



Alliant International University  
Traditional Program

**Complete Report Card -**

**AY 2014-15**

**Institution Information**

**Name of Institution:** Alliant International University

**Institution/Program Type:** Traditional

**Academic Year:** 2014-15

**State:** California

**Address: -**  
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Suite 100  
San Francisco, CA, 94133

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following: -

**Award year: -**

**Grantee name: -**

**Project name: -**

**Grant number: -**

**List partner districts/LEAs: -**

**List other partners: -**

**Project Type: -**

### Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Multiple Subjects	No
Single Subject	No
Total number of teacher preparation programs: 2	

### Section I.b Admissions

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

Postgraduate

Does your initial teacher certification program conditionally admit students?

Yes

<http://www.alliant.edu/hsoe/hsoe-admissions/index.php>

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

Applicants may petition for admission if they do not meet the minimum undergraduate GPA requirement.

Application fee and faculty interview may be waived for applicants who are affiliated with partner organizations.

### Section I.b Undergraduate Requirements

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

Are there initial teacher certification programs at the undergraduate level?

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.

Element	Required for Entry	Required for Exit
Transcript	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported
Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program? -

What was the median GPA of individuals accepted into the program in academic year 2014-15 -

What is the minimum GPA required for completing the program? -

What was the median GPA of individuals completing the program in academic year 2014-15 -

Please provide any additional comments about the information provided above: -

### Section I.b Postgraduate Requirements

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

Are there initial teacher certification programs at the postgraduate level?

Yes

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.

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

**What is the minimum GPA required for admission into the program?**

2.5

**What was the median GPA of individuals accepted into the program in academic year 2014-15**

2.96

**What is the minimum GPA required for completing the program?**

3

**What was the median GPA of individuals completing the program in academic year 2014-15**

3.76

**Please provide any additional comments about the information provided above:**

### Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being

reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

**Additional guidance on reporting race and ethnicity data.**

Total number of students enrolled in 2014-15:	11
Unduplicated number of males enrolled in 2014-15:	5
Unduplicated number of females enrolled in 2014-15:	6

2014-15	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	0
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	1
Native Hawaiian or Other Pacific Islander:	0
White:	2
Two or more races:	0

**Section I.d Supervised Clinical Experience**

Provide the following information about supervised clinical experience in 2014-15.

Average number of clock hours of supervised clinical experience required prior to student teaching	45
Average number of clock hours required for student teaching	720
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	0
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	3
Number of students in supervised clinical experience during this academic year	5

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

**Section I.e Teachers Prepared by Subject Area**

Please provide the number of teachers prepared by subject area for academic year 2014-15. 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))

<b>Subject Area</b>	<b>Number Prepared</b>
Education - General	1
Teacher Education - Special Education	0
Teacher Education - Early Childhood Education	0
Teacher Education - Elementary Education	0
Teacher Education - Junior High/Intermediate/Middle School Education	0
Teacher Education - Secondary Education	0
Teacher Education - Multiple Levels	0
Teacher Education - Agriculture	0
Teacher Education - Art	0
Teacher Education - Business	0
Teacher Education - English/Language Arts	1
Teacher Education - Foreign Language	0
Teacher Education - Health	0
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	0
Teacher Education - Music	0
Teacher Education - Physical Education and Coaching	1
Teacher Education - Reading	0
Teacher Education - Science Teacher Education/General Science	0
Teacher Education - Social Science	0
Teacher Education - Social Studies	1
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	0
Teacher Education - Chemistry	0
Teacher Education - Drama and Dance	0
Teacher Education - French	0
Teacher Education - German	0
Teacher Education - History	0
Teacher Education - Physics	0
Teacher Education - Spanish	0
Teacher Education - Speech	0
Teacher Education - Geography	0
Teacher Education - Latin	0
Teacher Education - Psychology	0
Teacher Education - Earth Science	0
Teacher Education - English as a Second Language	0
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Education - Other Specify:	

### Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2014-15. 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))

Academic Major	Number Prepared
Education - General	0
Teacher Education - Special Education	0
Teacher Education - Early Childhood Education	0
Teacher Education - Elementary Education	0
Teacher Education - Junior High/Intermediate/Middle School Education	0
Teacher Education - Secondary Education	0
Teacher Education - Agriculture	0
Teacher Education - Art	0
Teacher Education - Business	0
Teacher Education - English/Language Arts	0
Teacher Education - Foreign Language	0
Teacher Education - Health	0
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	0
Teacher Education - Music	0
Teacher Education - Physical Education and Coaching	0
Teacher Education - Reading	0
Teacher Education - Science	0
Teacher Education - Social Science	0
Teacher Education - Social Studies	0
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	0
Teacher Education - Chemistry	0
Teacher Education - Drama and Dance	0
Teacher Education - French	0
Teacher Education - German	0
Teacher Education - History	0
Teacher Education - Physics	0
Teacher Education - Spanish	0
Teacher Education - Speech	0
Teacher Education - Geography	0
Teacher Education - Latin	0
Teacher Education - Psychology	0
Teacher Education - Earth Science	0
Teacher Education - English as a Second Language	0

