



Concordia University
Traditional Report AY 2021-22
California



100% COMPLETE
STATUS: IN PROGRESS

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Vezner

PHONE

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List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. ([§205\(a\)\(C\)](#))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year's IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	Both	
13.1	Special Education	Both	
13.1302	Teacher Education - Art	Both	
13.1322	Teacher Education - Biology	Both	
13.1323	Teacher Education - Chemistry	Both	
13.1337	Teacher Education - Earth Science	Both	
13.1305	Teacher Education - English/Language Arts	Both	
13.1306	Teacher Education - Foreign Language	Both	
13.1316	Teacher Education - General Science	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	Both	
13.1314	Teacher Education - Physical Education and Coaching	Both	
13.1329	Teacher Education - Physics	Both	
13.1317	Teacher Education - Social Sciences	Both	

Total number of teacher preparation programs:

14

Program Requirements

THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

Undergraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

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

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> 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.)

2.9

3. 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.)

2.9

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

Postgraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the postgraduate 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 postgraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> 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 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.)

2.9

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

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2021-22. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes
 No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)

Number of clock hours of supervised clinical experience required prior to student teaching

60

Number of clock hours required for student teaching

680

Are there programs in which candidates are the teacher of record?

- Yes
 No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom

Years required of teaching as the teacher of record in a classroom

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

13

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

32

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

135

Number of students in supervised clinical experience during this academic year

100

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

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

(§205(a)(1)(C)(ii))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Enrolled Student](#)
- [Program Completer](#)

Enrollment and Program Completers

2021-22 Total	
Total Number of Individuals Enrolled	201
Subset of Program Completers	65

Gender	Total Enrolled	Subset of Program Completers
Male	38	13
Female	163	52
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	3	1
Asian	14	7
Black or African American	4	1
Hispanic/Latino of any race	38	10
Native Hawaiian or Other Pacific Islander	4	0
White	127	40

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	1	1
No Race/Ethnicity Reported	10	5

Teachers Prepared

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.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic Major](#)

THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2021-22.

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\(b\)\(1\)\(H\)](#))

What are CIP Codes?

No teachers prepared in academic year 2021-22

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="19"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="114"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1210	Teacher Education - Early Childhood Education	0
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	3
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	10
13.1306	Teacher Education - Foreign Language	2
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	9
13.1312	Teacher Education - Music	3
13.1314	Teacher Education - Physical Education and Coaching	12
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	9
13.1317	Teacher Education - Social Science	18
13.1318	Teacher Education - Social Studies	0
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2021-22. 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.

[What are CIP Codes?](#)

Does this teacher preparation provider grant degrees upon completion of its programs?

- Yes
 No

No teachers prepared in academic year 2021-22

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	<input type="text"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text"/>
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>
09	Communication or Journalism	<input type="text"/>

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	<input type="text"/>
12	Personal and Culinary Services	<input type="text"/>
14	Engineering	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
21	Technology Education/Industrial Arts	<input type="text"/>
22	Legal Professions and Studies	<input type="text"/>
23	English Language/Literature	<input type="text"/>
24	Liberal Arts/Humanities	<input type="text"/>
25	Library Science	<input type="text"/>
26	Biological and Biomedical Sciences	<input type="text"/>
27	Mathematics and Statistics	<input type="text"/>
30	Multi/Interdisciplinary Studies	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
40	Physical Sciences	<input type="text"/>
41	Science Technologies/Technicians	<input type="text"/>
42	Psychology	<input type="text"/>
44	Public Administration and Social Service Professions	<input type="text"/>
45	Social Sciences	<input type="text"/>
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	<input type="text"/>
54	History	<input type="text"/>

CIP Code	Academic Major	Number Prepared
99	Other Specify: <input data-bbox="289 121 1263 163" type="text"/>	<input data-bbox="1295 90 1572 132" type="text"/>

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Respond to the following assurances. Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#); [§206\(b\)](#))

Program Assurances

Note: This section is preloaded from the prior year's IPRC.

1. Program 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:

The three most successful strategies in meeting the assurances are: 1. Intentional integration of differentiation techniques into each course in the program. 2. Requiring candidates to view each assignment they craft through multiple lenses. Candidates ask, "How does my assignment meet the unique needs and challenges of the diversity represented in the classroom?" 3. Candidates are provided with a variety of field experiences.

