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: Continue to recruit and retain students who want to major/endorse in special education. Conduct an audit of the undergraduate program that may help to recruit more candidates.

> Continue to recruit and retain students who want to major/endorse in special education. Conduct an audit of the undergraduate program that may help to recruit more candidates.

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

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in special education in 2021-22? If no, leave the next question blank. ☉ Yes
○ No

> We anticipate enrolling 8-10 special education teachers for UG and about 10-12 MAT.

8. Describe your goal. We anticipate enrolling 8-10 special education teachers for UG and about 10-12 MAT.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in special education in 2022-23? If no, leave the next question blank. ☉ Yes
○ No

> To enroll and retain up to 10 special education teacher education students.

10. Describe your goal. To enroll and retain up to 10 special education teacher education students.

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Section II: Annual Goals

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))**

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 (2020-21)
- Review Current Year's Goal (2021-22)
- Set Next Year's Goal (2022-23)

Report Progress on Last Year's Goal (2020-21)

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1. Did your program prepare teachers in instruction of limited English proficient students in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

- ○ Yes
- ● No

2. Describe your goal.

3. Did your program meet the goal? ○ Yes
○ No

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

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

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

Review Current Year's Goal (2021-22)

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7. Is your program preparing teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank. ● Yes
○ No

We anticipate two ELL teacher education students completing.

8. Describe your goal. We anticipate two ELL teacher education students completing.

Set Next Year's Goal (2022-23)

Back To Top

9. Will your program prepare teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank. ⦿ Yes
○ No

> To enroll up to 5 teachers in instruction of limited English proficient students.

10. Describe your goal. To enroll up to 5 teachers in instruction of limited English proficient students.

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Section III: Program Pass Rates

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 Westat'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

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No assessment pass rates have been reported.

**Please note that pass rates will be provided to RTI by the state or the testing company or companies (or entities). You do not need to upload or submit any files for this section.

You will be notified via email once pass rates have been uploaded. Please be sure to review the pass rates for accuracy once they are uploaded. RTI expects to receive and upload pass rate files for most programs by mid-April.**

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Section III: Program Pass Rates

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 Westat'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

Back To Top

No summary pass rates have been reported.

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Section IV: Low-Performing

Low-Performing

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

This Page Includes:

- Low-Performing

Low-Performing

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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:
Other specify: [_____]

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

◉ No

Save Option

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Section V: Use of Technology

Use of Technology

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

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

This Page Includes:

- Use of Technology

Use of Technology

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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:
   1. integrate technology effectively into curricula and instruction ◉ Yes
      ○ No
   2. use technology effectively to collect data to improve teaching and learning ◉ Yes
      ○ No
   3. use technology effectively to manage data to improve teaching and learning ◉ Yes
      ○ No
   4. use technology effectively to analyze data to improve teaching and learning ◉ Yes
      ○ No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place. We expect our candidates to use technology throughout the program. They are involved in using a variety of technologies to complete their work for courses. These include search engines, various blogging tools, word processors, spreadsheets, discussion groups, listserves, and a variety of other web 2.0 and computer-based technologies. Our faculty also model the incorporation of various technologies into coursework. As mentioned above, students are regularly engaged in assignments that require them to use technology. They also see technology used on a regular basis. Document projectors, Internet projections, a variety of animations, as well as smartboards, and other technologies are routinely used in classes they take. This has increased even more due to COVID-related instruction. Since our students take many of their courses while embedded in the internship placement, they have an immediate opportunity to apply the technology they use in completing university coursework as

   We expect our candidates to use technology
   throughout the program. They are involved in
   using a variety of technologies to complete their
   work for courses. These include search engines,

   well as what they are taught in their specific technology course.

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Teacher Training

Provide the following information about your teacher preparation program. **(§205(a)(1)(G))**

This Page Includes:

- Teacher Training

Teacher Training

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

    1. Teach students with disabilities effectively There are specific courses that address working with students with disabilities. Undergraduate level: EDU 2300: EDU 4200, EDU 4250 (Strategies for Diverse Learners I and II) and EDU 2100 and EDU 2300 (Diversity in the Classroom). For the Master of Arts in Teaching program (PG), an integrated approach is taken but specifically, EDU 6132: Learners in Context and EDU 6133 Diversity, Equity and Inclusion in Education. In addition, all students are required to take EDSP 6644: Educating Exceptional Students to further prepare all students to work with students

       with disabilities.

       > There are specific courses that address working with students with disabilities. Undergraduate level: EDU 2300: EDU 4200, EDU 4250 (Strategies for Diverse Learners I and II) and

    2. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.* Teachers take the course EDU 2300: Diversity in the Classroom that specifically prepares teachers in how to participate as a member of an IEP team. For the MAT program, students are required to take EDSP 6644: Educating Exceptional Students that meets this requirement.

       > Teachers take the course EDU 2300: Diversity in the Classroom that specifically prepares teachers in how to participate as a member of an IEP team. For the MAT program, students are

    3. Effectively teach students who are limited English proficient. Teachers take the course EDU 2300: Diversity in the Classroom that specifically prepares teachers to work with students with limited English Proficiency. For the MAT program, students are required to take EDSP 6644: Educating Exceptional

       Students that meets this requirement.

       > Teachers take the course EDU 2300: Diversity in the Classroom that specifically prepares teachers to work with students with limited English Proficiency. For the MAT program, students are

2. Does your program prepare special education teachers? ⦿ Yes
   ◯ No

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

    1. Teach students with disabilities effectively EDSP 3107 Exceptionality in the Classroom EDSP 4651 Special Education Assessment EDSP 4652 Disabilities of Attention and Learning EDSP 4653 Teaching Reading to Exceptional Students EDSP 4657 Behavior Management EDSP 4648 Teaching Students with

       Emotional and Behavioral Disabilities

       > EDSP 3107 Exceptionality in the Classroom EDSP 4651 Special Education Assessment EDSP 4652 Disabilities of Attention and Learning EDSP 4653 Teaching Reading to Exceptional

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

       > EDSP 3107 Exceptionality in the Classroom EDSP 4642 Individual Education Programs

       Act. EDSP 3107 Exceptionality in the Classroom EDSP 4642 Individual Education Programs

    3. Effectively teach students who are limited English proficient. EDRD 2000 Psychology of Reading EDRD 3200 Reading II: Reading Methods EDU 3205/3255 Classroom Management EDRD 4200 Interventions for Struggling Readers EDU 4200/4250 General Methods II Strategies for Diverse

       > EDRD 2000 Psychology of Reading EDRD 3200 Reading II: Reading Methods EDU 3205/3255 Classroom Management

Learners | EDRD 4200 Interventions for Struggling Readers

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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

Back To Top

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

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

Teacher Education consists of graduate and
undergraduate programs. The undergraduate
program is organized into four quarters, around
foundations, methods, skills, and application

and also those standards informed by professional organizations.

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.

Link Text [   ]

File [Choose File] No file selected

[Upload File]

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Report Card Certification

Certification Checklist

Please resolve the following items:

Section	Item
[Section III: Program Pass Rates, Assessment Pass Rates](#)	Assessment pass rates have not been reported.
[Section III: Program Pass Rates, Summary Pass Rates](#)	Summary pass rates have not been reported.