CA

University of Redlands
Traditional Report AY 2015-16
California

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

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CITY

Redlands

STATE

California

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SALUTATION

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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

SECTION I: PROGRAM INFORMATION

List of Programs

THIS PAGE INCLUDES:

>> Program Information

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

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

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Education Specialist	No	
Preliminary Multiple Subject, Elementary	No	
Preliminary Single Subject, Secondary	No	
Total number of teacher preparation programs: 3		

SECTION I: PROGRAM INFORMATION

Program Requirements

THIS PAGE INCLUDES:

- Admissions
- Undergraduate Requirements
- Postgraduate Requirements
- Supervised Clinical Experience

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:

Junior year

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:

www.redlands.edu

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

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?

- (●) 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 rest of the page blank (or clear responses already entered) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
Transcript	(●) Yes ( ) No	(●) Yes ( ) No

Element	Required for Entry	Required for Exit
Fingerprint check	(•) Yes ( ) No	(•) Yes ( ) No
Background check	(•) Yes ( ) No	(•) Yes ( ) No
Minimum number of courses/credits/semester hours completed	(•) Yes ( ) No	(•) Yes ( ) No
Minimum GPA	(•) Yes ( ) No	(•) Yes ( ) No
Minimum GPA in content area coursework	(•) Yes ( ) No	(•) Yes ( ) No
Minimum GPA in professional education coursework	(•) Yes ( ) No	(•) Yes ( ) No
Minimum ACT score	( ) Yes (•) No	( ) Yes (•) No
Minimum SAT score	( ) Yes (•) No	( ) Yes (•) No
Minimum basic skills test score	(•) Yes ( ) No	(•) Yes ( ) No
Subject area/academic content test or other subject matter verification	( ) Yes (•) No	(•) Yes ( ) No
Recommendation(s)	(•) Yes ( ) No	(•) Yes ( ) No
Essay or personal statement	( ) Yes (•) No	( ) Yes (•) No
Interview	( ) Yes (•) No	(•) Yes ( ) No
Other Specify:	( ) Yes (•) No	( ) 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.)

2.75

3. What was the median GPA of individuals accepted into the program in academic year 2015-16?

3

4. 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

5. What was the median GPA of individuals completing the program in academic year 2015-16?

3.5

6. Please provide any additional information about the information provided above:

Postgraduate 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 postgraduate level?

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

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

2.75

3. What was the median GPA of individuals accepted into the program in academic year 2015-16?

3.04

4. 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

5. What was the median GPA of individuals completing the program in academic year 2015-16?

3.88

6. Please provide any additional information about the information provided above:

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2015-16. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Additional guidance on reporting supervised clinical experience and nonclinical coursework.

Average number of clock hours of supervised clinical experience required prior to student teaching	75
Average number of clock hours required for student teaching	560
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	3
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	96

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

SECTION I: PROGRAM INFORMATION

Enrollment

THIS PAGE INCLUDES:

>> Enrollment

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

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

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

Enrollment

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 2015-16	516
Unduplicated number of males enrolled in 2015-16	166
Unduplicated number of females enrolled in 2015-16	428

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. (§205(a)(1)(C)(ii)(H))

2015-16	Number Enrolled
Ethnicity	
Hispanic/Latino of any race	195
Race	

2015-16	Number Enrolled
American Indian or Alaska Native	3
Asian	31
Black or African American	28
Native Hawaiian or Other Pacific Islander	1
White	277
Two or more races	22

SECTION I: PROGRAM INFORMATION

Teachers Prepared

THIS PAGE INCLUDES:

>> Teachers Prepared by Subject Area

>> Teachers Prepared by Academic Major

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.

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2015-16. 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))

Additional guidance on reporting teachers prepared by subject area.

What are CIP Codes?

☐ **No teachers prepared in academic year 2015-16**

CIP Code	Subject Area	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	18
13.1210	Teacher Education - Early Childhood Education	
13.1202	Teacher Education - Elementary Education	70
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1205	Teacher Education - Secondary Education	
13.1206	Teacher Education - Multiple Levels	

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	1
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	8
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	2
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	10
13.1312	Teacher Education - Music	1
13.1314	Teacher Education - Physical Education and Coaching	6
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	3
13.1317	Teacher Education - Social Science	10
13.1318	Teacher Education - Social Studies	
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	1
13.14	Teacher Education - English as a Second Language	
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2015-16. 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.