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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2021-22\)](#)
- >> [Review Current Year's Goal \(2022-23\)](#)
- >> [Set Next Year's Goal \(2023-24\)](#)

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in mathematics in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Our goal is to prepare a minimum of 2 students in Mathematics during the 2021-2022 academic year.

3. Did your program meet the goal?

- Yes
 No

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:

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in mathematics in 2022-23? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Our goal is to prepare a minimum of 2 students in Mathematics during the 2022-2023 academic year.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in mathematics in 2023-24? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Our goal is to prepare a minimum of 2 students in Mathematics during the 2023-2024 academic year.

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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2021-22\)](#)
- >> [Review Current Year's Goal \(2022-23\)](#)
- >> [Set Next Year's Goal \(2023-24\)](#)

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in science in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Our goal is to prepare a minimum of 1 student in Science during the 2021-2022 academic year.

3. Did your program meet the goal?

- Yes
 No

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:

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in science in 2022-23? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Our goal is to prepare a minimum of 1 student in Science during the 2022-2023 academic year.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in science in 2023-24? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Our goal is to prepare a minimum of 1 student in Science during the 2023-2024 academic year.

Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2021-22\)](#)
- >> [Review Current Year's Goal \(2022-23\)](#)
- >> [Set Next Year's Goal \(2023-24\)](#)

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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in special education in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Our goal is to prepare a minimum of 5 students in Special Education during the 2021-2022 academic year.

3. Did your program meet the goal?

- Yes
 No

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:

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in special education in 2022-23? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Our goal is to prepare a minimum of 5 students in Special Education during the 2022-2023 academic year.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in special education in 2023-24? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Our goal is to prepare a minimum of 5 students in Special Education during the 2023-2024 academic year.

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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2021-22\)](#)
- >> [Review Current Year's Goal \(2022-23\)](#)
- >> [Set Next Year's Goal \(2023-24\)](#)

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in instruction of limited English proficient students in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

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:

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(§205\(a\)\(1\)\(B\)\)](#)

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 RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
140 -ART SUBTEST I Evaluation Systems group of Pearson All program completers, 2021-22	2			
140 -ART SUBTEST I Evaluation Systems group of Pearson All program completers, 2020-21	2			
140 -ART SUBTEST I Evaluation Systems group of Pearson All program completers, 2019-20	1			
141 -ART SUBTEST II Evaluation Systems group of Pearson All program completers, 2021-22	2			
141 -ART SUBTEST II Evaluation Systems group of Pearson All program completers, 2020-21	2			
141 -ART SUBTEST II Evaluation Systems group of Pearson All program completers, 2019-20	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
098 -CBEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	47	151	45	96
098 -CBEST Evaluation Systems group of Pearson Other enrolled students	18	160	18	100
098 -CBEST Evaluation Systems group of Pearson All program completers, 2021-22	83	151	83	100
098 -CBEST Evaluation Systems group of Pearson All program completers, 2020-21	78	153	78	100
098 -CBEST Evaluation Systems group of Pearson All program completers, 2019-20	62	153	62	100
105 -ENGLISH SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
105 -ENGLISH SUBTEST I Evaluation Systems group of Pearson Other enrolled students	2			
105 -ENGLISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2021-22	1			
105 -ENGLISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2020-21	7			
105 -ENGLISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2019-20	8			
106 -ENGLISH SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
106 -ENGLISH SUBTEST II Evaluation Systems group of Pearson Other enrolled students	2			
106 -ENGLISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2021-22	1			
106 -ENGLISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2020-21	7			
106 -ENGLISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2019-20	8			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
107 -ENGLISH SUBTEST III Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
107 -ENGLISH SUBTEST III Evaluation Systems group of Pearson Other enrolled students	2			
107 -ENGLISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2021-22	1			
107 -ENGLISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2020-21	7			
107 -ENGLISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2019-20	8			
108 -ENGLISH SUBTEST IV Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
108 -ENGLISH SUBTEST IV Evaluation Systems group of Pearson Other enrolled students	1			
108 -ENGLISH SUBTEST IV Evaluation Systems group of Pearson All program completers, 2021-22	1			
108 -ENGLISH SUBTEST IV Evaluation Systems group of Pearson All program completers, 2020-21	7			
108 -ENGLISH SUBTEST IV Evaluation Systems group of Pearson All program completers, 2019-20	8			
211 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson Other enrolled students	3			
211 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson All program completers, 2021-22	3			
211 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson All program completers, 2020-21	6			
211 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson All program completers, 2019-20	3			
212 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson Other enrolled students	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
212 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson All program completers, 2021-22	3			
212 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson All program completers, 2020-21	6			
212 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson All program completers, 2019-20	3			
213 -MATHEMATICS SUBTEST III Evaluation Systems group of Pearson Other enrolled students	2			
213 -MATHEMATICS SUBTEST III Evaluation Systems group of Pearson All program completers, 2021-22	2			
213 -MATHEMATICS SUBTEST III Evaluation Systems group of Pearson All program completers, 2020-21	3			
213 -MATHEMATICS SUBTEST III Evaluation Systems group of Pearson All program completers, 2019-20	1			
C2161 -MULT SUBJ-LITERACY 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	12	22	11	92
C2161 -MULT SUBJ-LITERACY 1 Evaluation Systems group of Pearson Other enrolled students	9			
C2161 -MULT SUBJ-LITERACY 1 Evaluation Systems group of Pearson All program completers, 2021-22	25	21	22	88
C2161 -MULT SUBJ-LITERACY 1 Evaluation Systems group of Pearson All program completers, 2020-21	13	20	11	85
C2161 -MULT SUBJ-LITERACY 1 Evaluation Systems group of Pearson All program completers, 2019-20	26	24	25	96
C2152 -MULT SUBJ-LITERACY 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
C2152 -MULT SUBJ-LITERACY 2 Evaluation Systems group of Pearson Other enrolled students	5			
C2152 -MULT SUBJ-LITERACY 2 Evaluation Systems group of Pearson All program completers, 2021-22	32	24	28	88

