

## Institution Information

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**ADDRESS**

1900 W Olney Ave

**CITY**

Philadelphia

**STATE**

Pennsylvania

**ZIP**

19141

**SALUTATION**

Dr.

**FIRST NAME**

Laura

**LAST NAME**

Roy

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(215) 951-1161

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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?

<https://www2.ed.gov/programs/tqpartnership/awards.html>

- Yes  
 No

If yes, provide the following:

AWARD YEAR

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

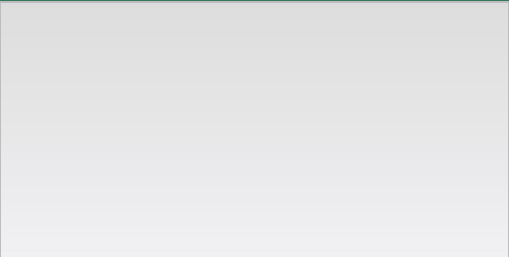
PROJECT TYPE

- Residency
- Pre-baccalaureate
- Both Residency and Pre-baccalaureate

# List of Programs

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# Program Requirements

THIS PAGE INCLUDES:
<a href="#">Admissions</a>
<a href="#">Undergraduate Requirements</a>
<a href="#">Postgraduate Requirements</a>
<a href="#">Supervised Clinical Experience</a>

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

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

## Admissions

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

If Other, please specify:

2. Does your initial teacher certification program conditionally admit students?

- Yes
- No

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

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

Admission process is the same for all graduate degree programming. We allow conditional admits for graduate students when application conditions warrant (borderline scores or missing information).

## Undergraduate Requirements

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

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

Y  N [the bottom of the page.](#)

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 rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.



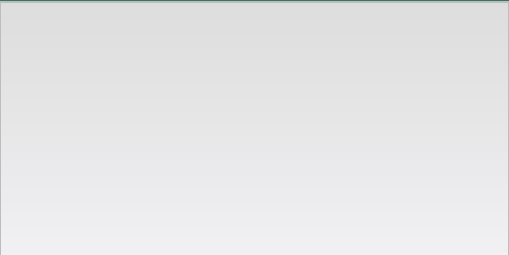
If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the

Average number of clock hours of supervised clinical experience	

# Enrollment

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## Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2017-18. 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.*







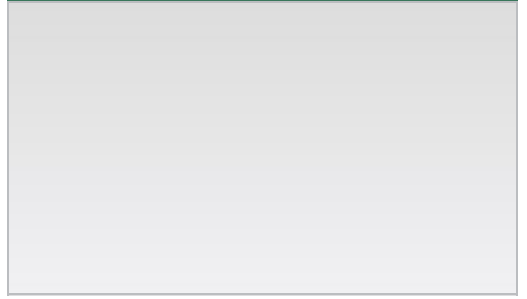




# Annual Goals

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## 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

1. Did your program prepare teachers in special education in 2017-18?

2. How many prospective teachers did your program plan to add in special education in 2017-18?

5

3. Did your program meet the goal for prospective teachers set in special education in 2017-18?

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:

A small number of special education certified candidates taking the alternative program is more reasonable, given that most teachers are choosing to come through the traditional certification program or adding on special education certification.

7. Is your program preparing teachers in special education in 2018-19?

8. How many prospective teachers did your program plan to add in special education in 2018-19?

5

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



## Academic year 2018-19

7. Is your program preparing teachers in instruction of limited English proficient students in 2018-19?

- Yes  
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2018-19?

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

## Academic year 2019-20

10. Will your program prepare teachers in instruction of limited English proficient students in 2019-20?

- Yes  
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2019-20?

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

## Assurances

Please certify that your institution is in compliance with the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#), [§206\(b\)](#)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

1. 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.

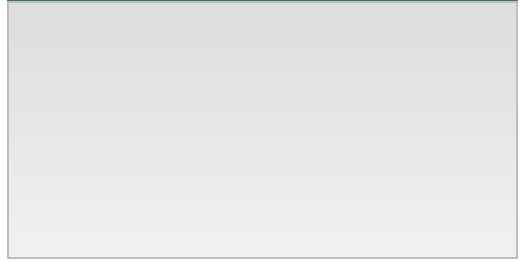
- Yes  
 No



# Assessment Pass Rates

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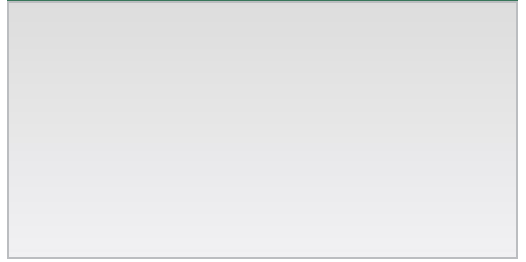




# Summary Pass Rates

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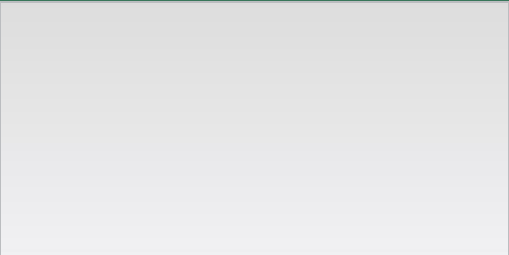
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# Low-Performing

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# Use of Technology

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[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.

- 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.**













