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Seattle Pacific University
Traditional Program
2008-09

Print Report Card

Program Information

Name of Institution: Seattle Pacific University

Institution/Program Type: Traditional

Academic Year: 2008-09

State: Washington

Address: 3307 Third Avenue West, Suite 202

Seattle, WA, 98119

Contact Name: Dr. Gregory Gelderman

Phone: 206.281.2376

Email: geldeg@spu.edu

Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No
TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	Yes	Yes
Fee/Payment	Yes	Yes

Transcript	Yes	Yes
Fingerprint check	Yes	Yes
Background check	Yes	Yes
Experience in a classroom or working with children	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum high school GPA	No	No
Minimum undergraduate GPA	Yes	Yes
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	Yes	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum GRE score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	Yes	Yes
Minimum Miller Analogies test score	No	No
Recommendation(s)	No	Yes
Essay or personal statement	No	Yes
Interview	No	Yes
Resume	No	No
Beachelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test (e.g.,Myers-Briggs Assessment)	No	No
Other (specify:)	No	No

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

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

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

Junior year After BA/BS for Graduate

Does your initial teacher certification program conditionally admit students? Yes

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

We have three iterations of our teacher preparation program—one at the undergraduate level and two graduate programs. That's why sophomore and post graduate are both listed above.

Graduate students who don't have all application information complete may be admitted on a probation condition. All application information must be satisfactorily completed before they actually start classes.

Section I.b Program Enrollment

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

Total number of students enrolled in 2008-09:	231
Unduplicated number of males enrolled in 2008-09:	58
Unduplicated number of females enrolled in 2008-09:	173

2008-09	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	7
<i>Race</i>	
American Indian or Alaska Native:	6
Asian:	14
Black or African American:	3
Native Hawaiian or Other Pacific Islander:	1
White:	196
Two or more races:	8

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2008-09.

Average number of clock hours required prior to student teaching	73
Average number of clock hours required for student teaching	660
Number of full-time equivalent faculty in supervised clinical experience during this academic year	0.42
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	5.6
Number of students in supervised clinical experience during this academic year	189

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

The clock hours noted above are program averages. We have three different iterations of our teacher preparation program each with different requirements for pre student teaching clinical experience and for student teaching. Following is a detailed listing of the student teaching requirements by program and/or endorsement.

Our undergraduate elementary education endorsement program requires 10 weeks of 3/5th time student teaching and 10 weeks of full-time student teaching. This yields 480 hours of student teaching.

Our undergraduate secondary education endorsement program requires 20 weeks of full-time student teaching. This is 600 hours of student teaching.

Our combined special education and elementary education endorsement program requires 10 weeks of 3/5th time in the elementary classroom, 5 weeks of full-time elementary student teaching and 15 weeks of full-time special education student teaching. This is a total of 780 hours of student teaching—330 at the elementary level, and 450 in special education.

Our combined special education and secondary endorsement includes 20 weeks of full-time student teaching in a secondary special education setting. That yields 600 hours of student teaching.

Our Masters of Arts in Teaching program requires 14 weeks of full-time student teaching for any endorsement offered. This yields a total of 420 hours of student teaching.

Our Alternative Routes to Certification (This is not a state-approved ARC program.) requires a full year full-time internship for any endorsement offered. This requires 1080 hours of student teaching.

As noted above, these programs are competency based. Some students take more than these hours to demonstrate their competence. Very rarely, some take less

Faculty FTE are figured at 30 credits being a full load. The total number of credits supervised by adjuncts and by full-time faculty were summed. That sum was divided by 30 to derive an FTE.

The total number of students supervised includes both student teachers (138) plus those supervised in an early field experience (51).

Section I.d Certified Licensed

Provide the number of students who have been certified or licensed as teachers, by subject and area of certification or licensure.