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
C2152 -MULT SUBJ-LITERACY 2 Evaluation Systems group of Pearson All program completers, 2020-21	6			
C2152 -MULT SUBJ-LITERACY 2 Evaluation Systems group of Pearson All program completers, 2019-20	7			
C2151 -MULT SUBJ-MATH 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
C2091 -MULT SUBJ-MATH 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
C2091 -MULT SUBJ-MATH 1 Evaluation Systems group of Pearson Other enrolled students	3			
C2151 -MULT SUBJ-MATH 1 Evaluation Systems group of Pearson Other enrolled students	6			
C2091 -MULT SUBJ-MATH 1 Evaluation Systems group of Pearson All program completers, 2021-22	3			
C2151 -MULT SUBJ-MATH 1 Evaluation Systems group of Pearson All program completers, 2021-22	33	20	28	85
C2151 -MULT SUBJ-MATH 1 Evaluation Systems group of Pearson All program completers, 2020-21	11	21	6	55
C2091 -MULT SUBJ-MATH 1 Evaluation Systems group of Pearson All program completers, 2020-21	5			
C2151 -MULT SUBJ-MATH 1 Evaluation Systems group of Pearson All program completers, 2019-20	7			
C2091 -MULT SUBJ-MATH 1 Evaluation Systems group of Pearson All program completers, 2019-20	3			
C2162 -MULT SUBJ-MATH 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	12	25	11	92
C2162 -MULT SUBJ-MATH 2 Evaluation Systems group of Pearson Other enrolled students	9			
C2092 -MULT SUBJ-MATH 2 Evaluation Systems group of Pearson Other enrolled students	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
C2092 -MULT SUBJ-MATH 2 Evaluation Systems group of Pearson All program completers, 2021-22	3			
C2162 -MULT SUBJ-MATH 2 Evaluation Systems group of Pearson All program completers, 2021-22	24	23	21	88
C2162 -MULT SUBJ-MATH 2 Evaluation Systems group of Pearson All program completers, 2020-21	9			
C2092 -MULT SUBJ-MATH 2 Evaluation Systems group of Pearson All program completers, 2020-21	5			
C2092 -MULT SUBJ-MATH 2 Evaluation Systems group of Pearson All program completers, 2019-20	1			
C2162 -MULT SUBJ-MATH 2 Evaluation Systems group of Pearson All program completers, 2019-20	22	27	21	95
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	26	230	18	69
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson Other enrolled students	13	229	10	77
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson All program completers, 2021-22	42	235	41	98
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson All program completers, 2020-21	50	236	49	98
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson All program completers, 2019-20	38	233	38	100
214 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	19	233	13	68
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
214 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson Other enrolled students	12	243	11	92
214 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2021-22	42	239	39	93

