



Azusa Pacific University
Traditional Report AY 2022-23
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

109785

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

701 East Foothill Boulevard

CITY

Azusa

STATE

California

ZIP

91702

SALUTATION

FIRST NAME

Ann

LAST NAME

Plumb

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List of Programs

THIS PAGE INCLUDES:

>> [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](#)

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	PG	
13.1	Special Education	Both	
13.1302	Teacher Education - Art	PG	
13.1322	Teacher Education - Biology	PG	
13.1303	Teacher Education - Business	PG	
13.1323	Teacher Education - Chemistry	PG	
13.1337	Teacher Education - Earth Science	PG	
13.1305	Teacher Education - English/Language Arts	PG	
13.1306	Teacher Education - Foreign Language	PG	
13.1316	Teacher Education - General Science	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	PG	
13.1314	Teacher Education - Physical Education and Coaching	PG	
13.1329	Teacher Education - Physics	PG	
13.1317	Teacher Education - Social Sciences	PG	

Total number of teacher preparation programs:

18

Program Requirements

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\(a\)\(1\)\(C\)\(i\)\)](#)

THIS PAGE INCLUDES:

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

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 type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" 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 type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" 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 type="radio"/> Yes <input checked="" 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 type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
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 type="radio"/> Yes <input checked="" 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.)

3

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.)

3

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 type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" 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 type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" 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 type="radio"/> Yes <input checked="" 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

Element	Admission	Completion
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" 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 type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" 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.)

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.)

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

For regular admission status a cumulative minimum 3.0 (on a 4.0 scale) grade-point average on the posted degree is required. Provisional admittance may be granted to individuals with a lower GPA if competency can be shown through multiple measures. An Admissions Rubric is completed based on admission requirements. The Rubric score will determine if an applicant should be interviewed by the Program Director for a favorable admission decision.

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 2022-23. ([§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

Number of clock hours required for student teaching

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)

[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)

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

Number of students in supervised clinical experience during this academic year

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

Candidates are placed in a public school setting with a Cooperating Teacher for 16-weeks and must have access to English learners, students with special needs who are currently on an IEP or 504 plan or GATE, and students whose life experience(s) either inside or outside of school result in a need for additional academic and/or emotional support. Multiple Subject candidates spend one eight week session in a lower grade level (K-2) and one in an upper grade level (3-6). Single Subject candidates are in their assignment the entire 16-week term and have a minimum of four class periods per day in their subject area with two different preps (grade level or subject content). Education Specialist assignments must be in an appropriate setting according to their program authorization (Mild to Moderate Support Needs or Extensive Support Needs) for the full 16-week term. Each Cooperating Teacher needs to hold a California Clear Teaching Credential and have completed three years of successful teaching experience, including one year at the current grade level or subject area of the student teaching assignment, and have demonstrated a positive impact on candidates; development and diverse K-12 student learning and development. Additionally, Cooperating Teachers must complete a minimum of 10 hours of initial orientation to program curriculum, effective supervision approaches, and current content-specific pedagogy and instructional practices. During student teaching assignments, University Mentors/Coaches work with the Cooperating Teachers to mentor student teachers and submit a mid-point and final evaluation. The University Mentors/Coaches will observe the student teachers a minimum of six times over the 16-week time period. Candidates in clinical practice, while in a contracted teaching position, experience the same level of mentorship and supervision by University Mentors/Coaches and site Administrators.

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

2022-23 Total	
Total Number of Individuals Enrolled	384
Subset of Program Completers	98

Gender	Total Enrolled	Subset of Program Completers
Male	107	21
Female	266	76
Non-Binary/Other	0	0
No Gender Reported	11	1
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	15	5
Black or African American	15	3
Hispanic/Latino of any race	195	37
Native Hawaiian or Other Pacific Islander	2	0
White	123	44

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	13	3
No Race/Ethnicity Reported	21	6

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.

THIS PAGE INCLUDES:

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

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

- [Academic Major](#)

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2022-23.

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 2022-23

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	19

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education - Elementary Education	40
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	79
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	1
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	6
13.1306	Teacher Education - Foreign Language	1
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	4
13.1312	Teacher Education - Music	1
13.1314	Teacher Education - Physical Education and Coaching	13
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	2
13.1317	Teacher Education - Social Science	11
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	

CIP Code	Subject Area	Number Prepared
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"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2022-23. 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 2022-23

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"/>

CIP Code	Academic Major	Number Prepared
13.1307	Teacher Education - Health	<input type="text"/>
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"/>

CIP Code	Academic Major	Number Prepared
09	Communication or Journalism	<input type="text"/>
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"/>