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Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Education - Curriculum and Instruction	0
Education - Social and Philosophical Foundations of Education	0
Liberal Arts/Humanities	0
Psychology	1
Social Sciences	0
Anthropology	0
Economics	0
Geography and Cartography	0
Political Science and Government	0
Sociology	0
Visual and Performing Arts	0
History	0
Foreign Languages	0
Family and Consumer Sciences/Human Sciences	0
English Language/Literature	0
Philosophy and Religious Studies	0
Agriculture	0
Communication or Journalism	1
Engineering	0
Biology	0
Mathematics and Statistics	0
Physical Sciences	0
Astronomy and Astrophysics	0
Atmospheric Sciences and Meteorology	0
Chemistry	0
Geological and Earth Sciences/Geosciences	0
Physics	0
Business/Business Administration/Accounting	1
Computer and Information Sciences	0
Other	1
Specify: unknown	

### Section I.f Program Completers

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

2014-15: 4

2013-14: 6

2012-13: 3



## Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

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

**Academic year 2014-15 -**

**Did your program prepare teachers in mathematics in 2014-15? -**

Yes

**How many prospective teachers did your program plan to add in mathematics in 2014-15?**

40

**Did your program meet the goal for prospective teachers set in mathematics in 2014-15?**

No

**Description of strategies used to achieve goal, if applicable: -**

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

Alliant is working on marketing efforts and partnerships with districts in order to increase enrollment and then number of teachers prepared. -

**Provide any additional comments, exceptions and explanations below: -**

**Academic year 2015-16 -**

**Is your program preparing teachers in mathematics in 2015-16? -**

No -

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

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2016-17 -**

**Will your program prepare teachers in mathematics in 2016-17?**

Yes

**How many prospective teachers does your program plan to add in mathematics in 2016-17?**

10

**Provide any additional comments, exceptions and explanations below:**

Alliant's goal is to prepare 10 student teaching candidates to teach mathematics during the 2016-17 academic year.

## **Section II Annual Goals - Science**

**Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))**

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

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

**Academic year 2014-15 -**

**Did your program prepare teachers in science in 2014-15? -**

Yes

**How many prospective teachers did your program plan to add in science in 2014-15?**

40

**Did your program meet the goal for prospective teachers set in science in 2014-15?**

No

**Description of strategies used to achieve goal, if applicable: -**

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

**Provide any additional comments, exceptions and explanations below: -**

Alliant's goal is to prepare 40 teachers total, including all subject areas and both traditional and alternative programs.

**Academic year 2015-16 -**

**Is your program preparing teachers in science in 2015-16? -**

No

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

**Provide any additional comments, exceptions and explanations below: -**

**Academic year 2016-17 -**

**Will your program prepare teachers in science in 2016-17? -**

Yes

**How many prospective teachers does your program plan to add in science in 2016-17?**

10

**Provide any additional comments, exceptions and explanations below:**

## **Section II Annual Goals - Special Education**

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency including mathematics, science, special education, and instruction of limited English proficient students. (**§205(a)(1)(A)(ii), §206(a)**)

Information about teacher shortage areas can be found at

<http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

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

**Academic year 2014-15 -**

**Did your program prepare teachers in special education in 2014-15? -**

No

**How many prospective teachers did your program plan to add in special education in 2014-15? -**

**Did your program meet the goal for prospective teachers set in special education in 2014-15?**

Data not reported

**Description of strategies used to achieve goal, if applicable: -**

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

**Provide any additional comments, exceptions and explanations below: -**

**Academic year 2015-16 -**

**Is your program preparing teachers in special education in 2015-16? -**

Yes

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

10

**Provide any additional comments, exceptions and explanations below:**

Alliant is offering the Student Teaching track for Education Specialists for the first time during the 2015-16 academic year.

**Academic year 2016-17 -**

**Will your program prepare teachers in special education in 2016-17? -**

Yes

**How many prospective teachers does your program plan to add in special education in 2016-17?**

40

**Provide any additional comments, exceptions and explanations below:**

Alliant plans to prepare 40 Education Specialist Teachers in 2016-17.

## **Section II Annual Goals - Instruction of Limited English Proficient Students**

**Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))**

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

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

**Academic year 2014-15 -**

**Did your program prepare teachers in instruction of limited English proficient students in 2014-15? -**

Yes

**How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?**

40

**Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2014-15?**

No

**Description of strategies used to achieve goal, if applicable: -**

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

**Provide any additional comments, exceptions and explanations below: -**

Alliant's goal is to prepare 40 teachers total, including all subject areas and both traditional and alternative programs.