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2021-22	1			
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2020-21	1			
214 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2020-21	49	238	48	98
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2019-20	4			
214 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2019-20	34	241	34	100
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All enrolled students who have completed all noncl	16	249	16	100
225 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson Other enrolled students	12	239	12	100
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All program completers, 2021-22	40	241	40	100
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All program completers, 2020-21	50	238	50	100
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All program completers, 2019-20	38	238	38	100
136 -MUSIC SUBTEST I Evaluation Systems group of Pearson All program completers, 2020-21	3			
136 -MUSIC SUBTEST I Evaluation Systems group of Pearson All program completers, 2019-20	4			
137 -MUSIC SUBTEST II Evaluation Systems group of Pearson All program completers, 2020-21	3			
137 -MUSIC SUBTEST II Evaluation Systems group of Pearson All program completers, 2019-20	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
138 -MUSIC SUBTEST III Evaluation Systems group of Pearson All program completers, 2020-21	3			
138 -MUSIC SUBTEST III Evaluation Systems group of Pearson All program completers, 2019-20	4			
129 -PHYSICAL EDUCATION SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
129 -PHYSICAL EDUCATION SUBTEST I Evaluation Systems group of Pearson Other enrolled students	3			
129 -PHYSICAL EDUCATION SUBTEST I Evaluation Systems group of Pearson All program completers, 2021-22	5			
129 -PHYSICAL EDUCATION SUBTEST I Evaluation Systems group of Pearson All program completers, 2020-21	4			
129 -PHYSICAL EDUCATION SUBTEST I Evaluation Systems group of Pearson All program completers, 2019-20	5			
130 -PHYSICAL EDUCATION SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
130 -PHYSICAL EDUCATION SUBTEST II Evaluation Systems group of Pearson Other enrolled students	3			
130 -PHYSICAL EDUCATION SUBTEST II Evaluation Systems group of Pearson All program completers, 2021-22	5			
130 -PHYSICAL EDUCATION SUBTEST II Evaluation Systems group of Pearson All program completers, 2020-21	4			
130 -PHYSICAL EDUCATION SUBTEST II Evaluation Systems group of Pearson All program completers, 2019-20	5			
131 -PHYSICAL EDUCATION SUBTEST III Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
131 -PHYSICAL EDUCATION SUBTEST III Evaluation Systems group of Pearson Other enrolled students	3			
131 -PHYSICAL EDUCATION SUBTEST III Evaluation Systems group of Pearson All program completers, 2021-22	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 All program completers, 2020-21	4			
131 -PHYSICAL EDUCATION SUBTEST III Evaluation Systems group of Pearson All program completers, 2019-20	5			
003 -RICA WRITTEN SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	15	237	11	73
003 -RICA WRITTEN SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	16	235	13	81
003 -RICA WRITTEN SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	51	242	45	88
003 -RICA WRITTEN SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	4			
004 -RICA WRITTEN SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	15	243	12	80
004 -RICA WRITTEN SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	15	244	15	100
004 -RICA WRITTEN SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	51	242	45	88
004 -RICA WRITTEN SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	3			
005 -RICA WRITTEN SUBTEST 3 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	14	248	11	79
005 -RICA WRITTEN SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	14	248	14	100