CIP Code	Academic Major	Number Prepared
54	History	<input type="text"/>
99	Other Specify: <input type="text"/>	<input 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 teacher education programs provide candidates with opportunities to apply content learned in the classroom in diverse settings. Azusa Pacific University, located in Southern California, provides many practical opportunities for our candidates to experience urban, suburban, and/or rural schools, while providing instruction to limited English proficient students, children from low-income families, and children with a variety of disabilities. The University is accredited by the Council for the Accreditation of Education Preparation (CAEP). The Division of Teacher Education has implemented curriculum to align with updated California Teaching Performance Expectations. Candidates receive embedded instruction and preparation to work with diverse student populations including English learners, students in GATE, students with special needs who are currently on an IEP or 504 plan, and students whose life experience(s) either inside or outside of school may result in a need for additional academic and/or emotional support. Teacher

candidates in all the Preliminary Teaching Credential programs share four common foundation courses providing a base of instruction across the education continuum and a broader understanding of K-12 education. A co-teaching environment is modeled in one courses preparing candidates to teach in more inclusive K-12 environments in which elementary or secondary education teachers and special education teachers work together collaboratively. Thematic elements of technology, English learners, diversity, faith integration, and professional dispositions are embedded across each program of study. The Division collaborates with partner K-12 school districts to prepare teacher candidates to address the specific needs of all students. Embedded field experiences and clinical practice experiences connect coursework directly to the K-12 environment throughout the programs. During coursework and clinical practice, candidates demonstrate their ability to plan, design, and facilitate academic learning experiences for all students.

Annual Goals: Mathematics

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

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 (2022-23)

1. Did your program prepare teachers in mathematics in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

The Traditional Teacher Preparation Program had a goal to prepare 5 teachers in the area of Math for 2022-2023 academic school year.

3. Did your program meet the goal?

- Yes
 No

4. Description of strategies used to achieve goal, if applicable:

The Traditional Teacher Preparation Program had a goal to prepare 5 teachers in the area of Math for 2022-2023 academic school year. The Traditional Teacher Preparation Program exceeded the set goal by having prepared 25 teacher candidates in the area of Math for the 2022-2023 academic school year of which 4 were completers.

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 (2023-24)

7. Is your program preparing teachers in mathematics in 2023-24? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

The Traditional Teacher Preparation Program has a goal to prepare 5 teachers in the area of Math for 2023-2024 academic school year.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in mathematics in 2024-25? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

The Traditional Teacher Preparation Program has a goal to prepare 5 teachers in the area of Math for the 2024-2025 academic year.

Annual Goals: Science

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

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 (2022-23)

1. Did your program prepare teachers in science in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

The Traditional Teacher Preparation Program had a goal to prepare 5 teachers in area of Science for 2022-2023 academic year.

3. Did your program meet the goal?

- Yes
 No

4. Description of strategies used to achieve goal, if applicable:

The Traditional Teacher Preparation Program had a goal to prepare 5 teachers in area of Science for 2022-2023 academic year. The Traditional Teacher Preparation program has exceeded the set goal by having prepared 11 Science teachers enrolled in the area of Science for 2022-2023 academic school year of which 2 were completers.

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 (2023-24)

7. Is your program preparing teachers in science in 2023-24? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

The Traditional Teacher Preparation Program has a goal to prepare 5 teachers in area of Science for 2023-2024 academic year.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in science in 2024-25? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

The Traditional Teacher Preparation Program has a goal to prepare 5 teachers in the area of Science for the 2024-2025 academic year.

Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

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 (2022-23)

1. Did your program prepare teachers in special education in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

The Traditional Teacher Preparation Program had a goal to prepare 25 Education Specialist teachers for the 2022-2023 academic school year.

3. Did your program meet the goal?

- Yes
 No

4. Description of strategies used to achieve goal, if applicable:

The Traditional Teacher Preparation Program had a goal to prepare 25 Education Specialist teachers for the 2022-2023 academic school year. The Traditional Teacher Preparation Program has exceeded the set goal by having prepared 74 Education Specialist teachers for the 2022-2023 academic school year of which 19 were completers.

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 (2023-24)

7. Is your program preparing teachers in special education in 2023-24? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

The Traditional Teacher Preparation Program has a goal to prepare 25 Education Specialist teachers for the 2023-2024 academic school year.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in special education in 2024-25? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

The Traditional Teacher Preparation Program has a goal to prepare 25 Education Specialist teachers for the 2024-2025 academic school year.

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

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 (2022-23)

1. Did your program prepare teachers in instruction of limited English proficient students in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

It is the goal of the teacher preparation program to provide teacher candidates with rich learning activities rooted in culturally responsive teaching for English Learners. These include oral language development, vocabulary acquisition, asset-based instructional planning, English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) strategies, differentiation, and assessment considerations for culturally and linguistically diverse students. Additionally, each faculty has the goal to embed the use of a shared EL text within all courses, in order to emphasize differentiated aspects of EL instruction at a deeper level at specific points throughout the program. Finally, Teacher candidates will complete fieldwork and clinical practice that includes opportunities to work with English learners in diverse classroom settings for the 2022-2023 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 (2023-24)