Teaching subject/area	Number certified/licensed 2008-09	Number certified/licensed 2007-08	Number certified/licensed 2006-07
TOTAL (all areas/subjects)	120	124	122
Biology	7	6	5
Chemistry	2	0	4
Earth & Space Science	2	2	0
Elementary Education	47	53	47
English Language Learners	1	0	1
Family Consumer Science	6	2	3
Designated World Language: French	2	0	0
Designated World Language: German	1	2	0
Designated World Language: Spanish	1	6	2
Health & Fitness	8	5	6
History	13	10	16
Mathematics	10	19	22
Middle Level Math/Science	0	0	4
Music: General	4	9	3

Music: Instrumental	4	9	3
Music: Chorale	4	9	3
Physics	3	2	5
Science	10	2	0
Social Studies	14	10	16
Special Education	17	10	16
Theatre Arts	3	2	2
Visual Arts	0	4	3
Middle Level Humanities	1	2	0
Middle Level Math	2	0	0
Middle Level Science	2	0	0
Reading	0	1	1

Section I.e Program Completers

Provide the total number of initial teacher certification preparation program completers in each of the following academic years:

2008-09: 139

2007-08: 139

2006-07: 137

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure 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. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	<p>Academic year: 2008-09</p> <p>Goal: 10</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>We opened special cohort for Math and science in our ARC program and gave these</p>

	<p>teacher candidates preference in admission.</p> <p>Careful advising in Undergraduate (UG) level, based on student interest and academic strengths.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Special personal attention to all teacher candidates in all programs. Increased focus on advising of teacher candidates, looking for potential interest and academic strengths of our candidates.</p>
<p>Science</p>	<p>Academic year: 2008-09</p> <p>Goal: 26</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>We opened special cohort for Math and science in our ARC program and gave these teacher candidates preference in admission.</p> <p>Careful advising in Undergraduate (UG) level, based on student interest and academic strengths.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Special personal attention to all teacher candidates in all programs. Increased focus on advising of teacher candidates, looking for potential interest and academic strengths of our candidates.</p>
<p>Special education</p>	<p>Academic year: 2008-09</p> <p>Goal: 17</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>We hired a new 1.0 faculty with previous Higher Education experience to be program chair for Special Education Department. We also refined admission requirements for graduate teacher certification program to align with 2007 WA State Special Education Endorsement Competencies.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Close advisement of teacher candidates in all programs. We created a special track in our Master of Arts in Teaching program that embedded the required Special Education Courses and strengthened pre-requisite requirements for teacher candidates applying for our ARC program.</p>
<p>Instruction of limited English</p>	<p>Academic year: 2008-09</p>

<p>proficient students</p>	<p>Goal: 2</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>Began discussion regarding advising students with an interest in our graduate programs.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Closer/targeted advising of teacher candidates in our graduate teacher certification programs with an interest in ELL. We also developed an ELL track for our Master of Arts in Teaching Program that includes all the required ELL content courses for the endorsement.</p>
<p>Other</p>	<p>Academic year:</p> <p>Goal:</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.

Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.

Yes

General education teachers receive training in providing instruction to children with disabilities.

Yes

General education teachers receive training in providing instruction to limited English proficient students.

Yes

General education teachers receive training in providing instruction to children from low-income families.

Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.

Yes

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

We are designing specific courses to address ELL and SPED knowledge and competencies as well as refining syllabi of existing courses to include relevant and critical information. We continue to work with our partner placement districts and schools to provide experiences for our teacher candidates in diverse settings.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking test	Avg. scaled score	Number passing test	Pass rate (%)	State Average pass rate (%)	State Average scaled score
133 - ART CONTENT KNOWLEDGE Evaluation Systems group of Pearson All program completers, 2007-08	3					
133 - ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	3					
235 - BIOLOGY CONTENT KNOWLEDGE Evaluation Systems group of Pearson All program completers, 2007-08	6					
235 - BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	5					
235 -Biology: Content Knowledge Praxis Educational Testing Service (ETS) All program completers, 2008-09	6					
245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	1					
245 -Chemistry: Content Knowledge Praxis Educational Testing Service (ETS) All program completers, 2008-09	2					
571 - Earth & Space Sciences: Cont Know Praxis Educational Testing Service (ETS) All program completers, 2008-09	1					