Additional guidance on reporting teachers prepared by academic major.

What are CIP Codes?

☐ **No teachers prepared in academic year 2015-16**

CIP Code	Academic Major	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	
13.1210	Teacher Education - Early Childhood Education	2
13.1202	Teacher Education - Elementary Education	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1205	Teacher Education - Secondary Education	
13.1301	Teacher Education - Agriculture	

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	
13.1331	Teacher Education - Speech	

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.03	Education - Curriculum and Instruction	
13.09	Education - Social and Philosophical Foundations of Education	
24	Liberal Arts/Humanities	10
42	Psychology	10
45.01	Social Sciences	
45.02	Anthropology	2
45.06	Economics	
45.07	Geography and Cartography	
45.10	Political Science and Government	3
45.11	Sociology	3
50	Visual and Performing Arts	8
54	History	3
16	Foreign Languages	2
19	Family and Consumer Sciences/Human Sciences	
23	English Language/Literature	8
38	Philosophy and Religious Studies	2
01	Agriculture	
09	Communication or Journalism	1
14	Engineering	

CIP Code	Academic Major	Number Prepared
26	Biology	2
27	Mathematics and Statistics	3
40.01	Physical Sciences	1
40.02	Astronomy and Astrophysics	
40.04	Atmospheric Sciences and Meteorology	
40.05	Chemistry	
40.06	Geological and Earth Sciences/Geosciences	2
40.08	Physics	1
52	Business/Business Administration/Accounting	3
11	Computer and Information Sciences	
99	Other Specify: Communicative Disorders	3

SECTION I: PROGRAM INFORMATION

Program Completers

THIS PAGE INCLUDES:

>> Program Completers

On this page, enter the total number of individuals who completed the program in AY 2015-16 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

Program Completers

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

2015-16	192
2014-15	141
2013-14	175

SECTION II: ANNUAL GOALS

Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

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

THIS PAGE INCLUDES:

- Annual Goals - Mathematics
- Annual Goals - Science
- Annual Goals - Special Education
- Annual Goals - Instruction of Limited English Proficient Students
- Assurances

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 https://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2015-16

1. Did your program prepare teachers in mathematics in 2015-16?

- ○ Yes
- ● No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2015-16?

3. Did your program meet the goal for prospective teachers set in mathematics in 2015-16?

- ○ Yes
- ○ No
- ○ Not applicable

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:

Academic year 2016-17

7. Is your program preparing teachers in mathematics in 2016-17?

- Yes
- No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2016-17?

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

Academic year 2017-18

10. Will your program prepare teachers in mathematics in 2017-18?

- Yes
- No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2017-18?

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

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 https://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2015-16

1. Did your program prepare teachers in science in 2015-16?

- Yes
- No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in science in 2015-16?

3. Did your program meet the goal for prospective teachers set in science in 2015-16?

- Yes
- No
- Not applicable

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:

Academic year 2016-17

7. Is your program preparing teachers in science in 2016-17?

- ○ Yes
- ◉ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2016-17?

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

Academic year 2017-18

10. Will your program prepare teachers in science in 2017-18?

- ○ Yes
- ◉ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2017-18?

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

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 https://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2015-16

1. Did your program prepare teachers in special education in 2015-16?

- (●) Yes
- ( ) No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in special education in 2015-16?

35

3. Did your program meet the goal for prospective teachers set in special education in 2015-16?

- ( ) Yes
- (●) No
- ( ) Not applicable

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:

For the 2018 academic year we are implementing an online special education credential program.

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

Academic year 2016-17

7. Is your program preparing teachers in special education in 2016-17?

- (●) Yes
- ( ) No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in special education in 2016-17?

35

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

Academic year 2017-18

10. Will your program prepare teachers in special education in 2017-18?

- (●) Yes
- ( ) No (leave remaining questions for year blank)

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

30

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

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 https://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2015-16

1. Did your program prepare teachers in instruction of limited English proficient students in 2015-16?

- ○ Yes
- ● No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?

- ○ Yes
- ○ No
- ○ Not applicable

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:

Academic year 2016-17

7. Is your program preparing teachers in instruction of limited English proficient students in 2016-17?

- ○ 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 2016-17?

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

Academic year 2017-18

10. Will your program prepare teachers in instruction of limited English proficient students in 2017-18?

- 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 2017-18?

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

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:

Our SB2042 and Education Specialist credential programs integrate the above assurances throughout all courses.