7. Is your program preparing teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

It is the goal of the teacher preparation program to provide teacher candidates with rich learning activities rooted in culturally responsive teaching for English Learners. These include oral language development, vocabulary acquisition, asset-based instructional planning, English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) strategies, differentiation, and assessment considerations for culturally and linguistically diverse students. Additionally, each faculty has the goal to embed the use of a shared EL text within all courses, in order to emphasize differentiated aspects of EL instruction at a deeper level at specific points throughout the program. Finally, Teacher candidates will complete fieldwork and clinical practice that includes opportunities to work with English learners in diverse classroom settings for the 2023-2024 academic year.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

It is the goal of the teacher preparation program to provide teacher candidates with rich learning activities rooted in culturally responsive teaching for English Learners. These include oral language development, vocabulary acquisition, asset-based instructional planning, English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) strategies, differentiation, and assessment considerations for culturally and linguistically diverse students. Additionally, each faculty has the goal to embed the use of a shared EL text within all courses, in order to emphasize differentiated aspects of EL instruction at a deeper level at specific points throughout the program. Finally, Teacher candidates will complete fieldwork and clinical practice that includes opportunities to work with English learners in diverse classroom settings for the 2024-2025 academic year.

Assessment Pass Rates

THIS PAGE INCLUDES:

>> [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](#)

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 Other enrolled students	1			
229 -ART SUBTEST I Evaluation Systems group of Pearson Other enrolled students	1			
140 -ART SUBTEST I Evaluation Systems group of Pearson All program completers, 2022-23	1			
140 -ART SUBTEST I Evaluation Systems group of Pearson All program completers, 2020-21	1			
141 -ART SUBTEST II Evaluation Systems group of Pearson Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
230 -ART SUBTEST II Evaluation Systems group of Pearson Other enrolled students	1			
141 -ART SUBTEST II Evaluation Systems group of Pearson All program completers, 2022-23	1			
141 -ART SUBTEST II Evaluation Systems group of Pearson All program completers, 2020-21	1			
98 -CBEST Evaluation Systems group of Pearson Other enrolled students	161	146	159	99
98 -CBEST Evaluation Systems group of Pearson All program completers, 2022-23	76	148	76	100
98 -CBEST Evaluation Systems group of Pearson All program completers, 2021-22	92	155	92	100
98 -CBEST Evaluation Systems group of Pearson All program completers, 2020-21	181	150	181	100
105 -ENGLISH SUBTEST I Evaluation Systems group of Pearson Other enrolled students	6			
105 -ENGLISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2022-23	3			
105 -ENGLISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2021-22	9			
105 -ENGLISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2020-21	14	240	14	100
106 -ENGLISH SUBTEST II Evaluation Systems group of Pearson Other enrolled students	5			
106 -ENGLISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2022-23	3			
106 -ENGLISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2021-22	9			
106 -ENGLISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2020-21	14	241	14	100

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 Other enrolled students	6			
107 -ENGLISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2022-23	3			
107 -ENGLISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2021-22	9			
107 -ENGLISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2020-21	14	234	14	100
108 -ENGLISH SUBTEST IV Evaluation Systems group of Pearson Other enrolled students	4			
108 -ENGLISH SUBTEST IV Evaluation Systems group of Pearson All program completers, 2022-23	3			
108 -ENGLISH SUBTEST IV Evaluation Systems group of Pearson All program completers, 2021-22	9			
108 -ENGLISH SUBTEST IV Evaluation Systems group of Pearson All program completers, 2020-21	14	229	14	100
211 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson Other enrolled students	10	207	3	30
211 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson All program completers, 2022-23	2			
211 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson All program completers, 2021-22	4			
211 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson All program completers, 2020-21	7			
212 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson Other enrolled students	6			
212 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson All program completers, 2022-23	2			
212 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson All program completers, 2021-22	4			

