



Saint Martin's University Traditional Program

2015 TITLE II Reports

Institution Information

Name of Institution: Saint Martin's University
 Institution Program Type: Traditional
 Academic Year: 2013-2014
 State: Washington
 Address: 5000 Abbey Way SE
 Lacey, WA, 9850
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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>

No

If yes, provide the following:

Award Year:
 Grantee Name:
 Project Name:
 Grant Number:
 List Partner Districts / LEAs:
 Project Type:

Section I.a Program information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at

<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Bachelor's in Elementary Education:	No
Bachelor's in Secondary Education:	No
Bachelor's in Special Education:	No
MIT in Elementary Education:	No
MIT in Secondary Education:	No
MIT in Special Education:	No
Teacher's Certifications Elementary Education:	No
Teacher's Certifications: Secondary Education:	No
Teacher's Certifications: Special Education:	No
Total Number Of Teacher Preparation Programs:	9

Section I.b Admissions

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

Other Completion of application requirements

Does your initial teacher certification program conditionally admit students? Yes

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

<https://www.stmartin.edu/academics/programs-schools/college-education-counseling-psychology/student-resources>

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

Undergraduate candidates typically apply as sophomores, but may apply as freshmen. Cert-only and graduate candidates apply on an on-going basis. GRE or MAT is required for the initial teacher graduate program, not both.

Section I.b Undergraduate Requirements

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

Are there initial teacher certification programs at the undergraduate level? Yes

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.

Element	Required For Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint Check	Yes	Yes
Background Check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT Score	Yes	No
Minimum SAT Score	Yes	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	Yes	Yes
Other passing score on edTPA	No	Yes

What is the minimum GPA required for admission into the program? 3

What was the median GPA of individuals accepted into the program in academic year 3.34

What is the minimum GPA required for completing the program? 3

What was the median GPA of individuals completing the program in academic year 3.71

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

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

Are there initial teacher certification programs at the undergraduate level? Yes

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.

Element	Required For Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint Check	Yes	Yes
Background Check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT Score	No	No
Minimum SAT Score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	Yes	Yes
Other passing score on edTPA	No	Yes

What is the minimum GPA required for admission into the program? 3

What was the median GPA of individuals accepted into the program in academic year 2014-2015 3.51

What is the minimum GPA required for completing the program? 3

What was the median GPA of individuals completing the program in academic year 2014-2015 3.77

Please provide any additional comments about the information provided above:

Section I.c 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.

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

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

Total number of students enrolled in 2014 - 2015	26
Unduplicated number of males enrolled in 2014 - 2015	18
Unduplicated number of females enrolled in 2014 - 2015	22

2014 - 2015	Number Enrolled
Ethnicity	
Hispanic/Latino of any race:	2
Race	
American Indian or Alaska Native:	
Asian:	2
Black or African American:	1
Native Hawaiian or Other Pacific Islander:	
White	35
Two or more races:	

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2014 - 2015

Average number of clock hours of supervised clinical experience required prior to student teaching	30
Average number of clock hours required for student teaching	500
Average number of clock hours required for mentoring/induction support	20
Number of full-time equivalent faculty supervising clinical experience during this academic year	2.2
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	30
Number of students in supervised clinical experience during this academic year	12

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

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2013-14. 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))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	4
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education Art	3
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	1
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other	2
Specify: Elementary Literacy	Mid level humanities

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2013-14. 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))

Subject Area	Number Prepared
Education - General:	
Teacher Education - Special Education:	
Teacher Education - Elementary Education:	
Teacher Education - Junior High/Intermediate/Middle School Education:	4
Teacher Education - Secondary Education:	
Teacher Education - Agriculture:	
Teacher Education - Art:	
Teacher Education - Business:	
Teacher Education - English/Language Arts:	
Teacher Education - Foreign Language:	
Teacher Education - Health:	
Teacher Education - Family and Consumer Sciences/Home Economics:	
Teacher Education - Technology Teacher Education/Industrial Arts:	
Teacher Education - Mathematics:	1
Teacher Education - Music:	
Teacher Education - Physical Education and Coaching:	
Teacher Education - Reading:	
Teacher Education - Science:	
Teacher Education - Social Science:	
Teacher Education - Social Studies:	
Teacher Education - Technical Education:	
Teacher Education - Computer Science:	
Teacher Education - Biology:	
Teacher Education - Chemistry:	
Teacher Education - Drama and Dance:	
Teacher Education - French:	
Teacher Education - German:	
Teacher Education - History:	
Teacher Education - Physics:	
Teacher Education - Spanish:	
Teacher Education - Speech:	
Teacher Education - Geography:	
Teacher Education - Latin:	
Teacher Education - Psychology:	
Teacher Education - Earth Science:	
Teacher Education - English as a Second Language:	1
Teacher Education - Bilingual, Multilingual, and Multicultural Education:	
Education - Curriculum and Instruction:	
Education - Social and Philosophical Foundations of Education:	
Liberal Arts/Humanities:	
Psychology:	

Social Sciences:	
Anthropology:	
Economics:	
Geography and Cartography:	
Political Science and Government:	
Sociology:	
Visual and Performing Arts:	
History:	
Foreign Languages:	
Family and Consumer Sciences/Human Sciences:	
English Language/Literature:	
Philosophy and Religious Studies:	
Agriculture:	
Communication or Journalism:	
Engineering:	
Biology:	
Mathematics and Statistics:	
Physical Sciences:	
Astronomy and Astrophysics:	
Atmospheric Sciences and Meteorology:	
Chemistry:	
Geological and Earth Sciences/Geosciences:	
Physics:	
Business/Business Administration/Accounting:	
Computer and Information Sciences:	
Other:	
Specify:	

Section I.f Program Completers

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

Completers for 2013-2014

6

Completers for 2012-2013

2

Completers for 2011-2012

2

Section II Annual Goals – Mathematics

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

Information about teacher shortage areas can be found at:

<http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>

Academic Year 2013-2014

Did your program prepare teachers in mathematics in 2013-2014 Yes

How many prospective teachers did your program plan to add in mathematics in 2013-2014 10

Did your program meet the goal for prospective teachers set in mathematics in 2013-2014 No

Description of strategies used to achieve goal, if applicable:

Candidate for high needs area given preference for admission

Recruitment events, highlighted high needs areas:

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

Provide any additional comments, exceptions and explanations below:

Academic Year 2014-2015

Is your program preparing teachers in mathematics in Yes

How many prospective teachers did your program plan to add in mathematics in 11

Provide any additional comments, exceptions and explanations below:

Academic Year 2015-2016

Will your program prepare teachers in mathematics in

How many prospective teachers does your program plan to add in mathematics in

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals – Science

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

Information about teacher shortage areas can be found at:

<http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>

Academic Year 2013-2014

Did your program prepare teachers in mathematics in 2013-2014 Yes

How many prospective teachers did your program plan to add in mathematics in 2013-2014 11

Did your program meet the goal for prospective teachers set in mathematics in 2013-2014 No

Description of strategies used to achieve goal, if applicable:

Candidate for high needs area given preference for admission

Recruitment events, highlighted high needs areas:

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

Provide any additional comments, exceptions and explanations below:

Academic Year 2014-2015

Is your program preparing teachers in mathematics in Yes

How many prospective teachers did your program plan to add in mathematics in 12

Provide any additional comments, exceptions and explanations below:

Academic Year 2015-2016

Will your program prepare teachers in mathematics in Yes

How many prospective teachers does your program plan to add in mathematics in 12

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals – Special Education

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

Information about teacher shortage areas can be found at:

<http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>

Academic Year 2013-2014

Did your program prepare teachers in mathematics in 2013-2014 Yes

How many prospective teachers did your program plan to add in mathematics in 2013-2014 3

Did your program meet the goal for prospective teachers set in mathematics in 2013-2014 Yes

Description of strategies used to achieve goal, if applicable:

Candidate for high needs area given preference for admission

Recruitment events, highlighted high needs areas:

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

Provide any additional comments, exceptions and explanations below:

Academic Year 2014-2015

Is your program preparing teachers in mathematics in Yes

How many prospective teachers did your program plan to add in mathematics in 4

Provide any additional comments, exceptions and explanations below:

Academic Year 2015-2016

Will your program prepare teachers in mathematics in Yes

How many prospective teachers does your program plan to add in mathematics in 4

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals – Instruction of Limited English Proficient Students

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

Information about teacher shortage areas can be found at:

<http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>

Academic Year 2013-2014

Did your program prepare teachers in mathematics in 2013-2014 Yes

How many prospective teachers did your program plan to add in mathematics in 2013-2014 3

Did your program meet the goal for prospective teachers set in mathematics in 2013-2014 Yes

Description of strategies used to achieve goal, if applicable:

Candidate for high needs area given preference for admission

Recruitment events, highlighted high needs areas:

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

Provide any additional comments, exceptions and explanations below:

Academic Year 2014-2015

Is your program preparing teachers in mathematics in Yes

How many prospective teachers did your program plan to add in mathematics in 4

Provide any additional comments, exceptions and explanations below:

Academic Year 2015-2016

Will your program prepare teachers in mathematics in Yes

How many prospective teachers does your program plan to add in mathematics in 4

Provide any additional comments, exceptions and explanations below:

rptAlternative08Sec2AssurancesToSec8:

