



Azusa Pacific University
Alternative, IHE-based 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

PHONE

(626) 815-5445

EMAIL

aplumb@apu.edu

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	PG	
13.1	Special Education	PG	
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	PG	
13.1311	Teacher Education - Mathematics	PG	
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:

15

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

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

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:

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 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

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

60

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

1

All Programs

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

12

[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)

12

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

245

Number of students in supervised clinical experience during this academic year

259

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

Candidates hired in a teaching position in a public school setting which requires a CTC Intern Credential are enrolled in the Intern pathway. Their teaching position must be full-time and cover the full 16-week semester to be used to meet clinical practice requirements. Single Subject teachers must have a teaching assignment with a minimum of four periods in their approved subject area with two different preps (grade level or subject content). Multiple Subject teachers must have a teaching position in a self-contained setting. This includes elementary school and some middle school assignments. Middle school assignments need to include a core assignment teaching the same group of students at least two different core subjects. 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 semester. A University Mentor/Coach and a District Support Provider collaborate to provide at least 144 hours, of support and supervision across the academic year. Forty five hours of EL instructional support is also required for any teacher candidate without an EL authorization on a previous credential.

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	114
Subset of Program Completers	58

Gender	Total Enrolled	Subset of Program Completers
Male	31	13
Female	82	44
Non-Binary/Other	0	0
No Gender Reported	1	1
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	5	3
Black or African American	6	2
Hispanic/Latino of any race	51	22
Native Hawaiian or Other Pacific Islander	0	0
White	43	27

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	3	2
No Race/Ethnicity Reported	6	2

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 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="63"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="25"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	25
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	1
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	4
13.1306	Teacher Education - Foreign Language	2
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	6
13.1312	Teacher Education - Music	1
13.1314	Teacher Education - Physical Education and Coaching	2
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	9
13.1317	Teacher Education - Social Science	1
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	5
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	2
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	1
13.14	Teacher Education - English as a Second Language	
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="285 117 1260 163" type="text"/>	<input data-bbox="1292 90 1568 136" 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 has NCATE (transitioning to CAEP) accreditation. The Division of Teacher Education has implemented curriculum to align with updated California Teaching Performance Expectations. Students receive embedded instruction and preparation to work with diverse student populations including English learners, students in GATE, and students with special needs, who are currently on an IEP or 504 plan, and students whose life

broader understanding of K-12 education. A co-teaching environment is modeled in one course 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 graduate 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

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.

The Alternative Route Teacher Preparation Program had a goal to prepare 2 teachers in the area of Math for 2021-2022 academic school year.

3. Did your program meet the goal?

- Yes
 No

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

The Alternative Route Teacher Preparation Program had a goal to prepare 2 teachers in the area of Math for the 2021-2022 academic school year. The Alternative Route Teacher Preparation Program exceeded the set goal by having prepared 6 Math Teachers in 2021-2022 academic school year of which 3 were completers.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

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.

The Alternative Route Teacher Preparation Program has a goal to prepare 2 teachers in the area of Math for the 2022-2023 academic school 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.

The Alternative Route Teacher Preparation Program has a goal to prepare 2 teachers in the area of Math for the 2023-2024 academic school 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.

The Alternative Route Teacher Preparation Program had a goal to prepare 2 teachers in the area of Science for 2021-2022 academic school year.

3. Did your program meet the goal?

- Yes
 No

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

The Alternative Route Teacher Preparation Program had a goal to prepare 2 teachers in the area of Science for the 2021-2022 academic school year. The Alternative Route Teacher Preparation Program has exceeded the set goal by having prepared 9 teachers prepared in the area of Science for the 2021-2022 academic school year of which 3 were completers.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

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.

The Alternative Route Teacher Preparation Program has a goal to prepare 2 teachers in the area of Science for 2022-2023 academic school 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.

The Alternative Route Teacher Preparation Program has a goal to prepare 2 teachers in the area of Science for 2023-2024 academic school year.

Annual Goals: Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route 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.

THIS PAGE INCLUDES:

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

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.

The Alternative Route Teacher Preparation Program had a goal to prepare 15 Education Specialist teachers for the 2021-2022 academic school year.

3. Did your program meet the goal?

- Yes
 No

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

The Alternative Route Teacher Preparation Program had a goal to prepare 15 Education Specialist teachers for the 2021-2022 academic school year. The Alternative Route Teacher Preparation Program has exceeded the set goal by having 63 teacher candidates enrolled in the area of Education Specialists for the 2021-2022 academic school year of which 35 were completers.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

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.

The Alternative Route Teacher Preparation Program has a goal to prepare 15 Education Specialist teachers for the 2022-2023 academic school 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.

The Alternative Route Teacher Preparation Program has a goal to prepare 15 Education Specialist teachers for the 2022-2023 academic school 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.

THIS PAGE INCLUDES:

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

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 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.

It is the goal of the teacher preparation programs at APU to provide teacher candidates with rich learning activities rooted in culturally responsive teaching for English learners. These activities 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 2021-2022 academic year.

3. Did your program meet the goal?

- Yes
 No

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

It is the goal of the teacher preparation programs at APU to provide teacher candidates with rich learning activities rooted in culturally responsive teaching for English learners. These activities 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

candidates will complete fieldwork and clinical practice that includes opportunities to work with English learners in diverse classroom settings for the 2021-2022 academic year.

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.

It is the goal of the teacher preparation programs at APU to provide teacher candidates with rich learning activities rooted in culturally responsive teaching for English learners. These activities 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.

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.

It is the goal of the teacher preparation programs at APU to provide teacher candidates with rich learning activities rooted in culturally responsive teaching for English learners. These activities 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.

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 (%)
186 -AMERICAN SIGN LANGUAGE SUBTEST I Evaluation Systems group of Pearson All program completers, 2020-21	1			
187 -AMERICAN SIGN LANGUAGE SUBTEST II Evaluation Systems group of Pearson All program completers, 2020-21	1			
188 -AMERICAN SIGN LANGUAGE SUBTEST III Evaluation Systems group of Pearson All program completers, 2020-21	1			
140 -ART SUBTEST I Evaluation Systems group of Pearson Other enrolled students	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 (%)
141 -ART SUBTEST II Evaluation Systems group of Pearson All program completers, 2020-21	1			
120 -BIOLOGY/LIFE SCIENCE SUBTEST III Evaluation Systems group of Pearson Other enrolled students	1			
098 -CBEST Evaluation Systems group of Pearson Other enrolled students	54	143	54	100
098 -CBEST Evaluation Systems group of Pearson All program completers, 2021-22	56	144	56	100
098 -CBEST Evaluation Systems group of Pearson All program completers, 2020-21	65	140	65	100
098 -CBEST Evaluation Systems group of Pearson All program completers, 2019-20	122	146	122	100
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	3			
105 -ENGLISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2019-20	6			
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	3			
106 -ENGLISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2019-20	6			
107 -ENGLISH 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 (%)
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	3			
107 -ENGLISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2019-20	6			
108 -ENGLISH SUBTEST IV Evaluation Systems group of Pearson Other enrolled students	2			
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	3			
108 -ENGLISH SUBTEST IV Evaluation Systems group of Pearson All program completers, 2019-20	6			
163 -MANDARIN SUBTEST I Evaluation Systems group of Pearson Other enrolled students	1			
164 -MANDARIN SUBTEST II Evaluation Systems group of Pearson Other enrolled students	1			
165 -MANDARIN SUBTEST III Evaluation Systems group of Pearson Other enrolled students	1			
211 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson Other enrolled students	2			
211 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson All program completers, 2021-22	2			
211 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson All program completers, 2020-21	1			
211 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson All program completers, 2019-20	4			
212 -MATHEMATICS SUBTEST II 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 (%)
212 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson All program completers, 2021-22	2			
212 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson All program completers, 2020-21	1			
212 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson All program completers, 2019-20	4			
C2161 -MULT SUBJ-LITERACY 1 Evaluation Systems group of Pearson Other enrolled students	3			