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, 2020-21	7			
213 -MATHEMATICS SUBTEST III Evaluation Systems group of Pearson Other enrolled students	1			
213 -MATHEMATICS SUBTEST III Evaluation Systems group of Pearson All program completers, 2021-22	1			
213 -MATHEMATICS SUBTEST III Evaluation Systems group of Pearson All program completers, 2020-21	3			
C2161 -MULT SUBJ-LITERACY 1 Evaluation Systems group of Pearson Other enrolled students	22	20	15	68
C2161 -MULT SUBJ-LITERACY 1 Evaluation Systems group of Pearson All program completers, 2022-23	18	21	18	100
C2161 -MULT SUBJ-LITERACY 1 Evaluation Systems group of Pearson All program completers, 2021-22	19	22	19	100
C2161 -MULT SUBJ-LITERACY 1 Evaluation Systems group of Pearson All program completers, 2020-21	41	20	29	71
C2152 -MULT SUBJ-LITERACY 2 Evaluation Systems group of Pearson Other enrolled students	7			
C2152 -MULT SUBJ-LITERACY 2 Evaluation Systems group of Pearson All program completers, 2022-23	22	24	22	100
C2152 -MULT SUBJ-LITERACY 2 Evaluation Systems group of Pearson All program completers, 2021-22	12	25	12	100
C2152 -MULT SUBJ-LITERACY 2 Evaluation Systems group of Pearson All program completers, 2020-21	19	23	17	89
C2151 -MULT SUBJ-MATH 1 Evaluation Systems group of Pearson Other enrolled students	13	20	7	54
C2091 -MULT SUBJ-MATH 1 Evaluation Systems group of Pearson Other enrolled students	5			
C2091 -MULT SUBJ-MATH 1 Evaluation Systems group of Pearson All program completers, 2022-23	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
C2151 -MULT SUBJ-MATH 1 Evaluation Systems group of Pearson All program completers, 2022-23	22	22	22	100
C2091 -MULT SUBJ-MATH 1 Evaluation Systems group of Pearson All program completers, 2021-22	8			
C2151 -MULT SUBJ-MATH 1 Evaluation Systems group of Pearson All program completers, 2021-22	12	23	12	100
C2151 -MULT SUBJ-MATH 1 Evaluation Systems group of Pearson All program completers, 2020-21	26	21	20	77
C2091 -MULT SUBJ-MATH 1 Evaluation Systems group of Pearson All program completers, 2020-21	7			
C2162 -MULT SUBJ-MATH 2 Evaluation Systems group of Pearson Other enrolled students	11	23	9	82
C2092 -MULT SUBJ-MATH 2 Evaluation Systems group of Pearson Other enrolled students	5			
C2162 -MULT SUBJ-MATH 2 Evaluation Systems group of Pearson All program completers, 2022-23	18	24	18	100
C2092 -MULT SUBJ-MATH 2 Evaluation Systems group of Pearson All program completers, 2022-23	4			
C2092 -MULT SUBJ-MATH 2 Evaluation Systems group of Pearson All program completers, 2021-22	8			
C2162 -MULT SUBJ-MATH 2 Evaluation Systems group of Pearson All program completers, 2021-22	18	24	18	100
C2092 -MULT SUBJ-MATH 2 Evaluation Systems group of Pearson All program completers, 2020-21	6			
C2162 -MULT SUBJ-MATH 2 Evaluation Systems group of Pearson All program completers, 2020-21	32	23	25	78
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson Other enrolled students	82	233	70	85
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson All program completers, 2022-23	39	238	39	100