**Academic year 2015-16**

**Is your program preparing teachers in instruction of limited English proficient students in 2015-16?**

Yes

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

40

**Provide any additional comments, exceptions and explanations below:**

Alliant's goal is to prepare 40 teachers total, including all subject areas and both traditional and alternative programs during the 2015-16 academic year.

**Academic year 2016-17**

**Will your program prepare teachers in instruction of limited English proficient students in 2016-17? -**

Yes

**How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2016-17?**

80

**Provide any additional comments, exceptions and explanations below:**

Alliant plans to prepare 80 teachers during the 2016-17 academic year and all will be trained to teach English Language Learners.

### **Section II Assurances**

**Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b))**

**Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.**

**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

**Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.**

Yes

**Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.**

Yes

**Prospective general education teachers are prepared to provide instruction to students with disabilities.**

Yes

**Prospective general education teachers are prepared to provide instruction to limited English proficient students.**

Yes

**Prospective general education teachers are prepared to provide instruction to students from low-income families.**

Yes

**Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable. -**

Yes

**Describe your institution’s most successful strategies in meeting the assurances listed above:**

Alliant’s teacher education program includes intensive summative seminars that, in collaboration with fieldwork, address these areas throughout the program. A unique facet of the program pairs experienced local practitioners with candidates as field supervisors, utilizing the expertise of experienced teachers and their knowledge of the area to provide close one-on-one supervision during field placement.

Additionally, classroom topics specifically address each of the areas described above. For example, instruction on teaching English language learners explores explicit and systematic English Language Development (ELD) instruction best practices. Seminar and coursework instruction topics are closely matched to the needs of today’s teachers and students in their focus on geographic, socio-economic and learning diversity. Finally, the California TPAs target these areas.

**Section III Assessment Pass Rates**

<b>Assessment code - Assessment name Test Company Group</b>	<b>Number taking tests</b>	<b>Avg. scaled score</b>	<b>Number passing tests</b>	<b>Pass rate (%)</b>
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, 2012-13	1			
141-ART SUBTEST II Evaluation Systems group of Pearson Other enrolled students	1			
141-ART SUBTEST II Evaluation Systems group of Pearson All program completers, 2012-13	1			
120-BIOLOGY/LIFE SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2013-14	1			
098-CBEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
098-CBEST Evaluation Systems group of Pearson Other enrolled students	9			
098-CBEST Evaluation Systems group of Pearson All program completers, 2014-15	5			
098-CBEST Evaluation Systems group of Pearson All program completers, 2013-14	7			

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098-CBEST Evaluation Systems group of Pearson All program completers, 2012-13	5			
121-CHEMISTRY SUBTEST III Evaluation Systems group of Pearson All program completers, 2012-13	1			
105-ENGLISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2014-15	1			
105-ENGLISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2013-14	1			
105-ENGLISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2012-13	1			
106-ENGLISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2014-15	1			
106-ENGLISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2013-14	1			
106-ENGLISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2012-13	1			
107-ENGLISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2014-15	1			
107-ENGLISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2013-14	1			
107-ENGLISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2012-13	1			
108-ENGLISH SUBTEST IV Evaluation Systems group of Pearson All program completers, 2014-15	1			
108-ENGLISH SUBTEST IV Evaluation Systems group of Pearson All program completers, 2013-14	1			
108-ENGLISH SUBTEST IV Evaluation Systems group of Pearson All program completers, 2012-13	1			
110-MATHEMATICS SUBTEST I Evaluation Systems group of Pearson Other enrolled students	2			



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110-MATHEMATICS SUBTEST I Evaluation Systems group of Pearson All program completers, 2013-14	1			
111-MATHEMATICS SUBTEST II Evaluation Systems group of Pearson Other enrolled students	2			
111-MATHEMATICS SUBTEST II Evaluation Systems group of Pearson All program completers, 2013-14	1			
112-MATHEMATICS SUBTEST III Evaluation Systems group of Pearson Other enrolled students	1			
101-MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson Other enrolled students	3			
101-MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson All program completers, 2013-14	3			
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, 2013-14	3			
103-MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson Other enrolled students	2			
103-MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All program completers, 2013-14	3			
081.1-RICA.1 Evaluation Systems group of Pearson All program completers, 2013-14	3			
118-SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2014-15	1			
118-SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2013-14	2			
118-SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2012-13	3			
119-SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2014-15	1			

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119-SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2013-14	2			
119-SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2012-13	3			
114-SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2014-15	1			
115-SOCIAL SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2014-15	1			
116-SOCIAL SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2014-15	1			
119-SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2013-14	2			
119-SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2012-13	3			
114-SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2014-15	1			
115-SOCIAL SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2014-15	1			
116-SOCIAL SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2014-15	1			
119-SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2013-14	2			
119-SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2012-13	3			
114-SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2014-15	1			
115-SOCIAL SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2014-15	1			
116 -SOCIAL SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2014-15	1			

### Section III Summary Pass Rates -

Group	Number taking tests	Number taking tests	Pass rate (%)
All program completers, 2014-15	5		
All program completers, 2013-14	7		
All program completers, 2012-13	5		

### Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

State  
WASC

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

### Section V Use of Technology

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.

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction  
Yes
- use technology effectively to collect data to improve teaching and learning  
Yes
- use technology effectively to manage data to improve teaching and learning  
Yes
- use technology effectively to analyze data to improve teaching and learning  
Yes

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.**

Each teacher credential candidate is required to demonstrate proficiency in the integration of technology into the classroom prior to recommendation for an initial teaching credential. The university's course on Technology in the Curriculum has been designed to work in tandem with other courses in the Teacher Education program, with assignments that reinforce concepts covered in class and providing adequate practice of those concepts.

Candidates are trained to be proficient in the software, multimedia tools and programs for classroom administration so that they can effectively integrate these components into student learning and effective management of the classroom.

To assure understanding and the ability to successfully integrate technology, candidates are required to create a Technology Integration website that includes a multimedia project, personal website and student assignments directly related to the candidate's teaching situation. Assignments in seminar courses also require that candidates explicitly show how to embed technology into the curriculum to support learning and achievement.

## **Section VI Teacher Training**

**Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.**

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

- **teach students with disabilities effectively**  
Yes
- **participate as a member of individualized education program teams**  
Yes
- **teach students who are limited English proficient effectively**  
Yes

**Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

Instruction for students with special needs and English language learners is embedded in the coursework, including the weekly seminars during field placement. Candidates learn how to effectively assess English proficiency level and instruct using SDAIE strategies to help students gain fluency in English while also progressing academically. The seminar series includes two additional workshops per semester. These workshops integrate general and special education candidates together in shared sessions on targeted topics, fostering collaboration between the candidates. Additionally, the CalTPAs target these areas.

Through coursework and supervised field experience, candidates are prepared to actively participate in IEP meetings, and to effectively apply students' IEP goals and recommendations.

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

- **teach students with disabilities effectively**  
Yes
- **participate as a member of individualized education program teams**  
Yes
- **teach students who are limited English proficient effectively**  
Yes

**Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

Special education training brings together the candidate, his university and district field supervisors, university resources, and representatives of the partnering local district's Office of Special Education in a monthly seminar to implement the special education candidate's official Professional Development Plan. The Plan address the candidate's need to excel as a practitioner, assure an informed and reflective integration of theory, best practices, and the education specialist's practice in the classroom, and assess his practice in the achievement of his students. The candidate is asked to reflect on, analyze, and develop his own informed and assessed "best practice," shown through a summative Professional Portfolio.

Specific coursework also focuses on planning, modifications and delivery, using IEP-driven assessments for identification and assessment of progress. Specific seminars target assessments of English Language learners and teaching strategies that are successful for ELL students with special needs. Through coursework and supervised field experience, candidates are prepared to actively participate in IEP meetings, and to effectively write and implement IEP goals.

In the academic year 2010-11, Alliant had its Autism Authorization program approved by the state of California. This addresses an additional state requirement that special education teachers are well-prepared to teach students with Autism. It also reflects the need for well-prepared special education teachers during a time when the number of students diagnosed with Autism is increasing.

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### **Section VII 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. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.**

#### **Supporting Files**

**Complete Report Card**

**AY 2014-15**



Alliant International University  
Traditional Program

**Complete Report Card -**

**AY 2014-15**

**Institution Information**

**Name of Institution:** Alliant International University  
**Institution/Program Type:** Alternative, IHE-based  
**Academic Year:** 2014-15  
**State:** California  
**Address: -** One Beach Street  
Suite 100  
San Francisco, CA, 94133  
**Contact Name:** Mrs. Debra-lea Olazaba  
**Phone:** 4159552136  
**Email:** [dolazaba1@alliant.edu](mailto:dolazaba1@alliant.edu)

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following: -

**Award year: -**

**Grantee name: -**

**Project name: -**

**Grant number: -**

**List partner districts/LEAs: -**

**List other partners: -**

**Project Type: -**

### Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Education Specialist: Mild/Moderate (Preliminary)	No
Multiple Subjects Credential	No
Single Subject Credential	No
<b>Total number of teacher preparation programs: 3</b>	

### Section I.b Admissions

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

Postgraduate

Does your initial teacher certification program conditionally admit students?