005 -RICA WRITTEN SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2021-22	50	248	48	96
005 -RICA WRITTEN SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2020-21	3			
081.1 -RICA.1 Evaluation Systems group of Pearson All program completers, 2021-22	12	236	12	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
081.1 -RICA.1 Evaluation Systems group of Pearson All program completers, 2020-21	22	239	22	100
081.1 -RICA.1 Evaluation Systems group of Pearson All program completers, 2019-20	30	233	30	100
215 -SCIENCE SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
215 -SCIENCE SUBTEST I Evaluation Systems group of Pearson Other enrolled students	2			
215 -SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2021-22	4			
215 -SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2020-21	2			
215 -SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2019-20	1			
218 -SCIENCE SUBTEST II: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2020-21	1			
217 -SCIENCE SUBTEST II: LIFE SCIENCES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
217 -SCIENCE SUBTEST II: LIFE SCIENCES Evaluation Systems group of Pearson Other enrolled students	2			
217 -SCIENCE SUBTEST II: LIFE SCIENCES Evaluation Systems group of Pearson All program completers, 2021-22	3			
217 -SCIENCE SUBTEST II: LIFE SCIENCES Evaluation Systems group of Pearson All program completers, 2020-21	1			
217 -SCIENCE SUBTEST II: LIFE SCIENCES Evaluation Systems group of Pearson All program completers, 2019-20	1			
220 -SCIENCE SUBTEST II: PHYSICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
C2021 -SNGL SUBJ-ART 1 Evaluation Systems group of Pearson All program completers, 2021-22	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
C2021 -SNGL SUBJ-ART 1 Evaluation Systems group of Pearson All program completers, 2020-21	2			
C2021 -SNGL SUBJ-ART 1 Evaluation Systems group of Pearson All program completers, 2019-20	1			
C2022 -SNGL SUBJ-ART 2 Evaluation Systems group of Pearson All program completers, 2021-22	2			
C2022 -SNGL SUBJ-ART 2 Evaluation Systems group of Pearson All program completers, 2020-21	1			
C2041 -SNGL SUBJ-ENGLISH 1 Evaluation Systems group of Pearson Other enrolled students	2			
C2041 -SNGL SUBJ-ENGLISH 1 Evaluation Systems group of Pearson All program completers, 2021-22	3			
C2041 -SNGL SUBJ-ENGLISH 1 Evaluation Systems group of Pearson All program completers, 2020-21	3			
C2041 -SNGL SUBJ-ENGLISH 1 Evaluation Systems group of Pearson All program completers, 2019-20	8			
C2042 -SNGL SUBJ-ENGLISH 2 Evaluation Systems group of Pearson Other enrolled students	2			
C2042 -SNGL SUBJ-ENGLISH 2 Evaluation Systems group of Pearson All program completers, 2021-22	3			
C2042 -SNGL SUBJ-ENGLISH 2 Evaluation Systems group of Pearson All program completers, 2020-21	2			
C2042 -SNGL SUBJ-ENGLISH 2 Evaluation Systems group of Pearson All program completers, 2019-20	7			
C2101 -SNGL SUBJ-MUSIC 1 Evaluation Systems group of Pearson Other enrolled students	1			
C2101 -SNGL SUBJ-MUSIC 1 Evaluation Systems group of Pearson All program completers, 2021-22	1			
C2101 -SNGL SUBJ-MUSIC 1 Evaluation Systems group of Pearson All program completers, 2020-21	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
C2101 -SNGL SUBJ-MUSIC 1 Evaluation Systems group of Pearson All program completers, 2019-20	4			
C2102 -SNGL SUBJ-MUSIC 2 Evaluation Systems group of Pearson Other enrolled students	1			
C2102 -SNGL SUBJ-MUSIC 2 Evaluation Systems group of Pearson All program completers, 2021-22	1			
C2102 -SNGL SUBJ-MUSIC 2 Evaluation Systems group of Pearson All program completers, 2020-21	1			
C2102 -SNGL SUBJ-MUSIC 2 Evaluation Systems group of Pearson All program completers, 2019-20	4			
C2111 -SNGL SUBJ-PHYSICAL EDUCATION 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