353 - Ed. of Excep Students: Core Cont Praxis Educational Testing Service (ETS) All program completers, 2008-09	14	14	100		
353 - EDUC. EXCEPTIONAL STUDENTS: CK Evaluation Systems group of Pearson All program completers, 2007-08	11	11	100		
353 - EDUC. EXCEPTIONAL STUDENTS: CK Educational Testing Service (ETS) All program completers, 2006-07	10	10	100		
014 - ELEMENTARY ED CONTENT KNOWLEDGE Evaluation Systems group of Pearson All program completers, 2007-08	41	41	100		
014 - ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	50	50	100		
14 -Elementary Education: Cont. Know. Praxis Educational Testing Service (ETS) All program completers, 2008-09	40	40	100		
5 -Elementary Education: Subtest 1 Evaluation Systems group of Pearson All program completers, 2008-09	1				
6 -Elementary Education: Subtest 2 Evaluation Systems group of Pearson All program completers, 2008-09	1				
041 - ENG LANG LIT COMP CONTENT KNOWLEDGE Evaluation Systems group of Pearson All program completers, 2007-08	15	15	100		
041 - ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	16	16	100		
41 - Eng Lang. Lit Comp: Content Praxis Educational Testing Service (ETS) All program completers, 2008-09	23	23	100		
360 -ENGL TO SPEAKERS OF OTHER LANGUAGES Evaluation Systems group of Pearson All program completers, 2007-08	1				

360 -ENGL TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2006-07	1					
20 -English Language Arts Evaluation Systems group of Pearson All program completers, 2008-09	2					
360 -English to Speakers of Other Lang Praxis Educational Testing Service (ETS) All program completers, 2008-09	1					
120 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2006-07	3					
120 -Family and Consumer Sciences Praxis Educational Testing Service (ETS) All program completers, 2008-09	3					
121 -Family and Consumer Sciences Praxis (Revised) Educational Testing Service (ETS) All program completers, 2008-09	1					
173 -French: Content Knowledge Praxis Educational Testing Service (ETS) All program completers, 2008-09	2					
435 -GENERAL SCI CONTENT KNOWLEDGE Evaluation Systems group of Pearson All program completers, 2007-08	5					
435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	5					
435 -General Science: Cont Know Praxis Educational Testing Service (ETS) All program completers, 2008-09	9					
181 -GERMAN CONTENT KNOWLEDGE Evaluation Systems group of Pearson All program completers, 2007-08	1					
181 -German: Content Knowledge Praxis Educational Testing Service (ETS)	1					

All program completers, 2008-09						
856 -HEALTH & PE: CK Evaluation Systems group of Pearson All program completers, 2007-08	3					
856 -HEALTH & PE: CK Educational Testing Service (ETS) All program completers, 2006-07	4					
856 -Health and PE Content Knowledge Praxis Educational Testing Service (ETS) All program completers, 2008-09	8					
61 -Mathematics Content Knowledge Praxis Educational Testing Service (ETS) All program completers, 2008-09	10		10	100		
061 -MATHEMATICS: CONTENT KNOWLEDGE Evaluation Systems group of Pearson All program completers, 2007-08	13		13	100		
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	16		16	100		
49 -Middle School Eng Lang Arts Praxis Educational Testing Service (ETS) All program completers, 2008-09	2					
049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2007-08	3					
049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2006-07	2					
069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2006-07	4					
69 -Middle School Mathematics Praxis Educational Testing Service (ETS) All program completers, 2008-09	2					
439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2006-07	3					
439 -Middle School Science Praxis						