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 program completers, 2021-22	51	245	50	98
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson All program completers, 2020-21	108	234	108	100
214 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson Other enrolled students	74	240	64	86
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson Other enrolled students	2			
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2022-23	2			
214 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2022-23	37	250	36	97
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2021-22	2			
214 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2021-22	49	249	48	98
214 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2020-21	104	240	103	99
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2020-21	4			
225 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson Other enrolled students	39	259	39	100
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson Other enrolled students	39	239	39	100
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All program completers, 2022-23	39	241	39	100
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All program completers, 2021-22	50	244	50	100
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All program completers, 2020-21	108	238	108	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 All program completers, 2020-21	2			
137 -MUSIC SUBTEST II Evaluation Systems group of Pearson All program completers, 2020-21	2			
138 -MUSIC SUBTEST III Evaluation Systems group of Pearson All program completers, 2020-21	2			
129 -PHYSICAL EDUCATION SUBTEST I Evaluation Systems group of Pearson Other enrolled students	22	228	17	77
129 -PHYSICAL EDUCATION SUBTEST I Evaluation Systems group of Pearson All program completers, 2022-23	10	240	10	100
129 -PHYSICAL EDUCATION SUBTEST I Evaluation Systems group of Pearson All program completers, 2021-22	9			
129 -PHYSICAL EDUCATION SUBTEST I Evaluation Systems group of Pearson All program completers, 2020-21	13	244	13	100
130 -PHYSICAL EDUCATION SUBTEST II Evaluation Systems group of Pearson Other enrolled students	21	229	17	81
130 -PHYSICAL EDUCATION SUBTEST II Evaluation Systems group of Pearson All program completers, 2022-23	10	240	10	100
130 -PHYSICAL EDUCATION SUBTEST II Evaluation Systems group of Pearson All program completers, 2021-22	9			
130 -PHYSICAL EDUCATION SUBTEST II Evaluation Systems group of Pearson All program completers, 2020-21	13	233	13	100
131 -PHYSICAL EDUCATION SUBTEST III Evaluation Systems group of Pearson Other enrolled students	20	231	17	85
131 -PHYSICAL EDUCATION SUBTEST III Evaluation Systems group of Pearson All program completers, 2022-23	10	227	10	100
131 -PHYSICAL EDUCATION SUBTEST III Evaluation Systems group of Pearson All program completers, 2021-22	9			
131 -PHYSICAL EDUCATION SUBTEST III Evaluation Systems group of Pearson All program completers, 2020-21	13	233	13	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
92 -RICA VIDEO Evaluation Systems group of Pearson All program completers, 2022-23	1			
92 -RICA VIDEO Evaluation Systems group of Pearson All program completers, 2021-22	1			
3 -RICA WRITTEN SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	106	228	71	67
3 -RICA WRITTEN SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2022-23	54	245	53	98
3 -RICA WRITTEN SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	34	246	33	97
3 -RICA WRITTEN SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	40	230	31	78
4 -RICA WRITTEN SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	91	238	77	85
4 -RICA WRITTEN SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2022-23	54	243	54	100
4 -RICA WRITTEN SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	34	251	33	97
4 -RICA WRITTEN SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	40	236	36	90
5 -RICA WRITTEN SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	87	241	75	86
5 -RICA WRITTEN SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2022-23	54	250	53	98
5 -RICA WRITTEN SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2021-22	34	252	33	97
5 -RICA WRITTEN SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2020-21	39	236	34	87
81.1 -RICA.1 Evaluation Systems group of Pearson Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
81.1 -RICA.1 Evaluation Systems group of Pearson All program completers, 2022-23	4			
81.1 -RICA.1 Evaluation Systems group of Pearson All program completers, 2021-22	21	238	21	100
81.1 -RICA.1 Evaluation Systems group of Pearson All program completers, 2020-21	59	232	59	100
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, 2022-23	2			
215 -SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2021-22	2			
215 -SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2020-21	9			
217 -SCIENCE SUBTEST II: LIFE SCIENCES Evaluation Systems group of Pearson Other enrolled students	1			
217 -SCIENCE SUBTEST II: LIFE SCIENCES Evaluation Systems group of Pearson All program completers, 2022-23	1			
217 -SCIENCE SUBTEST II: LIFE SCIENCES Evaluation Systems group of Pearson All program completers, 2021-22	2			
217 -SCIENCE SUBTEST II: LIFE SCIENCES Evaluation Systems group of Pearson All program completers, 2020-21	5			
220 -SCIENCE SUBTEST II: PHYSICS Evaluation Systems group of Pearson All program completers, 2020-21	2			
C2021 -SNGL SUBJ-ART 1 Evaluation Systems group of Pearson All program completers, 2022-23	1			
C2021 -SNGL SUBJ-ART 1 Evaluation Systems group of Pearson All program completers, 2020-21	1			
C2022 -SNGL SUBJ-ART 2 Evaluation Systems group of Pearson All program completers, 2022-23	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
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	7			
C2041 -SNGL SUBJ-ENGLISH 1 Evaluation Systems group of Pearson All program completers, 2022-23	6			
C2041 -SNGL SUBJ-ENGLISH 1 Evaluation Systems group of Pearson All program completers, 2021-22	11	24	11	100
C2041 -SNGL SUBJ-ENGLISH 1 Evaluation Systems group of Pearson All program completers, 2020-21	13	26	13	100