C2111 -SNGL SUBJ-PHYSICAL EDUCATION 1 Evaluation Systems group of Pearson Other enrolled students	2			
C2111 -SNGL SUBJ-PHYSICAL EDUCATION 1 Evaluation Systems group of Pearson All program completers, 2021-22	7			
C2111 -SNGL SUBJ-PHYSICAL EDUCATION 1 Evaluation Systems group of Pearson All program completers, 2020-21	2			
C2111 -SNGL SUBJ-PHYSICAL EDUCATION 1 Evaluation Systems group of Pearson All program completers, 2019-20	5			
C2112 -SNGL SUBJ-PHYSICAL EDUCATION 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
C2112 -SNGL SUBJ-PHYSICAL EDUCATION 2 Evaluation Systems group of Pearson Other enrolled students	2			
C2112 -SNGL SUBJ-PHYSICAL EDUCATION 2 Evaluation Systems group of Pearson All program completers, 2021-22	6			
C2112 -SNGL SUBJ-PHYSICAL EDUCATION 2 Evaluation Systems group of Pearson All program completers, 2020-21	2			
C2112 -SNGL SUBJ-PHYSICAL EDUCATION 2 Evaluation Systems group of Pearson All program completers, 2019-20	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
C2121 -SNGL SUBJ-SCIENCE 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
C2121 -SNGL SUBJ-SCIENCE 1 Evaluation Systems group of Pearson Other enrolled students	2			
C2121 -SNGL SUBJ-SCIENCE 1 Evaluation Systems group of Pearson All program completers, 2021-22	4			
C2121 -SNGL SUBJ-SCIENCE 1 Evaluation Systems group of Pearson All program completers, 2019-20	1			
C2122 -SNGL SUBJ-SCIENCE 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
C2122 -SNGL SUBJ-SCIENCE 2 Evaluation Systems group of Pearson Other enrolled students	1			
C2122 -SNGL SUBJ-SCIENCE 2 Evaluation Systems group of Pearson All program completers, 2021-22	4			
C2122 -SNGL SUBJ-SCIENCE 2 Evaluation Systems group of Pearson All program completers, 2019-20	1			
C2131 -SNGL SUBJ-SOCIAL SCIENCE 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
C2131 -SNGL SUBJ-SOCIAL SCIENCE 1 Evaluation Systems group of Pearson Other enrolled students	2			
C2131 -SNGL SUBJ-SOCIAL SCIENCE 1 Evaluation Systems group of Pearson All program completers, 2021-22	7			
C2131 -SNGL SUBJ-SOCIAL SCIENCE 1 Evaluation Systems group of Pearson All program completers, 2020-21	3			
C2131 -SNGL SUBJ-SOCIAL SCIENCE 1 Evaluation Systems group of Pearson All program completers, 2019-20	5			
C2132 -SNGL SUBJ-SOCIAL SCIENCE 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
C2132 -SNGL SUBJ-SOCIAL SCIENCE 2 Evaluation Systems group of Pearson Other enrolled students	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
C2132 -SNGL SUBJ-SOCIAL SCIENCE 2 Evaluation Systems group of Pearson All program completers, 2021-22	7			
C2132 -SNGL SUBJ-SOCIAL SCIENCE 2 Evaluation Systems group of Pearson All program completers, 2020-21	2			
C2132 -SNGL SUBJ-SOCIAL SCIENCE 2 Evaluation Systems group of Pearson All program completers, 2019-20	5			
114 -SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
114 -SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson Other enrolled students	2			
114 -SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2021-22	5			
114 -SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2020-21	8			
114 -SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2019-20	5			
115 -SOCIAL SCIENCE SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
115 -SOCIAL SCIENCE SUBTEST II Evaluation Systems group of Pearson Other enrolled students	2			
115 -SOCIAL SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2021-22	5			
115 -SOCIAL SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2020-21	8			
115 -SOCIAL SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2019-20	5			
116 -SOCIAL SCIENCE SUBTEST III Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
116 -SOCIAL SCIENCE SUBTEST III Evaluation Systems group of Pearson Other enrolled students	2			