SECTION III: PROGRAM PASS RATES

Assessment Pass Rates

THIS PAGE INCLUDES:

>> Assessment Pass Rates

On this page, review the assessment pass rates. 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.

After reviewing, save the page using the floating save box at the bottom of the page.

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
186 -AMERICAN SIGN LANGUAGE SUBTEST I Evaluation Systems group of Pearson Other enrolled students	1			
187 -AMERICAN SIGN LANGUAGE SUBTEST II Evaluation Systems group of Pearson Other enrolled students	1			
188 -AMERICAN SIGN LANGUAGE SUBTEST III Evaluation Systems group of Pearson Other enrolled students	1			
140 -ART SUBTEST I Evaluation Systems group of Pearson Other enrolled students	4			
140 -ART SUBTEST I Evaluation Systems group of Pearson All program completers, 2013-14	1			
141 -ART SUBTEST II Evaluation Systems group of Pearson Other enrolled students	4			
141 -ART SUBTEST II Evaluation Systems group of Pearson All program completers, 2013-14	1			
120 -BIOLOGY/LIFE SCIENCE SUBTEST III Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
120 -BIOLOGY/LIFE SCIENCE SUBTEST III Evaluation Systems group of Pearson Other enrolled students	7			
120 -BIOLOGY/LIFE SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2015-16	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
120 -BIOLOGY/LIFE SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2014-15	6			
120 -BIOLOGY/LIFE SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2013-14	7			
124 -BIOLOGY/LIFE SCIENCE SUBTEST IV Evaluation Systems group of Pearson All program completers, 2014-15	1			
124 -BIOLOGY/LIFE SCIENCE SUBTEST IV Evaluation Systems group of Pearson All program completers, 2013-14	6			
175 -BUSINESS SUBTEST I Evaluation Systems group of Pearson All program completers, 2014-15	1			
176 -BUSINESS SUBTEST II Evaluation Systems group of Pearson All program completers, 2014-15	1			
177 -BUSINESS SUBTEST III Evaluation Systems group of Pearson All program completers, 2014-15	1			
098 -CBEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	114	149	114	100
098 -CBEST Evaluation Systems group of Pearson Other enrolled students	366	151	365	100
098 -CBEST Evaluation Systems group of Pearson All program completers, 2015-16	77	151	77	100
098 -CBEST Evaluation Systems group of Pearson All program completers, 2014-15	140	153	140	100
098 -CBEST Evaluation Systems group of Pearson All program completers, 2013-14	175	157	175	100
121 -CHEMISTRY SUBTEST III Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
121 -CHEMISTRY SUBTEST III Evaluation Systems group of Pearson Other enrolled students	2			
121 -CHEMISTRY SUBTEST III Evaluation Systems group of Pearson All program completers, 2015-16	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
121 -CHEMISTRY SUBTEST III Evaluation Systems group of Pearson All program completers, 2013-14	2			
125 -CHEMISTRY SUBTEST IV Evaluation Systems group of Pearson Other enrolled students	1			
125 -CHEMISTRY SUBTEST IV Evaluation Systems group of Pearson All program completers, 2013-14	2			
122 -EARTH/PLANETARY SCIENCE SUBTEST III Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
122 -EARTH/PLANETARY SCIENCE SUBTEST III Evaluation Systems group of Pearson Other enrolled students	2			
122 -EARTH/PLANETARY SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2014-15	2			
122 -EARTH/PLANETARY SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2013-14	1			
105 -ENGLISH SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
105 -ENGLISH SUBTEST I Evaluation Systems group of Pearson Other enrolled students	34	238	30	88
105 -ENGLISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2015-16	7			
105 -ENGLISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2014-15	15	239	15	100
105 -ENGLISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2013-14	15	254	15	100
106 -ENGLISH SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
106 -ENGLISH SUBTEST II Evaluation Systems group of Pearson Other enrolled students	34	244	30	88
106 -ENGLISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2015-16	7			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
106 -ENGLISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2014-15	15	241	15	100
106 -ENGLISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2013-14	15	257	15	100
107 -ENGLISH SUBTEST III Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
107 -ENGLISH SUBTEST III Evaluation Systems group of Pearson Other enrolled students	32	237	31	97
107 -ENGLISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2015-16	7			
107 -ENGLISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2014-15	15	234	15	100
107 -ENGLISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2013-14	15	243	15	100
108 -ENGLISH SUBTEST IV Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
108 -ENGLISH SUBTEST IV Evaluation Systems group of Pearson Other enrolled students	32	242	31	97
108 -ENGLISH SUBTEST IV Evaluation Systems group of Pearson All program completers, 2015-16	7			
108 -ENGLISH SUBTEST IV Evaluation Systems group of Pearson All program completers, 2014-15	15	245	15	100