C2042 -SNGL SUBJ-ENGLISH 2 Evaluation Systems group of Pearson Other enrolled students	6			
C2042 -SNGL SUBJ-ENGLISH 2 Evaluation Systems group of Pearson All program completers, 2022-23	6			
C2042 -SNGL SUBJ-ENGLISH 2 Evaluation Systems group of Pearson All program completers, 2021-22	11	26	11	100
C2042 -SNGL SUBJ-ENGLISH 2 Evaluation Systems group of Pearson All program completers, 2020-21	13	28	11	85
C2101 -SNGL SUBJ-MUSIC 1 Evaluation Systems group of Pearson Other enrolled students	2			
C2101 -SNGL SUBJ-MUSIC 1 Evaluation Systems group of Pearson All program completers, 2022-23	1			
C2101 -SNGL SUBJ-MUSIC 1 Evaluation Systems group of Pearson All program completers, 2020-21	3			
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, 2022-23	1			
C2102 -SNGL SUBJ-MUSIC 2 Evaluation Systems group of Pearson All program completers, 2020-21	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
C2111 -SNGL SUBJ-PHYSICAL EDUCATION 1 Evaluation Systems group of Pearson Other enrolled students	13	20	11	85
C2111 -SNGL SUBJ-PHYSICAL EDUCATION 1 Evaluation Systems group of Pearson All program completers, 2022-23	13	23	13	100
C2111 -SNGL SUBJ-PHYSICAL EDUCATION 1 Evaluation Systems group of Pearson All program completers, 2021-22	12	23	12	100
C2111 -SNGL SUBJ-PHYSICAL EDUCATION 1 Evaluation Systems group of Pearson All program completers, 2020-21	11	23	11	100
C2112 -SNGL SUBJ-PHYSICAL EDUCATION 2 Evaluation Systems group of Pearson Other enrolled students	10	26	5	50
C2112 -SNGL SUBJ-PHYSICAL EDUCATION 2 Evaluation Systems group of Pearson All program completers, 2022-23	13	28	13	100
C2112 -SNGL SUBJ-PHYSICAL EDUCATION 2 Evaluation Systems group of Pearson All program completers, 2021-22	12	26	12	100
C2112 -SNGL SUBJ-PHYSICAL EDUCATION 2 Evaluation Systems group of Pearson All program completers, 2020-21	9			
C2121 -SNGL SUBJ-SCIENCE 1 Evaluation Systems group of Pearson Other enrolled students	3			
C2121 -SNGL SUBJ-SCIENCE 1 Evaluation Systems group of Pearson All program completers, 2022-23	2			
C2121 -SNGL SUBJ-SCIENCE 1 Evaluation Systems group of Pearson All program completers, 2021-22	2			
C2121 -SNGL SUBJ-SCIENCE 1 Evaluation Systems group of Pearson All program completers, 2020-21	8			
C2122 -SNGL SUBJ-SCIENCE 2 Evaluation Systems group of Pearson Other enrolled students	3			
C2122 -SNGL SUBJ-SCIENCE 2 Evaluation Systems group of Pearson All program completers, 2022-23	2			
C2122 -SNGL SUBJ-SCIENCE 2 Evaluation Systems group of Pearson All program completers, 2021-22	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
C2122 -SNGL SUBJ-SCIENCE 2 Evaluation Systems group of Pearson All program completers, 2020-21	7			
C2131 -SNGL SUBJ-SOCIAL SCIENCE 1 Evaluation Systems group of Pearson Other enrolled students	7			
C2131 -SNGL SUBJ-SOCIAL SCIENCE 1 Evaluation Systems group of Pearson All program completers, 2022-23	10	24	10	100
C2131 -SNGL SUBJ-SOCIAL SCIENCE 1 Evaluation Systems group of Pearson All program completers, 2021-22	10	23	10	100
C2131 -SNGL SUBJ-SOCIAL SCIENCE 1 Evaluation Systems group of Pearson All program completers, 2020-21	12	22	10	83
C2132 -SNGL SUBJ-SOCIAL SCIENCE 2 Evaluation Systems group of Pearson Other enrolled students	6			
C2132 -SNGL SUBJ-SOCIAL SCIENCE 2 Evaluation Systems group of Pearson All program completers, 2022-23	10	25	10	100
C2132 -SNGL SUBJ-SOCIAL SCIENCE 2 Evaluation Systems group of Pearson All program completers, 2021-22	10	26	10	100
C2132 -SNGL SUBJ-SOCIAL SCIENCE 2 Evaluation Systems group of Pearson All program completers, 2020-21	11	27	9	82
114 -SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson Other enrolled students	13	238	11	85
114 -SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2022-23	8			
114 -SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2021-22	8			
114 -SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2020-21	13	242	13	100
115 -SOCIAL SCIENCE SUBTEST II Evaluation Systems group of Pearson Other enrolled students	12	244	12	100
115 -SOCIAL SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2022-23	8			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
115 -SOCIAL SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2021-22	8			
115 -SOCIAL SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2020-21	13	247	13	100
116 -SOCIAL SCIENCE SUBTEST III Evaluation Systems group of Pearson Other enrolled students	11	246	11	100
116 -SOCIAL SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2022-23	8			
116 -SOCIAL SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2021-22	8			
116 -SOCIAL SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2020-21	13	244	13	100
145 -SPANISH SUBTEST I Evaluation Systems group of Pearson Other enrolled students	4			
145 -SPANISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2022-23	1			
145 -SPANISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2020-21	3			
146 -SPANISH SUBTEST II Evaluation Systems group of Pearson Other enrolled students	4			
146 -SPANISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2022-23	1			
146 -SPANISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2020-21	3			
147 -SPANISH SUBTEST III Evaluation Systems group of Pearson Other enrolled students	4			
147 -SPANISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2022-23	1			
147 -SPANISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2020-21	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
C2141 -WORLD LANGUAGES 1 Evaluation Systems group of Pearson Other enrolled students	3			
C2141 -WORLD LANGUAGES 1 Evaluation Systems group of Pearson All program completers, 2022-23	1			
C2141 -WORLD LANGUAGES 1 Evaluation Systems group of Pearson All program completers, 2020-21	4			
C2142 -WORLD LANGUAGES 2 Evaluation Systems group of Pearson Other enrolled students	2			
C2142 -WORLD LANGUAGES 2 Evaluation Systems group of Pearson All program completers, 2022-23	1			
C2142 -WORLD LANGUAGES 2 Evaluation Systems group of Pearson All program completers, 2020-21	3			

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. [\(S205\(a\)\(1\)\(B\)\)](#)

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.

THIS PAGE INCLUDES:

[>> Summary Pass Rates](#)

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](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2022-23	98	96	98
All program completers, 2021-22	101	98	97
All program completers, 2020-21	187	145	78

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:

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.

The Division of Teacher Education has implemented curriculum to align with updated California Teaching Performance Expectations. The thematic element of technology is embedded across the programs of study. The CalTPA embeds expectations around educational technology through a cycle of instruction where they plan, teach and assess, reflect, and apply. Success also requires use of technology by K-12 students for appropriate educational purposes and to positively impact their learning, not just use by the teacher candidate. The Division of Teacher Education will continue to review candidate performance on the CalTPA to ensure all teacher candidates demonstrate sufficient integration of educational technology.

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

General education teacher candidates receive embedded instruction and preparation to work with diverse student populations including students with special needs, who are currently on Individual Education Plans (IEP) or 504 plans. Teacher candidates participate in four foundational courses that are shared across the general education and special education preparation programs. One of the four foundational courses is co-taught by general education and special education faculty to ensure all teacher candidates are prepared to provide instruction to students with disabilities. These courses provide fully integrated strategies and methods for meeting the needs of students with special needs in general education classes. Multi-Tiered Systems of Support and Universal Design for Learning are covered along with the IEP process. Course assignments are designed to measure candidates' skills and competencies. Teacher candidates are also required to complete fieldwork experience and clinical practice in classrooms that reflect diverse populations. All of our teacher candidates must successfully complete the CalTPA prior to completion of our program and recommendation for their California Teaching Credential. Within the CalTPA candidates must successfully provide accommodations for a specific student with special needs in their student teaching classroom.

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*.

Three of the foundational courses that all general education teacher candidates participate in cover a variety of topics and assignments that focus on the roles and responsibilities of the members of an IEP team. These topics/assignments include, but are not limited to; writing SMART goals based on student data collection, understanding policies, protocols, and professionalism of IEP team members, participating in mock IEP meetings, reading and implementing IEP goals in a general education classrooms, and transition planning.

c. Effectively teach students who are limited English proficient.

All general education teacher candidates receive embedded instruction and preparation to work with diverse student populations including English learners. Foundational courses include a focus on instructional methods and strategies such as Specially Designed Academic Instruction in English (SDAIE), Sheltered Instruction Observation Protocol (SIOP), Cognitive Academic Language Learning Approach (CALLA). Candidates participate in lesson planning, data collection, and model lessons specific to English learners. All of our teacher candidates must successfully complete the CalTPA prior to completion of our program and recommendation for their California Teaching Credential. Within the CalTPA candidates must successfully provide accommodations for a specific English learner in their student teaching classroom. In addition, all APU teacher candidates are prepared for the English Learner Authorization per CTC regulations.

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

Teacher candidates participate in four foundational courses that are shared across the general education and special education preparation programs. One of the four foundational courses is co-taught by general education and special education faculty to ensure all teacher candidates are prepared to provide instruction to students with disabilities. These courses provide fully integrated strategies and methods for meeting the needs of students with special needs. Multi-Tiered Systems of Support and Universal Design for Learning are covered along with the IEP process. Special education teacher candidates also complete a series of Mild to Moderate Support Needs or Extensive Support Needs specialization courses that focus on assessment, data collection, lesson differentiation, transition services, IEP team participation, inclusion, etc. Course assignments are designed to measure students' skills and competencies. Teacher candidates are also required to complete fieldwork experience and clinical practice in classrooms that reflect diverse populations. Special education teacher candidates are required to complete a 16 week clinical practice assignment in the appropriate classroom setting for their emphasis.

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*.

Three of the foundational courses that all teacher candidates participate in cover a variety of topics and assignments that focus on the roles and responsibilities of the members of an IEP team. These topics/assignments include, but are not limited to; writing SMART goals based on student data collection, understanding policies, protocols, and professionalism of IEP team members, participating in mock IEP meetings, reading and implementing IEP goals in a general education classrooms, and transition planning. While in Special Education specialization coursework, special education teacher candidates experience more in depth instruction and assignments. Assignments include, but are not limited to; writing IEP goals based on a given case study of a student in the K-12 setting; developing assessment reports that include the selected student's present levels of performance, and developing IEP goals based on the diverse needs of the student (Mild to Moderate Support Needs or Extensive Support Needs). Special Educations teacher candidates select a student to administer two (2) standardized assessments to capture the student's present levels of performance and develop an appropriate assessment report summarizing the assessment results and recommendations for an IEP team to consider. Candidates complete an IEP which includes the student's present levels of performance, recommended IEP goals, accommodations and modifications, Universal Design for Learning, assistive technology, and create transition plans for secondary students as appropriate, to support the student's diverse needs. Candidates present the assessment results and recommendations to their colleagues during a mock IEP within a class session.

c. Effectively teach students who are limited English proficient.

All special education teacher candidates receive embedded instruction and preparation to work with diverse student populations including English learners. Foundational courses include a focus on instructional methods and strategies such as Specially Designed Academic Instruction in English (SDAIE), Sheltered Instruction Observation Protocol (SIOP), and Cognitive Academic Language Learning Approach (CALLA). Candidates participate in lesson planning, data collection, and modeling lessons specific to English learners. Special education teacher candidates also experience in depth training on how to provide services for students with special needs who are also classified as English learners. All of our teacher candidates must successfully complete the CalTPA prior to completion of our program and recommendation for their California Teaching Credential. Within the CalTPA candidates must successfully provide accommodations for a specific English learner in their student teaching classroom. In addition, all APU teacher candidates are prepared for the English Learner Authorization per CTC regulations.

Contextual Information

THIS PAGE INCLUDES:

>> [Contextual Information](#)

On this page, review the contextual information about your program, and update as needed.

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

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.

Azusa Pacific University (APU) is an evangelical Christian University located in the city of Azusa 35 miles east of Los Angeles, with teacher preparation programs also offered at 3 regional campuses in the High Desert (Victorville), Murrieta, and Orange County (Orange). APU has been committed to "God First" and excellence in higher education since 1899. The University, through the School of Education, has been educating teachers in state-approved programs since 1963. The University currently offers a B.A. in Liberal Studies, which prepares future multiple subject and special education teachers for the relevant subject knowledge. Four approved undergraduate subject matter programs are offered as preparation for future single subject teachers. The majority of teacher candidates in the School of Education Teacher Preparation Programs are post-baccalaureate/graduate students. The School of Education does offer an Integrated Bachelor's/Credential program for undergraduate students in Special Education, Single Subject Mathematics, or Single Subject General Science. Student in the Integrated Bachelor's/Credential program complete the traditional version of the teacher preparation program, not the alternative version. Traditional and intern programs are offered in a convenient late afternoon/evening eight-week session format for Multiple Subject, Single Subject, Special Education Mild to Moderate Support Needs and Extensive Support Needs teacher preparation. Of the University's 3,510 graduate student population, 2,553 (73%) of which are female, and 957 (27%) of which are male. Of this total, 2,315 (66%) were non-international ethnic minorities, 783 (22%) are white, and 204 (6%) have an unknown race/ethnicity. There are 105 (3%) international students that reflect the ethnic and linguistic diversity of the school districts in which the future teachers will serve. The Multiple Subject Teaching Credential Program prepares candidates for teaching in a variety of subjects in a self-contained classroom in K-12, and classes organized primarily for adults. The Single Subject Teaching Credential Program prepares candidates for teaching in a departmentalized classroom setting for K-12 and classes organized primarily for adults. Azusa Pacific University is authorized to recommend candidates for Single Subject credentials in the specific content areas of Art, Business, English, Mathematics, Music, Physical Education, Science, Social Science, and World Languages. The Education Specialist Credential Program prepares candidates to provide services and supports to students with disabilities in authorized areas of mild to moderate support needs or extensive support needs in kindergarten, including transitional kindergarten, grades 1-12 through age 22, and classes organized primarily for adults. The programs do require that candidates earn a grade of "B-" or higher in all credential coursework. Candidates who fail to earn a "B-" must repeat the course. In Spring 2023 the School of Education had its California Commission on Teacher Credentialing and CAEP joint reaccreditation site visit. The CTC Committee on Accreditation and the CAEP Council both made decisions of Accreditation. On May 29, 2020, Governor Newsom signed an Executive Order (EO-N-66-20) that allowed teacher candidates who were unable to complete the state required RICA and CalTPA assessments to progress in their Preliminary Credential program. Additionally, on September 18, 2020, Governor Newsom signed Senate Bill 820 (SB820), which extended the Executive Order flexibilities through the 2020/21 academic year. The Executive Order and Senate Bill are why completers from 2020-21 have pass rates below 100%. Prior to Fall 2022, the California Commission on Teacher Credentialing (CTC) only required Multiple Subject and Single Subject candidates to take the California Teaching Performance Assessment (CalTPA). However, APU has also required our Special Education candidates to take the CalTPA since Fall 2017. In examining or comparing CalTPA test results, it is important to keep in mind that APU's data include Special Education candidates. Assembly Bill 130 (AB130) became effective July 9, 2021. This legislation provides additional pathways for candidates to demonstrate the California Basic Skills Requirement and the California Subject Matter Requirement. The School of Education dedicated time and resources during the 2021/22 academic year to implementing the new pathways of coursework evaluation and degree major evaluation. These new pathways impact the CBEST and CSET test information reported in Title II Reports. In Spring 2024, APU was approved to be a pilot site for the new Literacy Performance Assessment (LPA) for Multiple Subject and Education Specialist teacher candidates. APU selected a number of eligible candidates to participate in this pilot program. These candidates are being supported while completing the CalTPA Cycle 1 and LPA Pilot. Participation in the LPA Pilot may lead to differences in the number of candidates reflected in the CalTPA data in Section III: Program Pass Rates.

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:

Ann Plumb *Ann Plumb*

TITLE:

SOE Credential Analyst

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:

Rebekah Harris *Reb C Harris*

TITLE:

Associate Dean, School of Education