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 program completers, 2021-22	5			
116 -SOCIAL SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2020-21	8			
116 -SOCIAL SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2019-20	5			

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(§205\(a\)\(1\)\(B\)\)](#)

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 RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2021-22	97	75	77
All program completers, 2020-21	84	69	82
All program completers, 2019-20	65	58	89

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

Note: This section is preloaded from the prior year's IPRC.

Low-Performing

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:

- State
- CAEP
- AAQEP
- Other specify:

California Commission on Teacher Credentialing (CCTC)

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- Yes
- No

Use of Technology

THIS PAGE INCLUDES:

>> [Use of Technology](#)

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

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.

Students complete an online course ("Teachers and Technology") during the first semester of their formal education courses. They are required to demonstrate the ability to collect, manage, and analyze data with the goal of improving their teaching practice and student achievement. Principles of Universal Design for learning are embedded throughout our formal core education courses. Universal Design elements are introduced during the course entitled "Planning and Assessment for Inclusive Classrooms" and is also embedded during the advanced methods courses taken in the second semester of coursework.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Note: This section is preloaded from the prior year's IPRC.

Teacher Training

1. Provide a description of the activities that prepare general education teachers to:

a. Teach students with disabilities effectively

Candidates are prepared to teach students with a range of special needs and disabilities. They learn about the history and laws of special education by completing a choice board research activity (204). They learn about the characteristics of a range of disabilities through class readings and presentations (Disabilities Fact Sheet, Service Delivery Models, Physical Health Disability Pamphlet/Presentation). Students apply this knowledge by writing lesson plans throughout the program that adjust instruction to meet the needs of students' individual special needs. Candidates complete a final state assessment (California Teacher Performance Assessment) that specifically demonstrates teaching students with special needs.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

Candidates are introduced to the IEP process through in class discussions and readings in connection with learning about students with special needs (EDUC 204, EDUC 301). Candidates explore this more deeply when interviewing a general education teacher and asking specific questions about the role of a general education teacher at an IEP meeting. Candidates also complete an online module that explores the IEP process and the roles of each participant (402). In student teaching, candidates will participate, as permitted, in any available IEP meetings.

c. Effectively teach students who are limited English proficient.

Candidates learn about second language acquisition, testing for English language development, and adapting instruction for second language learners. They learn about CA ELD Standards and specific ELL strategies/scaffolds and use those standards and strategies to write lesson plans throughout the program. Candidates analyze assessment data, background information, assets/needs of an ELL student to develop instruction that will meet the needs of specific students (ELL Profile). In field work and student teaching, candidates work with English Language learners and teach lessons that are adapted to support access to instruction. Candidates complete a final state assessment (California Teacher Performance Assessment) that specifically demonstrates teaching students with special needs.

2. Does your program prepare special education teachers?

- Yes
 No

If yes, provide a description of the activities that prepare *special education teachers* to:

a. Teach students with disabilities effectively

Candidates are prepared to teach students with a range of special needs and disabilities. They learn about the history and laws of special education by completing a choice board research activity (204). They learn about the characteristics of a range of disabilities through class readings and presentations (Disabilities Fact Sheet, Service Delivery Models, Physical Health Disability Pamphlet/Presentation). Students apply this knowledge by writing lesson plans throughout the program that adjust instruction to meet the needs of students' individual special needs. Candidates complete a final state assessment (California Teacher Performance Assessment) that specifically demonstrates teaching students with special needs.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

Candidates are introduced to the IEP process through in class discussions and readings in connection with learning about students with special needs (EDUC 204, EDUC 301). Candidates explore this more deeply when interviewing a general education teacher and asking specific questions about the role of a general education teacher at an IEP meeting. Candidates also complete an online module that explores the IEP process and the roles of each participant (402). Candidates learn about administering assessments and analyzing results to develop an IEP for students with special needs (526). Candidates practice a mock IEP meeting and discuss the roles of each participant (526). Throughout the program, candidates participate in field experience and student teaching and document observing the range of support providers involved in the special education process. In student teaching, candidates participate in available IEP meetings.

c. Effectively teach students who are limited English proficient.

Candidates learn about second language acquisition, testing for English language development, and adapting instruction for second language learners. They learn about CA ELD Standards and specific ELL strategies/scaffolds and use those standards and strategies to write lesson plans throughout the program. Candidates analyze assessment data, background information, assets/needs of an ELL student to develop instruction that will meet the needs of specific students (ELL Profile). In field work and student teaching, candidates work with English Language learners and teach lessons that are adapted to support access to instruction. Candidates complete a final state assessment (California Teacher Performance Assessment) that specifically demonstrates teaching students with special needs.

Contextual Information

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

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.

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:

TITLE:

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:

TITLE: