

## TITLE II INSTITUTIONAL REPORT

Annual Institutional Report on Teacher preparation: **Academic Year 1999-2000**

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### **Section I. Pass Rates**

Program completers for whom information should be provided are those completing program requirements in the 1999-2000 academic year as defined by the state (September 1, 1999-August 31, 2000).

**Describe the current assessments/procedures used by your institution to determine how each program applicant meets the State Board of Education requirements relative to basic skills competency.**

Washington State University prepares teachers at both undergraduate and graduate levels. Applicants' competency in basic skills is determined by (1) evaluation of course work in English, social sciences, mathematics, sciences, arts and humanities; (2) standardized test scores (SAT, ACT or GRE); (3) evaluation of written responses to standard questions; (4) individual or group interview with faculty wherein consideration is given to the applicant's interpersonal skills, their demonstrated ability to be reflective, and their professional presentation, and (5) minimum cumulative grade point average (2.5 for undergraduate programs and 3.0 for the last 60 semester hours of graded course work for graduate programs).

**Describe current strategies used to assess the content knowledge of your program completers. Include initial, intermediate, and end-of-program screening assessment strategies, as applicable to your program.**

During the initial screening process, all undergraduate applicants must meet the minimum 2.5 cumulative grade point requirement on a 4.0 scale, and have achieved a grade of C or better in specific courses in science, mathematics, and writing/composition. Applicants for graduate programs must have a minimum 3.0 gpa over the last 60 semester hours of graded course work and meet specific minimum requirements to demonstrate competency in mathematics. In addition,

individuals preparing to teach specific subject matter must have a minimum grade of C in each course and minimum 2.5 grade point in their content area.

Each student's academic work is monitored regularly throughout the program. At the conclusion of each academic term, any student whose semester gpa has fallen below 2.5 receives a written reminder of minimum requirements, and those whose cumulative gpa falls below 2.5 are required to appear before the Student Affairs Committee for review and recommendation for remediation. The knowledge and skills required for state approval of programs are embedded in the course work and performance relative to these knowledge and skills are a factor in course grades. A range of assessment methods are used to assess these knowledge and skills, including selected response tests, essays, performance assessments and observations of students. In addition, students are assessed in their professional education courses each semester by each instructor on a standard set of professional behaviors established by faculty. Students not meeting expectations must work on a plan of assistance with the Student Affairs Committee and meet expectations as a condition of placement in the student teaching internship.

Student teacher interns are assessed throughout and at the end of the student teaching experience. Assessment methods include surveys completed by the WSU students, WSU student teacher supervisors, and cooperating K-12 teachers relative to teacher preparation competencies specified in the WACs; assessment by WSU students of the teacher preparation program on 13 factors (e.g., quality of instruction; preparation in such areas as learning theory, pedagogy, child development, assessment; results are compared to those of selected teacher preparation programs in the state and across the nation); and observation and assessment of classroom teaching by WSU supervisors with conferences to discuss and improve teaching. One year following graduation, data on the quality of their preparation are collected from graduates and their supervisors (e.g., principals). In addition, students in graduate programs demonstrate content knowledge through a research project which consists of a systematic inquiry about classroom learning, a written report of that inquiry, and an oral presentation of the work.

**Describe current strategies used to assess the program completers' "positive impact on student learning."**

Assessment of impact on student learning occurs through field-based assignments that accompany course work, as well as through formal practica and student teaching/internship experiences. In selected courses, field experiences that accompany course work include assessment of K-12 student learning that results from preservice student activities. During practica and student teaching/internships, students receive ongoing assessment and guidance from their field supervisors and collaborating teachers relative to positively impacting student learning. Also, a component of all the assessment practices described in the previous section is an assessment of whether the WSU student had a positive

impact on student learning. In addition, in the graduate programs students conduct classroom-based research and construct an exit portfolio that includes documentation of their ability to show how community building and instructional activities can positively impact student learning.

## **Section II. Program Information**

A. Number of students in your teacher preparation program at your institution:

Please consider the number of students enrolled (full admission status) in your teacher preparation program during the 1999-2000 academic year (September 1, 1999-August 31, 2000), including all areas of specialization, in providing the following data.

1. **716** Total number (headcount) of students enrolled (full admission status) during fall quarter or fall semester 1999: (Note: This number may not always be equal to the number of program completers for September 1, 1999-August 31, 2000.)

B. Information about supervised student teaching. (For the purpose of this report, student teaching refers to WAC 180-78A-264(7) which states that “Candidates complete an internship in which they demonstrate the required knowledge and skills . . .”)

2. **388** Total number of students enrolled in supervised student teaching during the 1999-2000 academic year:

3. Please provide the numbers of **student teaching supervising faculty** who were:

**12** Appointed full-time faculty in professional education and full-time in the institution: An individual who works full-time in a school, college, or department of education, and spends all or part of the time supervising student teaching.

**4** Appointed part-time faculty in professional education and full-time in the institution: Any full-time faculty member in the institution who also may be assigned to supervise student teaching.

**29** Appointed part-time faculty in professional education, not otherwise employed by the institution; may be part time university faculty or P-12 teachers who are employed to supervise preservice teachers. The number does not include P-12 teachers who receive a stipend for the role of a cooperating teacher or mentor.

**2** Other, please describe.

Supervising faculty for the purpose of this report includes all individuals considered by the institution to have “faculty status” and who were assigned to provide supervision and evaluation of student teaching as part of their contracted load.

**47** Total faculty (headcount) assigned to supervise student teaching during the 1999-2000 academic year (September 1, 1999-August 31, 2000)

**21.5** Total faculty (FTE) assigned to supervise student teaching during the 1999-2000 academic year (September 1, 1999-August 31, 2000):

Define the process that was used to calculate faculty FTE: WSU considers a full time supervision load to be 18 student teachers,

4. The student/faculty ratio, based upon the total number (headcount) of faculty was: **8:1**
5. The student/faculty ratio, based upon faculty FTE was: **18:1**
6. The average number of hours per week required for students to participate in supervised student teaching was **40** hours. The total number of weeks of supervised student teaching required was: 16 for undergraduate programs; 12 for MIT Tri Cities; 10 for secondary certification Vancouver; and 8-9 weeks part time (2 full days per week) plus 8 weeks full time for MIT Vancouver.
7. If your teacher preparation program offers a range of hours of supervised student teaching/internship options, please describe:

Undergraduate program: 16 weeks full time

MIT Tri Cities: 12 weeks full time

MIT Vancouver: 8-9 weeks part time (2 full days per week) plus 8 weeks full time

Secondary Certification Program Vancouver: 10 weeks full time

8. Please describe the range of field experiences required in your teacher preparation program per WAC 180-78A-264 (6). Field experience is defined by WAC 180-78A-010 (5) as “a sequence of learning experiences which occur in actual school settings or clinical or laboratory settings. Such learning experiences are related to specific program outcomes and are designed to integrate educational theory, knowledge, and skills in actual practice under the direction of a qualified supervisor.”

#### Field Experience/Required Hours

In the graduate programs, field experiences are attached to the methods courses and students complete a pre-internship and an internship. The pre-internship involves students in the P-8 school environment 10-15 hours per week for 15 weeks. They have opportunities to explore the school environment, study teacher and learner concerns, observe diverse teaching and learning situations, and spend time at more than one grade level and/or in more than one classroom. The internship is full time in the classroom for 12 weeks full time at the Tri Cities campus and for eight weeks part time and 10 weeks full time on the Vancouver campus.

In the undergraduate programs, students complete an initial one-week observation connected to an introductory course followed by a three-week full time practicum in a P-12 school setting. Throughout the program, various field experiences are attached to methods courses, giving students an opportunity to interact with school children on an on-going basis. The final field experience is a 16-week full time student teaching internship. In the redesigned elementary program, students will be able to engage in an extended five-week full-time practicum immediately prior to the semester of student teaching.

Early in the final field experience, students observe pupils and school professionals and reflect upon their observations. As the student is ready, he/she begins to assume the role of the classroom teacher with the support and guidance of the collaborating teacher and the university supervisor. It is expected that the intern will be fully responsible for all planning, teaching and assessment during a significant portion of the internship.

9. Describe how your program provides for experience(s) with diverse populations.

Students are placed for practica and student teaching in classrooms with diverse pupil populations. For the undergraduates, a specific course, T&L 330 Diversity in Education is required which provides an additional opportunity for students to thoughtfully reflect on diversity issues and engage in examination of their own ideas and beliefs. The baccalaureate degree program at WSU requires all students to complete a course in an intercultural studies category, and beginning fall term 2000 all students, in addition, will be required to take a course which falls into the American diversity category. Through the Co-Teach grant (see below under grants), opportunities are being created for WSU students to intern in 41 professional development schools serving high needs students (where at least 50% of the students are eligible for free or reduced lunch subsidies).

The master's program in Vancouver requires students to spend 30 hours over 10 weeks in a community setting where they must interact with one or more members of a group whose life experiences are significantly different from their own. This field experience is linked to course work assignments requiring students to make connections between their own concepts about diversity and issues in educational practice. It also provides them with experiences that they may draw upon in evaluating professional and popular literature related to diversity issues in school and community contexts.

(C) Information about state approval of accreditation of your teacher preparation program:

10. Is your teacher preparation program currently approved by the state?

Yes     No

11. Does any state or national association accredit your teacher preparation program?

Yes (Name): NCATE

12. Is your teacher preparation program currently under a designation as "low

performing” by the state as per section 208 (a) of the HEA 1998?  Yes  No

### **Section III. General Information**

(A) Identify the federal, state, and private grants to improve teacher quality received by your teacher preparation program for the 1999-2000 academic year (September 1, 1999-August 31, 2000):

#### **Vancouver Campus**

Hewlett Packard Grant (\$8,250). To work with math and science teachers in support of partnership with Skyview High School. Focuses on using technology as a teaching tool in math and science education.

PESE Grant (\$500,000 across 5 years/Norman, Kennedy). SF grant to prepare science educators.

Alhadeff Grant (\$500/Slavit). To purchase graphing calculator and overhead display used in teaching methods courses and in-service workshops for teachers.

Alhadeff Grant (\$1,000/Ernst-Slavit). Purchased videos for bilingual/ESL courses in the teacher education program.

Teacher Training Grant (\$80,000/LaGuardia). Inservice teacher development under the Southwest Washington Educational Partnership to promote student learning within the framework of Washington’s educational reform.

Omnibus Grant (\$24,000/Sawyer, Slavit). To purchase computer equipment and enhance technology skills of faculty and students in teacher preparation.

TEMPLATE (\$175,000/Sawyer, Slavit) Technology Education Matters: Plan for Learning and Teaching with Educational Technology. Using technology as an infrastructure to reconfigure teaching and learning approaches for teacher preparation. Guides faculty development and implementation of teaching with technology.

Project SELF (\$300,000 over 3 years/Peck). To prepare 72 persons to serve young children with severe and multiple disabilities and address the critical needs of children in Southwest Washington and Oregon. Early childhood special education teachers, vision specialists and speech/language pathologists will be encouraged to participate.

BETAP (1.1 million over 5 years/Ernst-Slavit). Bilingual/ESL Education Teacher Advancement Program. Title VII funded program in collaboration with five school districts and two community colleges. Scholarships for 13 bilingual/ESL paraprofessionals to pursue an MIT degree and 22 paraprofessionals to pursue an undergraduate degree with elementary certification.

PEASS Grant (\$500,000 over 4 years/Norman). To identify teaching strategies that will enable African American students to achieve their full potential in science.

### **Tri Cities Campus**

National Writing Project (\$20,000). To improve the teaching and learning of writing across levels and disciplines and provide teachers with opportunities for professional development through a teachers training teachers model.

OSPI Eisenhower Grant (\$31,700/Akerson). A collaborative venture with ESD 123 focusing on science inquiry into the salmon recovery issue.

### **Pullman Campus**

Co-Teach (\$9.6 million over 5 years/Akmal, Helmstetter, Maring, Oaks, Pavel, Shinew). Collaborative Teacher Education Accountable to Children with High Needs, funded by the U.S. Department of Education. A partnership involving WSU Pullman's colleges of Education, Liberal Arts, and Sciences, the General Education Program at WSU; four community colleges, thirteen school districts, Northwest Indian College, tribal schools, OSPI, Apple Computer and the Washington Education Association. The overarching goal is to prepare teachers of learners with diverse backgrounds and needs. This grant is facilitating a complete reform of teacher preparation at WSU. The restructured program will include extended internships for teacher candidates in 41 professional development schools serving high need students. The Co-Teach project will use technology as a mechanism for supporting the collaboration necessary for full participation of the school partners located at a distance from the university. It is anticipated that program reform efforts facilitated by this grant will positively affect the quality of teachers produced at WSU.

teach.edu, a PT3 initiative (\$1.4 million over 3 years/Brown, Helmstetter). A collaboration between the WSU College of Education and the Colleges of Liberal Arts and Sciences, as well as professional development sites across the state. The goal is to redesign teacher preparation for technology infusion in K-12 settings by offering support and opportunities for pre-service and in-service teachers and teacher education faculty to meet the International Society for Technology in Education's National Educational Technology Standards for Students and Teachers.

Alhadeff Grant (\$1250/Maring) Cougars Cyber Mentoring in Literacy. Posters, brochures, booklet and web pages detailing collaborations with teachers, pupils, parents and community members in Pullman, Renton, Kent, Colville and Tacoma school districts.

Contextual Teaching and Learning Grant (\$3500/Maring, Oaks). To review and revise K-12 and university level programs in secondary teacher preparation.

(B) Identify any awards received by your program, your program faculty, or your students during the 1999-2000 academic year (September 1, 1999-August 31, 2000):

- Terrell Young: Reading Foundation Award; Celebrate Literacy Award, Alhadeff Teacher of Teachers Award
- Valerie Akerson: Alhadeff Teacher of Teachers Award
- John Paznokas, Science Teacher of the Year for Higher Education
- Darcy Miller, Washington State Award for Excellence in Teacher Preparation
- Deborah Handy, Co-Teach Faculty Collaboration Award
- Christine Sodorff, Sahlin Faculty Excellence Award for Public Service, WSU's highest faculty honor
- Larry Bruya, Selected as Fellow in the American Leisure Academy by the American Alliance for Leisure and Recreation for his scholarship involving playground safety; and the Presidential Award from the National Association for Sport and Physical Education.
- Michael Trevisan, College of Education Faculty Excellence Award for Service.
- Student Research Symposium Award, WSUTC: Deborah Burke (grand prize); Robin Lindenmeier, Michele Bohrmann, Sarah Dahlager, Amy Scovil, (honorable mention)
- Tariq Akmal and Merrill Oaks, the Alice Hamilton Award from the Center for Disease Control for the development of educational materials.

(C) Describe the admission criteria for your teacher preparation program:

For undergraduate programs the following criteria must be met:

- T&L 300 Introductory Field Experience
- Documentation of 80 hours of supervised work with children/youth within the last 3 years
- Faculty interview
- Competency in basic skills as defined in the WAC
- English 201 or an equivalent writing course graded C or better
- ComSt 102 or an equivalent public speaking course graded C or better
- A personal goal statement
- Minimum cumulative gpa of 2.5
- For specific subject preparation candidates must have met requirements for admission to the major
- For elementary preparation candidates must have Math 251, Math for Elementary Teachers and two of the four required science courses completed with a grade of C or better.

For graduate programs the following criteria must be met:

- Bachelor's degree from an accredited institution
- Minimum 3.0 grade point average over the last 60 hours of graded course work. GRE 1200 (Tri Cities)
- Three letters of recommendation
- Evidence of competency in math, science, US history, civics, economics, geography
- Personal statement (TC); Written response to five essay questions (V)



- Documentation of volunteer/professional experiences in teaching settings
- Faculty interview
- Applicants to the secondary certification program must have completed the required courses in the content area with a grade of C or better.

1. **525** Number of applicants for the 1999-2000 academic year (September 1, 1999-August 31, 2000).

WSU Pullman 309  
 WSU Vancouver 128  
 WSU Tri Cities 88 (BA 57; MIT 31)

2. **127** Number of applicants not admitted during the 1999-2000 academic year.

WSU Pullman 41  
 WSU Vancouver 63  
 WSU Tri Cities 23 (BA 15; MIT 8)

3. **388** Number of program completers for the 1999-2000 academic year.

WSU Pullman 289  
 WSU Vancouver 58  
 WSU Tri Cities 41

4. **18** Number of candidates who completed student teaching/internship but did not complete the program during the 1999-2000 academic year.

WSU Pullman 17  
 WSU Vancouver 1  
 WSU Tri Cities 0

5. **1** Number of candidates who completed the program but were not recommended for certification during the 1999-2000 academic year.

WSU Pullman 1  
 WSU Vancouver 0  
 WSU Tri Cities 0

(D) Describe the applicant selection process for your program.

WSU Vancouver: Each applicant's portfolio is reviewed by a faculty member and a numerical score is assigned. The applicant is then interviewed by the faculty member who reviewed the portfolio and who then gives an overall recommendation for admission based upon the portfolio and interview. In the case of the elementary program where there are far more applications than there are spaces available, a Selection Committee is responsible for final rankings of candidates and selection

decisions. In the case of the secondary certification program where the program is not yet at capacity, admission decisions are made based on recommendations from faculty from the education department and the content department.

WSU Pullman and Tri Cities: Each candidate's application is reviewed to determine eligibility based upon established minimum admission criteria. The applicants are then interviewed and final admission decisions are based upon cumulative grade point average and interview score. For subject area preparation, where only a limited number of new students can be admitted to teacher preparation each semester, admission decisions are made by the content department which may also impose additional criteria (such as a departmental essay, gpa in the content or specific course work completed).

(E) Identify the "screening" points for your program candidates.

1. Describe the types of "screening" activities for your candidates.

All candidates are screened on an on-going basis in all programs, graduate and undergraduate. Faculty in the Pullman and Tri Cities programs are required to submit at the end of each semester and for every student in their course the Extra Academic Competency Evaluation Form, an instrument for assessing a candidate's performance and demonstration of professional behavior in such areas as oral communication, attendance, peer-to-peer and peer-to-instructor relationships, writing ability, daily preparedness for classes, and engagement in class activities. Instructors of methods courses in the content areas also complete EACE assessments for each of their students. Students who are performing below expectations in their course work or in field experiences are counseled by faculty, field supervisors and collaborating teachers. With student input, expectations are outlined and a plan of action agreed upon. The Pullman based undergraduate program has a formally established Student Affairs Committee for addressing such issues.

2. As the result of your screening process/activities, identify the number of candidates who did not continue in your program in 1999-2000.

WSU Pullman	2
WSU Vancouver	0
WSU Tri Cities	0

#### **Section IV. Contextual Information**

Please use this space to provide information that describes:

(A) Student population served by your institution.

In the fall of 1999 there was a combined WSU campus enrollment of 20,844, of which 16,914 were undergraduates, 2,980 were graduate and 956 were professional or other students. Of the 16,914 undergraduates, 411 self identified as African American; 289 Native American; 847 Asian or Pacific Islander; 566 Hispanic, 13,074 Caucasian and 1727 foreign/other. The average age on the Pullman campus is 18 for freshmen and 22 for transfers while the average age of students at the other campus sites is 33, and for those engaged in distance degree programs, 35. While students in teacher preparation on the Pullman campus are generally undergraduates between the ages of 18-22, those in programs at Vancouver and Tri Cities as well as those in the 2+2 programs delivered through collaborative programs with Clark, Lower Columbia, Grays Harbor, Centralia and Northwest Indian College are generally individuals who are older, who are seeking a career change, and who may currently be serving in the K-12 schools as paraprofessional educators.

(B) Mission of the unit.

Washington State University, as a land grant university is committed to providing teaching, research and professional service to all of the people of the state. WSU is often referred to as one university, geographically dispersed. This mission is apparent in the teacher certification program offered through the College of Education at WSU. This program is designed to meet the diverse needs of the population of Washington, from those who are place bound in rural and urban settings to those who are changing careers and very mobile. Through its constructivist model of learning, the College of Education prepares effective practitioners and scholars with the leadership and problem-solving skills necessary to meet the needs of citizens of contemporary society. It is our belief that teachers must be liberally educated, well grounded in human growth and development, informed and appreciative of cultural and linguistic diversity, committed to egalitarian ideals, capable of communicating and inspiring an interest in learning in others, competent in technical aspects of teaching and managing group learning, and reflective about their own beliefs and actions.

(C) Institution (history, mission)

Washington State University, the state's land-grant university and its only statewide university, prepares individuals for productive lives and professional careers, conducts basic and applied research and provides public service statewide. Founded in Pullman in 1890 WSU became a multicampus system in 1989 with the establishment of campuses in Spokane, the Tri Cities, and Vancouver. Degree and non-degree courses are available as well through regional Learning Centers around the state and through the Extended Degree Programs.

The university consists of ten colleges and a graduate school, and offers nearly 100 major fields of study. The undergraduate core curriculum, including world civilizations courses and expanded writing requirements, is nationally recognized. In

addition, WSU's Honors College is one of the oldest and most well respected programs for academically talented students.

WSU runs the Washington Higher Education Telecommunication System (WHETS) which transmits live, interactive instruction to the branch campuses and other sites. WSU's instructional faculty of approximately 1,230 includes a substantial number of scholars with national and international reputations.

(D) Type(s) and delivery of teacher preparation programs offered (e.g., undergraduate, MIT, school partnership)

WSU Pullman: (1) Undergraduate and postbaccalaureate preparation in elementary education (multi-subject) and specific subjects (early childhood education, English, English/language arts, health/fitness, history, mathematics, biology, chemistry, earth science, physics, science, social studies, French, German, Japanese, Russian, Spanish, agriculture, family and consumer science, reading, special education, bilingual/ESL, drama); (2) Master in Teaching with elementary certification; and (3) two-plus-two programs for elementary teacher certification with Clark, Lower Columbia, Grays Harbor, Centralia and Northwest Indian Colleges.

WSU Tri Cities: (1) Master in Teaching with elementary certification; (2) two-plus-two program for elementary certification with Columbia Basin College; and (3) an undergraduate state funded program for elementary certification of school paraprofessionals with Pasco School District.

WSU Vancouver: (1) Master in Teaching with elementary certification; and (2) postbaccalaureate specific subject certification only or in conjunction with a master's degree in biology, English, history and social studies.

(E) Faculty composition (e.g. full-time tenure track, National Board certified teachers, etc.)

The College of Education has 61 full-time faculty in professional education (34 female, 27 male; 11 have self identified not Caucasian) 9 part time in professional education and full time in the institution (5 female, 4 male); 48 part-time in professional education and not employed otherwise by the institution (23 female, 16 male) and 30 graduate teaching assistants (18 female, 12 male) in professional education. One faculty member is a Boeing Distinguished Professor of Science Education.

(F) Collaborative activities

Southwest Washington Educational Partnership (SWEP) Partners include WSU Vancouver, Battle Ground, Evergreen, Kelso and Vancouver School Districts, Clark College and ESD 112. Their mission is to forge new institutional relationships and

structures which enhance the practice of teaching, strengthen educational staff development and assist in school restructuring and improvement.

CO-TEACH. Collaborative Teacher Education Accountable to Children with High Needs. This partnership involves WSU Pullman's colleges of Education, Liberal Arts, and Sciences, the General Education Program at WSU; four community colleges, thirteen school districts, Northwest Indian College, tribal schools, OSPI, Apple Computer and the Washington Education Association. The overarching goal is to prepare teachers of learners with diverse backgrounds and needs.

CTEP. Collaborative Teacher Education Program. WSU Pullman and Lower Columbia, Clark, Centralia, Grays Harbor and Northwest Indian Colleges. A 2+2 elementary teacher preparation program with cohorts at each site, coordinated from the Pullman campus.

WSU Tri Cities and ESD 123. Collaboration involves performance assessment task training for inservice and preservice teachers in designing and using performance assessment tasks in mathematics and science. Also, it provides preservice teachers with meaningful field-based experiences during their methods courses by providing opportunities to collaborate with expert inservice teachers in math and science.

WSU Spokane and Spokane School District 81. The partners collaborate in the delivery of a pilot program for the Goals 2000 professional certificate initiative. The goal is the future development of a WSU professional certification program.

**Section V. Certification.**

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation.

\_\_\_\_\_ Date \_\_\_\_\_  
Signature of Person who Prepared the Report  
Title: Certification Coordinator

\_\_\_\_\_ Date \_\_\_\_\_  
Signature of Person Responsible for Teacher Preparation Program  
Title: Chair, Department of Teaching and Learning

Certification of review of submission:

\_\_\_\_\_ Date \_\_\_\_\_  
Signature

\_\_\_\_\_  
Name of President/Chief Executive (or designee)

\_\_\_\_\_  
Title