108 -ENGLISH SUBTEST IV Evaluation Systems group of Pearson All program completers, 2013-14	15	247	15	100
148 -FRENCH SUBTEST I Evaluation Systems group of Pearson All program completers, 2015-16	1			
149 -FRENCH SUBTEST II Evaluation Systems group of Pearson All program completers, 2015-16	1			
150 -FRENCH SUBTEST III Evaluation Systems group of Pearson All program completers, 2015-16	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
178 -HEALTH SCIENCE SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
178 -HEALTH SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2015-16	1			
179 -HEALTH SCIENCE SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
179 -HEALTH SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2015-16	1			
180 -HEALTH SCIENCE SUBTEST III Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
180 -HEALTH SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2015-16	1			
184 -INDUSTRIAL AND TECH ED SUBTEST I Evaluation Systems group of Pearson Other enrolled students	1			
184 -INDUSTRIAL AND TECH ED SUBTEST I Evaluation Systems group of Pearson All program completers, 2013-14	1			
185 -INDUSTRIAL AND TECH ED SUBTEST II Evaluation Systems group of Pearson Other enrolled students	1			
185 -INDUSTRIAL AND TECH ED SUBTEST II Evaluation Systems group of Pearson All program completers, 2013-14	1			
110 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
211 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	8			
211 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson Other enrolled students	22	210	13	59
110 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson Other enrolled students	1			
211 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson All program completers, 2015-16	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
110 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson All program completers, 2015-16	2			
110 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson All program completers, 2014-15	10	240	10	100
110 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson All program completers, 2013-14	8			
212 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
111 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson Other enrolled students	1			
212 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson Other enrolled students	17	217	11	65
111 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson All program completers, 2015-16	2			
212 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson All program completers, 2015-16	4			
111 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson All program completers, 2014-15	10	239	10	100
111 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson All program completers, 2013-14	8			
213 -MATHEMATICS SUBTEST III Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
112 -MATHEMATICS SUBTEST III Evaluation Systems group of Pearson Other enrolled students	1			
213 -MATHEMATICS SUBTEST III Evaluation Systems group of Pearson Other enrolled students	6			
112 -MATHEMATICS SUBTEST III Evaluation Systems group of Pearson All program completers, 2014-15	2			
112 -MATHEMATICS SUBTEST III Evaluation Systems group of Pearson All program completers, 2013-14	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	68	235	66	97
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson Other enrolled students	180	234	160	89
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson All program completers, 2015-16	38	232	38	100
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson All program completers, 2014-15	74	238	74	100
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson All program completers, 2013-14	93	241	93	100
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	68	242	65	96
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson Other enrolled students	179	237	149	83
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2015-16	39	243	39	100
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2014-15	74	244	74	100
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2013-14	93	250	93	100
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All enrolled students who have completed all noncl	68	239	67	99
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson Other enrolled students	177	238	162	92
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All program completers, 2015-16	39	238	39	100
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All program completers, 2014-15	74	240	74	100
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All program completers, 2013-14	93	240	93	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
136 -MUSIC SUBTEST I Evaluation Systems group of Pearson Other enrolled students	2			
136 -MUSIC SUBTEST I Evaluation Systems group of Pearson All program completers, 2013-14	2			
137 -MUSIC SUBTEST II Evaluation Systems group of Pearson Other enrolled students	2			
137 -MUSIC SUBTEST II Evaluation Systems group of Pearson All program completers, 2013-14	2			
138 -MUSIC SUBTEST III Evaluation Systems group of Pearson Other enrolled students	2			
138 -MUSIC SUBTEST III Evaluation Systems group of Pearson All program completers, 2013-14	2			
129 -PHYSICAL EDUCATION SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
129 -PHYSICAL EDUCATION SUBTEST I Evaluation Systems group of Pearson Other enrolled students	9			
129 -PHYSICAL EDUCATION SUBTEST I Evaluation Systems group of Pearson All program completers, 2014-15	3			
129 -PHYSICAL EDUCATION SUBTEST I Evaluation Systems group of Pearson All program completers, 2013-14	7			
130 -PHYSICAL EDUCATION SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
130 -PHYSICAL EDUCATION SUBTEST II Evaluation Systems group of Pearson Other enrolled students	8			
130 -PHYSICAL EDUCATION SUBTEST II Evaluation Systems group of Pearson All program completers, 2014-15	3			
130 -PHYSICAL EDUCATION SUBTEST II Evaluation Systems group of Pearson All program completers, 2013-14	7			
131 -PHYSICAL EDUCATION SUBTEST III Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
131 -PHYSICAL EDUCATION SUBTEST III Evaluation Systems group of Pearson Other enrolled students	8			
131 -PHYSICAL EDUCATION SUBTEST III Evaluation Systems group of Pearson All program completers, 2014-15	3			
131 -PHYSICAL EDUCATION SUBTEST III Evaluation Systems group of Pearson All program completers, 2013-14	7			
123 -PHYSICS SUBTEST III Evaluation Systems group of Pearson Other enrolled students	3			
081 -RICA Evaluation Systems group of Pearson Other enrolled students	1			
081.1 -RICA.1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	26	227	19	73
081.1 -RICA.1 Evaluation Systems group of Pearson Other enrolled students	59	232	52	88
081.1 -RICA.1 Evaluation Systems group of Pearson All program completers, 2015-16	39	230	32	82
081.1 -RICA.1 Evaluation Systems group of Pearson All program completers, 2014-15	70	233	67	96
081.1 -RICA.1 Evaluation Systems group of Pearson All program completers, 2013-14	89	235	86	97
118 -SCIENCE SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
118 -SCIENCE SUBTEST I Evaluation Systems group of Pearson Other enrolled students	21	243	19	90
118 -SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2015-16	5			
118 -SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2014-15	7			
118 -SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2013-14	7			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
119 -SCIENCE SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
119 -SCIENCE SUBTEST II Evaluation Systems group of Pearson Other enrolled students	20	236	15	75
119 -SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2015-16	5			
119 -SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2014-15	7			
119 -SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2013-14	7			
114 -SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	10	229	7	70
114 -SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson Other enrolled students	46	229	35	76
114 -SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2015-16	6			
114 -SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2014-15	16	238	16	100
114 -SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2013-14	16	238	16	100
115 -SOCIAL SCIENCE SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	9			
115 -SOCIAL SCIENCE SUBTEST II Evaluation Systems group of Pearson Other enrolled students	47	230	34	72
115 -SOCIAL SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2015-16	6			
115 -SOCIAL SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2014-15	16	241	16	100
115 -SOCIAL SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2013-14	16	249	16	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
116 -SOCIAL SCIENCE SUBTEST III Evaluation Systems group of Pearson All enrolled students who have completed all noncl	9			
116 -SOCIAL SCIENCE SUBTEST III Evaluation Systems group of Pearson Other enrolled students	45	237	36	80
116 -SOCIAL SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2015-16	6			
116 -SOCIAL SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2014-15	16	249	16	100
116 -SOCIAL SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2013-14	16	250	16	100
145 -SPANISH SUBTEST I Evaluation Systems group of Pearson Other enrolled students	9			
145 -SPANISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2015-16	2			
145 -SPANISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2014-15	2			
145 -SPANISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2013-14	5			
146 -SPANISH SUBTEST II Evaluation Systems group of Pearson Other enrolled students	7			
146 -SPANISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2015-16	2			
146 -SPANISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2014-15	2			
146 -SPANISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2013-14	5			
147 -SPANISH SUBTEST III Evaluation Systems group of Pearson Other enrolled students	7			
147 -SPANISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2015-16	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
147 -SPANISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2014-15	2			
147 -SPANISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2013-14	5			

SECTION III: PROGRAM PASS RATES

Summary Pass Rates

THIS PAGE INCLUDES:

>> Summary Pass Rates

On this page, review the summary pass rates. 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.

After reviewing, save the page using the floating save box at the bottom of the page.

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2015-16	78	70	90
All program completers, 2014-15	141	138	98
All program completers, 2013-14	175	172	98

SECTION IV: LOW-PERFORMING

Low-Performing

THIS PAGE INCLUDES:

>> Low-Performing

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. 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.

Low-Performing

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

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:

- [x] State
- [ ] NCATE
- [ ] TEAC
- [ ] CAEP
- [ ] Other specify:

2. 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)?

- ( ) Yes
- (●) No

SECTION V: USE OF TECHNOLOGY

Use of Technology

THIS PAGE INCLUDES:

>> 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.

Use of Technology

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:

   a. **integrate technology effectively into curricula and instruction**

   - (●) Yes
   - ( ) No

   b. **use technology effectively to collect data to improve teaching and learning**

   - (●) Yes
   - ( ) No

   c. **use technology effectively to manage data to improve teaching and learning**

   - (●) Yes
   - ( ) No

   d. **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.**

   Technology is integrated in all courses. Current use of Taskstream for all lesson design planning includes principles of universal design for learning.

SECTION VI: TEACHER TRAINING

Teacher Training

THIS PAGE INCLUDES:

>> Teacher Training

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. 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.

Teacher Training

Provide the following information about 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)(G))

1. **Does your program prepare general education teachers to:**

   a. **teach students with disabilities effectively**

   - (●) Yes
   - ( ) No

   b. **participate as a member of individualized education program teams**

   - (●) Yes
   - ( ) No

   c. **teach students who are limited English proficient effectively**

   - (●) Yes
   - ( ) No

2. **Provide a description of the evidence your program uses to show that it 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.**

   The courses in our program are based upon Teacher Performance Expectations which describe the set of knowledge, skills, and abilities that California expects of each candidate for a Multiple or Single Subject Teaching Credential. Teaching limited English proficient students effectively and teaching students with disabilities effectively are TPE standards that must be met throughout the coursework in our program. Candidates must demonstrate that they meet the Teaching Performance Expectations through successful completion the Teaching Performance Assessment. Teacher candidates receive specific training related to participation as a member of individualized education program teams during their student teaching experience and in the concurrent teaching seminar course.

3. **Does your program prepare special education teachers to:**

   a. **teach students with disabilities effectively**

   - (●) Yes
   - ( ) No
   - ( ) Program does not prepare special education teachers

b. **participate as a member of individualized education program teams**

- (●) Yes
- ( ) No
- ( ) Program does not prepare special education teachers

c. **teach students who are limited English proficient effectively**

- (●) Yes
- ( ) No
- ( ) Program does not prepare special education teachers

4. **Provide a description of the evidence your program uses to show that it 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.**

   The courses in our program are based upon the knowledge, skills, and abilities as outlined in the California Teacher Performance Expectations for the Education Specialist Teaching Credential. Teaching limited English proficient student effectively are embedded through the coursework in our program. Candidates must demonstrate that they meet the Teacher Performance Expectations through the submission of the Teacher Performance Expectation Portfolio at the end of their student teaching. As part of their program requirements, candidates receive specific training related to planning and participation as a member of individualized Education Program teams. They are also required to observe and take part in IEP meetings as part of their early fieldwork and student teaching experiences in the program.

SECTION VII: CONTEXTUAL INFORMATION

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

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.

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.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **516**.

Number of program completers from Section I: Program Information, Program Completers is **192**.

For a total enrollment of **708**.

☐ **I certify the total enrollment shown above is correct.**

Certification of submission

☑ **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 *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.**

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Andrew Wall

TITLE:

Dean, School of Education

Certification of review of submission

☑ **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 *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.**

NAME OF REVIEWER:

Margo Drallos

TITLE:

Director, Fieldwork and Adivising

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	582	516	-11.34%
Male Enrollment	134	166	23.88%
Female Enrollment	448	428	-4.46%
Hispanic/Latino Enrollment	176	195	10.80%
American Indian or Alaska Native Enrollment	4	3	-25.00%
Asian Enrollment	20	31	55.00%
Black or African American Enrollment	19	28	47.37%

Item	Last Year	This Year	Change
Native Hawaiian or Other Pacific Islander Enrollment	0	1	
White Enrollment	226	277	22.57%
Two or more races Enrollment	20	22	10.00%
Average number of clock hours required prior to student teaching	75	75	0.00%
Average number of clock hours required for student teaching	560	560	0.00%
Average number of clock hours required for mentoring	0	0	
Number of full-time equivalent faculty in supervised clinical experience during this academic year	3	3	0.00%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	28	30	7.14%
Number of students in supervised clinical experience during this academic year	141	96	-31.91%
Total completers for current academic year	141	192	36.17%
Total completers for prior academic year	175	141	-19.43%
Total completers for second prior academic year	178	175	-1.69%