C2161 -MULT SUBJ-LITERACY 1 Evaluation Systems group of Pearson All program completers, 2021-22	10	21	10	100
C2161 -MULT SUBJ-LITERACY 1 Evaluation Systems group of Pearson All program completers, 2020-21	7			
C2161 -MULT SUBJ-LITERACY 1 Evaluation Systems group of Pearson All program completers, 2019-20	23	21	19	83
C2152 -MULT SUBJ-LITERACY 2 Evaluation Systems group of Pearson Other enrolled students	1			
C2152 -MULT SUBJ-LITERACY 2 Evaluation Systems group of Pearson All program completers, 2021-22	4			
C2152 -MULT SUBJ-LITERACY 2 Evaluation Systems group of Pearson All program completers, 2020-21	3			
C2152 -MULT SUBJ-LITERACY 2 Evaluation Systems group of Pearson All program completers, 2019-20	5			
C2091 -MULT SUBJ-MATH 1 Evaluation Systems group of Pearson Other enrolled students	1			
C2151 -MULT SUBJ-MATH 1 Evaluation Systems group of Pearson Other enrolled students	1			
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	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, 2020-21	5			
C2091 -MULT SUBJ-MATH 1 Evaluation Systems group of Pearson All program completers, 2020-21	1			
C2151 -MULT SUBJ-MATH 1 Evaluation Systems group of Pearson All program completers, 2019-20	6			
C2091 -MULT SUBJ-MATH 1 Evaluation Systems group of Pearson All program completers, 2019-20	4			
C2162 -MULT SUBJ-MATH 2 Evaluation Systems group of Pearson Other enrolled students	1			
C2092 -MULT SUBJ-MATH 2 Evaluation Systems group of Pearson Other enrolled students	1			
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	10	24	10	100
C2162 -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, 2020-21	1			
C2162 -MULT SUBJ-MATH 2 Evaluation Systems group of Pearson All program completers, 2019-20	20	25	19	95
C2092 -MULT SUBJ-MATH 2 Evaluation Systems group of Pearson All program completers, 2019-20	4			
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson Other enrolled students	24	232	23	96
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson All program completers, 2021-22	42	239	42	100
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson All program completers, 2020-21	51	233	51	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, 2019-20	101	231	101	100
214 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson Other enrolled students	24	233	21	88
214 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2021-22	40	248	40	100
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, 2020-21	44	234	44	100
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2020-21	7			
214 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2019-20	72	235	72	100
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2019-20	29	232	29	100
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson Other enrolled students	23	241	23	100
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All program completers, 2021-22	42	244	42	100
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All program completers, 2020-21	51	235	51	100
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All program completers, 2019-20	101	235	101	100
136 -MUSIC SUBTEST I Evaluation Systems group of Pearson All program completers, 2020-21	1			
137 -MUSIC SUBTEST II Evaluation Systems group of Pearson All program completers, 2020-21	1			
138 -MUSIC SUBTEST III 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 (%)
129 -PHYSICAL EDUCATION SUBTEST I Evaluation Systems group of Pearson Other enrolled students	1			
129 -PHYSICAL EDUCATION SUBTEST I Evaluation Systems group of Pearson All program completers, 2021-22	1			
129 -PHYSICAL EDUCATION SUBTEST I Evaluation Systems group of Pearson All program completers, 2020-21	2			
129 -PHYSICAL EDUCATION SUBTEST I Evaluation Systems group of Pearson All program completers, 2019-20	4			
130 -PHYSICAL EDUCATION SUBTEST II Evaluation Systems group of Pearson Other enrolled students	1			
130 -PHYSICAL EDUCATION SUBTEST II Evaluation Systems group of Pearson All program completers, 2021-22	1			
130 -PHYSICAL EDUCATION SUBTEST II Evaluation Systems group of Pearson All program completers, 2020-21	2			
130 -PHYSICAL EDUCATION SUBTEST II Evaluation Systems group of Pearson All program completers, 2019-20	4			
131 -PHYSICAL EDUCATION SUBTEST III Evaluation Systems group of Pearson Other enrolled students	1			
131 -PHYSICAL EDUCATION SUBTEST III Evaluation Systems group of Pearson All program completers, 2021-22	1			
131 -PHYSICAL EDUCATION SUBTEST III Evaluation Systems group of Pearson All program completers, 2020-21	2			
131 -PHYSICAL EDUCATION SUBTEST III Evaluation Systems group of Pearson All program completers, 2019-20	4			
092 -RICA VIDEO Evaluation Systems group of Pearson All program completers, 2020-21	2			
092 -RICA VIDEO Evaluation Systems group of Pearson All program completers, 2019-20	1			
003 -RICA WRITTEN SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	26	223	16	62

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
003 -RICA WRITTEN SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	38	234	31	82
003 -RICA WRITTEN SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	15	224	11	73
004 -RICA WRITTEN SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	21	227	14	67
004 -RICA WRITTEN SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	38	237	36	95
004 -RICA WRITTEN SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	13	233	9	69
005 -RICA WRITTEN SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	22	235	18	82
005 -RICA WRITTEN SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2021-22	36	244	33	92
005 -RICA WRITTEN SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2020-21	12	228	10	83
081.1 -RICA.1 Evaluation Systems group of Pearson Other enrolled students	1			
081.1 -RICA.1 Evaluation Systems group of Pearson All program completers, 2021-22	11	240	11	100
081.1 -RICA.1 Evaluation Systems group of Pearson All program completers, 2020-21	21	232	21	100
081.1 -RICA.1 Evaluation Systems group of Pearson All program completers, 2019-20	77	229	77	100
118 -SCIENCE SUBTEST I Evaluation Systems group of Pearson Other enrolled students	1			
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	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
215 -SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2020-21	1			
215 -SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2019-20	2			
119 -SCIENCE SUBTEST II Evaluation Systems group of Pearson Other enrolled students	1			
218 -SCIENCE SUBTEST II: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2019-20	1			
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, 2021-22	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 Other enrolled students	1			
220 -SCIENCE SUBTEST II: PHYSICS Evaluation Systems group of Pearson All program completers, 2021-22	1			
TP006 -SECONDARY SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
C2021 -SNGL SUBJ-ART 1 Evaluation Systems group of Pearson Other enrolled students	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 Other enrolled students	1			
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			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
C2041 -SNGL SUBJ-ENGLISH 1 Evaluation Systems group of Pearson All program completers, 2021-22	2			
C2041 -SNGL SUBJ-ENGLISH 1 Evaluation Systems group of Pearson All program completers, 2019-20	7			
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	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, 2020-21	2			
C2102 -SNGL SUBJ-MUSIC 2 Evaluation Systems group of Pearson All program completers, 2020-21	2			
C2111 -SNGL SUBJ-PHYSICAL EDUCATION 1 Evaluation Systems group of Pearson Other enrolled students	1			
C2111 -SNGL SUBJ-PHYSICAL EDUCATION 1 Evaluation Systems group of Pearson All program completers, 2021-22	1			
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	2			
C2112 -SNGL SUBJ-PHYSICAL EDUCATION 2 Evaluation Systems group of Pearson All program completers, 2021-22	1			
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	2			

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 Other enrolled students	1			
C2121 -SNGL SUBJ-SCIENCE 1 Evaluation Systems group of Pearson All program completers, 2021-22	3			
C2121 -SNGL SUBJ-SCIENCE 1 Evaluation Systems group of Pearson All program completers, 2020-21	1			
C2121 -SNGL SUBJ-SCIENCE 1 Evaluation Systems group of Pearson All program completers, 2019-20	2			
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	3			
C2122 -SNGL SUBJ-SCIENCE 2 Evaluation Systems group of Pearson All program completers, 2020-21	1			
C2122 -SNGL SUBJ-SCIENCE 2 Evaluation Systems group of Pearson All program completers, 2019-20	2			
114 -SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson Other enrolled students	1			
115 -SOCIAL SCIENCE SUBTEST II Evaluation Systems group of Pearson Other enrolled students	1			
116 -SOCIAL SCIENCE SUBTEST III Evaluation Systems group of Pearson Other enrolled students	1			
C2141 -WORLD LANGUAGES 1 Evaluation Systems group of Pearson Other enrolled students	2			
C2141 -WORLD LANGUAGES 1 Evaluation Systems group of Pearson All program completers, 2020-21	1			
C2141 -WORLD LANGUAGES 1 Evaluation Systems group of Pearson All program completers, 2019-20	1			
C2142 -WORLD LANGUAGES 2 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 (%)
C2142 -WORLD LANGUAGES 2 Evaluation Systems group of Pearson All program completers, 2020-21	1			
C2142 -WORLD LANGUAGES 2 Evaluation Systems group of Pearson All program completers, 2019-20	1			

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.

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, 2021-22	58	50	86
All program completers, 2020-21	67	59	88
All program completers, 2019-20	122	116	95

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:

NCATE (transitioning to CAEP)

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

- Yes
- No

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.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

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 intern 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:

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 questions regarding your program's use of technology, 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 4,236 graduate student population, 3,087 (73%) of which are female, 1,067 (25%) of which are male, and 82 (2%) of unknown gender. Of this total, 2464 (58%) were non-international ethnic minorities, 1185 (27%) are white, and 587 (14%) have an unknown race/ethnicity. There are 147 (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 site visit team made a recommendation for accreditation, and the Committee on Accreditation will take action on this recommendation at the May 2023 Committee meeting. The CAEP Council will review the accreditation documents from APU at their October 2023 Council meeting. 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. It should be noted that all of these assessment requirements were not waived but postponed to be completed prior to issuance of the teacher's Clear Credential in light of the COVID-19 pandemic. 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 will possibly impact the CBEST and CSET test information reported in upcoming Title II Reports.

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:

Assistant Dean for Academic Planning and Accreditation, School of Education