Educational Testing Service (ETS) All program completers, 2008-09	2					
089 -MIDDLE SCHOOL SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2007-08	3					
089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2006-07	1					
89 -Middle School Social Studies Praxis Educational Testing Service (ETS) All program completers, 2008-09	2					
113 -MUSIC CONTENT KNOWLEDGE Evaluation Systems group of Pearson All program completers, 2007-08	3					
113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	7					
113 -Music Content Knowledge Praxis Educational Testing Service (ETS) All program completers, 2008-09	5					
265 -PHYSICS CONTENT KNOWLEDGE Evaluation Systems group of Pearson All program completers, 2007-08	1					
265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	5					
265 -Physics: Content Knowledge Praxis Educational Testing Service (ETS) All program completers, 2008-09	3					
210 - Science Evaluation Systems group of Pearson All program completers, 2008-09	1					
81 -Social Studies Content Knowledge Praxis Educational Testing Service (ETS) All program completers, 2008-09	12		12	100		
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Evaluation Systems group of Pearson All program completers, 2007-08	9					

081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	11		11	100		
191 -SPANISH CONTENT KNOWLEDGE Evaluation Systems group of Pearson All program completers, 2007-08	2					
191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	2					
191 -Spanish: Content Knowledge Praxis Educational Testing Service (ETS) All program completers, 2008-09	1					
640 -THEATRE Evaluation Systems group of Pearson All program completers, 2007-08	1					
640 -THEATRE Educational Testing Service (ETS) All program completers, 2006-07	2					
640 -Theatre: Praxis Educational Testing Service (ETS) All program completers, 2008-09	3					

Section III. Summary Rates

Academic Year	Number taking one or more required tests	Number passing all tests taken	Pass Rate (%)	Statewide average pass rate (%)
All program completers, 2008-09	127	127	100	
All program completers, 2007-08	99	99	100	
All program completers, 2006-07	121	121	100	

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

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

State
NCATE

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

No

Section V. Technology

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**
Yes
- **use technology effectively to collect data to improve teaching and learning**
Yes
- **use technology effectively to manage data to improve teaching and learning**
Yes
- **use technology effectively to analyze data to improve teaching and learning**
Yes

Provide a description of how your program 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 how your program 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 teacher candidates to use technology throughout their 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 and computer-based technologies.

Our faculty also model the incorporation of various technologies into coursework. As mentioned above, teacher candidates are regularly engaged in assignments that require them to use technology. They also see technology used on a regular basis by faculty. Document projectors, Internet projections, a variety of animations, as well as smartboards, and other technologies are routinely used in classes they take.

In addition, our teacher candidates are also required to incorporate a variety of technology into their lessons. This is tracked through the lesson planning form and the university supervisor makes sure that the use is appropriate for their student teaching placement.

Section VI. Teacher Training

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**

Yes

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

Teacher candidates are required to take several classes that incorporate providing differentiated instruction for students. This would include students with disabilities as well as students who have limited English proficiency. In addition, teacher candidates take a separate class that deals specifically with how to work effectively with the rest of the building/district team to meet the needs of students with disabilities through participation in an Individual Education Plans (IEPs) team.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**

Yes

- **participate as a member of individualized education program teams**

Yes

- **teach students who are limited English proficient effectively**

Yes

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

Students majoring in special education take a total of 18 quarter credits in methods courses related to teaching students with disabilities. In addition, they take 8 quarter credits of foundations courses, 3 credit hours in writing IEPs, and between 10 and 18 quarter credits in student teaching.

Section VII. 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. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Seattle Pacific University offers a range of teacher preparation opportunities. The largest program is the undergraduate teacher education program. While a student cannot major in education, the liberal arts background acquired in the general education requirements and deepened in a major along aligned with competencies in a large array of endorsements, prepare our teacher candidates thoroughly in the content they will be teaching. In addition to the undergraduate residency teacher certification program, SPU also offers two rapidly growing graduate residency teacher certification programs. Both of these programs can lead to a Masters of Arts in Teaching. The Masters of Arts in Teaching program is a two year program designed to allow the candidate to work as long as possible before quitting their job to do their clinical

experiences. This program has classes that meet primarily at night. Starting in the fall of 2002, SPU has offered what we call an alternative route to certification. These field-based courses, built on the Masters of Arts in Teaching, are individualized to assist the candidate in completing the residency competencies as efficiently as possible.

[Supporting Files](#)

Seattle Pacific University
Traditional Program
2008-09

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OMB Control No.: 1840-0744 (exp. 9/30/2012)