Yes

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

<http://www.alliant.edu/hsoe/hsoe-admissions/index.php>

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

Applicants may petition for admission if they do not meet the minimum undergraduate GPA requirement.

Application fee and faculty interview may be waived for applicants who are affiliated with partner organizations.

Passing ACT scores are required at admission for Early Completion Option(ECO) intern candidates; ACT not required for Standard Intern candidates.

ECO and Standard Intern candidates who will be teacher of record must have a job offer from the district to enroll in seminar and field supervision courses. However, job offer is not required for admission to the program track.

### Section I.b Undergraduate Requirements

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



**Are there initial teacher certification programs at the undergraduate level?**

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.**

<b>Element</b>	<b>Required for Entry</b>	<b>Required for Exit</b>
Transcript	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported
Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
Other	Data not reported	Data not reported

**What is the minimum GPA required for admission into the program? -**

**What was the median GPA of individuals accepted into the program in academic year 2014-15 -**

**What is the minimum GPA required for completing the program? -**

**What was the median GPA of individuals completing the program in academic year 2014-15 -**

**Please provide any additional comments about the information provided above: -**

### **Section I.b Postgraduate Requirements**

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

**Are there initial teacher certification programs at the postgraduate level?**

Yes

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.

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

**What is the minimum GPA required for admission into the program?**

2.5

**What was the median GPA of individuals accepted into the program in academic year 2014-15**

3.076

**What is the minimum GPA required for completing the program?**

3

**What was the median GPA of individuals completing the program in academic year 2014-15**

3.856

**Please provide any additional comments about the information provided above:**

### **Section I.c Enrollment**

**Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.**

**For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being**

reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

**Additional guidance on reporting race and ethnicity data.**

Total number of students enrolled in 2014-15:	45
Unduplicated number of males enrolled in 2014-15:	23
Unduplicated number of females enrolled in 2014-15:	22

2014-15	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	2
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	1
Black or African American:	7
Native Hawaiian or Other Pacific Islander:	0
White:	6
Two or more races:	3

**Section I.d Supervised Clinical Experience**

Provide the following information about supervised clinical experience in 2014-15.

Average number of clock hours of supervised clinical experience required prior to student teaching	120
Average number of clock hours required for student teaching	0
Average number of clock hours required for mentoring/induction support	975
Number of full-time equivalent faculty supervising clinical experience during this academic year	1
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	16
Number of students in supervised clinical experience during this academic year	36

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

**Section I.e Teachers Prepared by Subject Area**

Please provide the number of teachers prepared by subject area for academic year 2014-15. 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))

<b>Subject Area</b>	<b>Number Prepared</b>
Education - General	4
Teacher Education - Special Education	2
Teacher Education - Early Childhood Education	0
Teacher Education - Elementary Education	0
Teacher Education - Junior High/Intermediate/Middle School Education	0
Teacher Education - Secondary Education	0
Teacher Education - Multiple Levels	0
Teacher Education - Agriculture	0
Teacher Education - Art	0
Teacher Education - Business	0
Teacher Education - English/Language Arts	5
Teacher Education - Foreign Language	0
Teacher Education - Health	0
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	2
Teacher Education - Music	0
Teacher Education - Physical Education and Coaching	4
Teacher Education - Reading	0
Teacher Education - Science Teacher Education/General Science	2
Teacher Education - Social Science	0
Teacher Education - Social Studies	1
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	0
Teacher Education - Chemistry	0
Teacher Education - Drama and Dance	0
Teacher Education - French	0
Teacher Education - German	0
Teacher Education - History	0
Teacher Education - Physics	0
Teacher Education - Spanish	1
Teacher Education - Speech	0
Teacher Education - Geography	0
Teacher Education - Latin	0
Teacher Education - Psychology	0
Teacher Education - Earth Science	0
Teacher Education - English as a Second Language	0
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Education - Other Specify:	0

## Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2014-15. 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))

Academic Major	Number Prepared
Education - General	0
Teacher Education - Special Education	0
Teacher Education - Early Childhood Education	0
Teacher Education - Elementary Education	0
Teacher Education - Junior High/Intermediate/Middle School Education	0
Teacher Education - Secondary Education	0
Teacher Education - Agriculture	0
Teacher Education - Art	0
Teacher Education - Business	0
Teacher Education - English/Language Arts	0
Teacher Education - Foreign Language	0
Teacher Education - Health	0
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	0
Teacher Education - Music	0
Teacher Education - Physical Education and Coaching	1
Teacher Education - Reading	0
Teacher Education - Science	0
Teacher Education - Social Science	0
Teacher Education - Social Studies	0
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	0
Teacher Education - Chemistry	0
Teacher Education - Drama and Dance	0
Teacher Education - French	0
Teacher Education - German	0
Teacher Education - History	0
Teacher Education - Physics	0
Teacher Education - Spanish	0
Teacher Education - Speech	0
Teacher Education - Geography	0
Teacher Education - Latin	0
Teacher Education - Psychology	0
Teacher Education - Earth Science	0
Teacher Education - English as a Second Language	0

(continued) -

Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Education - Curriculum and Instruction	0
Education - Social and Philosophical Foundations of Education	0
Liberal Arts/Humanities	1
Psychology	1
Social Sciences	0
Anthropology	1
Economics	1
Geography and Cartography	0
Political Science and Government	2
Sociology	1
Visual and Performing Arts	1
History	0
Foreign Languages	2
Family and Consumer Sciences/Human Sciences	0
English Language/Literature	0
Philosophy and Religious Studies	1
Agriculture	0
Communication or Journalism	1
Engineering	1
Biology	1
Mathematics and Statistics	1
Physical Sciences	0
Astronomy and Astrophysics	0
Atmospheric Sciences and Meteorology	0
Chemistry	0
Geological and Earth Sciences/Geosciences	0
Physics	1
Business/Business Administration/Accounting	0
Computer and Information Sciences	0
Other Specify: cross-cultural studies, development studies, interdisciplinary studies, organizational management,	8

## Section I.f Program Completers

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

2014-15: 21

2013-14: 20

2012-13: 26

## Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

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

**Academic year 2014-15 -**

**Did your program prepare teachers in mathematics in 2014-15? -**

Yes

**How many prospective teachers did your program plan to add in mathematics in 2014-15?**

40

**Did your program meet the goal for prospective teachers set in mathematics in 2014-15?**

No

**Description of strategies used to achieve goal, if applicable: -**

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

**Provide any additional comments, exceptions and explanations below: -**

Alliant's goal was to prepare 40 teachers total, including all subject areas and both traditional and alternative programs.

**Academic year 2015-16**

**Is your program preparing teachers in mathematics in 2015-16? -**

Yes

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

40

**Provide any additional comments, exceptions and explanations below:**

Alliant's goal is to prepare 50 teachers total, including all subject areas and both traditional and alternative programs.

**Academic year 2016-17 -**

**Will your program prepare teachers in mathematics in 2016-17? -**

Yes

**How many prospective teachers does your program plan to add in mathematics in 2016-17?**

10

**Provide any additional comments, exceptions and explanations below:**

Alliant plans to prepare 10 math teachers during the 2016-17 academic year.

## **Section II Annual Goals - Science**

**Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))**

**Information about teacher shortage areas can be found at**

**<http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.**

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

**Academic year 2014-15 -**

**Did your program prepare teachers in science in 2014-15? -**

Yes



**How many prospective teachers did your program plan to add in science in 2014-15? -**

40

**Did your program meet the goal for prospective teachers set in science in 2014-15?**

No

**Description of strategies used to achieve goal, if applicable: -**

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

**Provide any additional comments, exceptions and explanations below: -**

Alliant's goal was to prepare 40 teachers total, including all subject areas and both traditional and alternative programs.

**Academic year 2015-16 -**

**Is your program preparing teachers in science in 2015-16? -**

Yes

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

40

**Provide any additional comments, exceptions and explanations below:**

Alliant's goal is to prepare 40 teachers total, including all subject areas and both traditional and alternative - programs. -

**Academic year 2016-17 -**

**Will your program prepare teachers in science in 2016-17? -**

Yes

**How many prospective teachers does your program plan to add in science in 2016-17?**

10

**Provide any additional comments, exceptions and explanations below:**

Alliant plans to prepare 10 science teachers in 2016-17.

## Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

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

**Academic year 2014-15 -**

**Did your program prepare teachers in special education in 2014-15? -**

Yes

**How many prospective teachers did your program plan to add in special education in 2014-15?**

40

**Did your program meet the goal for prospective teachers set in special education in 2014-15?**

No

**Description of strategies used to achieve goal, if applicable: -**

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

**Provide any additional comments, exceptions and explanations below: -**

Alliant's goal was to prepare 40 teachers total, including all subject areas and both traditional and alternative programs.

**Academic year 2015-16 -**

**Is your program preparing teachers in special education in 2015-16? -**

Yes

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

40

**Provide any additional comments, exceptions and explanations below: -**

Alliant's goal was to prepare 40 teachers total, including all subject areas and both traditional and alternative programs.

**Academic year 2016-17 -**

**Will your program prepare teachers in special education in 2016-17? -**

Yes

**How many prospective teachers does your program plan to add in special education in 2016-17?**

40

**Provide any additional comments, exceptions and explanations below:**

Alliant plans to prepare 40 Education Specialist Teachers in 2016-17.

## **Section II Annual Goals - Instruction of Limited English Proficient Students**

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

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

**Academic year 2014-15 -**

**Did your program prepare teachers in instruction of limited English proficient students in 2014-15? -**

Yes

**How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?**

40

**Did your program meet the goal for prospective teachers set in instruction of limited English proficient - students in 2014-15?**

No

**Description of strategies used to achieve goal, if applicable: -**

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

**Provide any additional comments, exceptions and explanations below: -**

Alliant's goal was to prepare 40 teachers total, including all subject areas and both traditional and alternative programs.

**Academic year 2015-16 -**

**Is your program preparing teachers in instruction of limited English proficient students in 2015-16? -**

Yes

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

40

**Provide any additional comments, exceptions and explanations below:**

Alliant's goal is to prepare 40 teachers total, including all subject areas and both traditional and alternative programs.

**Academic year 2016-17 -**

**Will your program prepare teachers in instruction of limited English proficient students in 2016-17? -**

Yes

**How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2016-17?**

80

**Provide any additional comments, exceptions and explanations below:**

Alliant plans to prepare 80 teachers in 2016-17. All will be trained to teach English Language Learners.

## Section II Assurances -

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b))

**Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.**

**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

**Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.**

Yes

**Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.**

Yes

**Prospective general education teachers are prepared to provide instruction to students with disabilities.**

Yes

**Prospective general education teachers are prepared to provide instruction to limited English proficient students.**

Yes

**Prospective general education teachers are prepared to provide instruction to students from low-income families.**

Yes

**Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.**

Yes

**Describe your institution's most successful strategies in meeting the assurances listed above:**

Alliant's teacher education program includes intensive summative seminars that, in collaboration with fieldwork, address these areas throughout the program. A unique facet of the program pairs experienced local practitioners with candidates as field supervisors, utilizing the expertise of experienced teachers and their knowledge of the area to provide close one-on-one supervision during field placement.

Additionally, classroom topics specifically address each of the areas described above. For example, instruction on teaching English language learners explores explicit and systematic English Language Development (ELD)

instruction best practices. Seminar and coursework instruction topics are closely matched to the needs of today's teachers and students in their focus on geographic, socio-economic and learning diversity. Most intern teachers are in high-needs districts and therefore can apply this instruction directly to the classroom. Finally, the California TPAs target these areas. Candidates who perform below proficiency are coached in identified areas of need to improve their proficiency.

### Section III 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			
141-ART SUBTEST II Evaluation Systems group of Pearson Other enrolled students	1			
120-BIOLOGY/LIFE SCIENCE SUBTEST III Evaluation Systems group of Pearson Other enrolled students	1			
120-BIOLOGY/LIFE SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2012-13	1			
098-CBEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
098-CBEST Evaluation Systems group of Pearson Other enrolled students	39	161	38	97
098-CBEST Evaluation Systems group of Pearson All program completers, 2014-15	17	170	17	100
098-CBEST Evaluation Systems group of Pearson All program completers, 2013-14	24	167	24	100
098-CBEST Evaluation Systems group of Pearson All program completers, 2012-13	28	170	28	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, 2014-15	4			
105-ENGLISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2013-14	2			

(continued) -

105-ENGLISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2012-13	1			
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, 2014-15	4			
106-ENGLISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2013-14	2			
106-ENGLISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2012-13	1			
107-ENGLISH SUBTEST III Evaluation Systems group of Pearson Other enrolled students	2			
107-ENGLISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2014-15	4			
107-ENGLISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2013-14	2			
107-ENGLISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2012-13	1			
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, 2014-15	4			
108-ENGLISH SUBTEST IV Evaluation Systems group of Pearson All program completers, 2013-14	2			
108-ENGLISH SUBTEST IV Evaluation Systems group of Pearson All program completers, 2012-13	1			
211-MATHEMATICS SUBTEST I Evaluation Systems group of Pearson Other enrolled students	1			
110-MATHEMATICS SUBTEST I Evaluation Systems group of Pearson Other enrolled students	1			

(continued) -

110-MATHEMATICS SUBTEST I Evaluation Systems group of Pearson All program completers, 2014-15	2			
110-MATHEMATICS SUBTEST I Evaluation Systems group of Pearson All program completers, 2013-14	2			
110-MATHEMATICS SUBTEST I Evaluation Systems group of Pearson All program completers, 2012-13	3			
212-MATHEMATICS SUBTEST II Evaluation Systems group of Pearson Other enrolled students	1			
111-MATHEMATICS SUBTEST II Evaluation Systems group of Pearson Other enrolled students	1			
111-MATHEMATICS SUBTEST II Evaluation Systems group of Pearson All program completers, 2014-15	2			
111-MATHEMATICS SUBTEST II Evaluation Systems group of Pearson All program completers, 2013-14	2			
111-MATHEMATICS SUBTEST II Evaluation Systems group of Pearson All program completers, 2012-13	3			
112-MATHEMATICS SUBTEST III Evaluation Systems group of Pearson All program completers, 2014-15	2			
112-MATHEMATICS SUBTEST III Evaluation Systems group of Pearson All program completers, 2013-14	1			
112-MATHEMATICS SUBTEST III Evaluation Systems group of Pearson All program completers, 2012-13	3			
101-MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
101-MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson Other enrolled students	22	245	19	86
101-MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson All program completers, 2014-15	5			
101-MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson All program completers, 2013-14	12	252	12	100



(continued) -

101-MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson All program completers, 2012-13	18	255	18	100
102-MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
102-MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson Other enrolled students	22	249	20	91
102-MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2014-15	5			
102-MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2013-14	12	256	12	100
102-MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2012-13	18	256	18	100
103-MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
103-MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson Other enrolled students	22	240	20	91
103-MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All program completers, 2014-15	5			
103-MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All program completers, 2013-14	12	247	12	100
103-MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All program completers, 2012-13	18	248	18	100
136-MUSIC SUBTEST I Evaluation Systems group of Pearson All program completers, 2013-14	1			
137-MUSIC SUBTEST II Evaluation Systems group of Pearson All program completers, 2013-14	1			
138-MUSIC SUBTEST III Evaluation Systems group of Pearson All program completers, 2013-14	1			
129-PHYSICAL EDUCATION SUBTEST I Evaluation Systems group of Pearson Other enrolled students	1			

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129-PHYSICAL EDUCATION SUBTEST I Evaluation Systems group of Pearson All program completers, 2014-15	2			
129-PHYSICAL EDUCATION SUBTEST I Evaluation Systems group of Pearson All program completers, 2013-14	2			
129-PHYSICAL EDUCATION SUBTEST I Evaluation Systems group of Pearson All program completers, 2012-13	1			
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, 2014-15	2			
130-PHYSICAL EDUCATION SUBTEST II Evaluation Systems group of Pearson All program completers, 2013-14	2			
130-PHYSICAL EDUCATION SUBTEST II Evaluation Systems group of Pearson All program completers, 2012-13	1			
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, 2014-15	2			
131-PHYSICAL EDUCATION SUBTEST III Evaluation Systems group of Pearson All program completers, 2013-14	2			
131-PHYSICAL EDUCATION SUBTEST III Evaluation Systems group of Pearson All program completers, 2012-13	1			
123-PHYSICS SUBTEST III Evaluation Systems group of Pearson All program completers, 2013-14	2			
081-RICA Evaluation Systems group of Pearson Other enrolled students	1			
081.1-RICA.1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
081.1-RICA.1 Evaluation Systems group of Pearson Other enrolled students	7			

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081.1-RICA.1 Evaluation Systems group of Pearson All program completers, 2014-15	5			
081.1-RICA.1 Evaluation Systems group of Pearson All program completers, 2013-14	13	241	13	100
081.1-RICA.1 Evaluation Systems group of Pearson All program completers, 2012-13	19	243	19	100
118-SCIENCE SUBTEST I Evaluation Systems group of Pearson Other enrolled students	1			
118-SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2014-15	1			
118-SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2013-14	3			
118-SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2012-13	4			
119-SCIENCE SUBTEST II Evaluation Systems group of Pearson Other enrolled students	1			
119-SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2014-15	1			
119-SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2013-14	3			
119-SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2012-13	4			
114-SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
114-SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson Other enrolled students	1			
114-SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2014-15	1			
114-SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2012-13	2			

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115-SOCIAL SCIENCE SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
115-SOCIAL SCIENCE SUBTEST II Evaluation Systems group of Pearson Other enrolled students	1			
115-SOCIAL SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2014-15	1			
115-SOCIAL SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2012-13	2			
116-SOCIAL SCIENCE SUBTEST III Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
116-SOCIAL SCIENCE SUBTEST III Evaluation Systems group of Pearson Other enrolled students	1			
116-SOCIAL SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2014-15	1			
116-SOCIAL SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2012-13	2			
145-SPANISH SUBTEST I Evaluation Systems group of Pearson Other enrolled students	1			
145-SPANISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2014-15	1			
146-SPANISH SUBTEST II Evaluation Systems group of Pearson Other enrolled students	1			
146-SPANISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2014-15	1			
147-SPANISH SUBTEST III Evaluation Systems group of Pearson Other enrolled students	1			
147-SPANISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2014-15	1			
142-WRITING SKILLS Evaluation Systems group of Pearson Other enrolled students	1			
142-WRITING SKILLS Evaluation Systems group of Pearson All program completers, 2012-13	4			

### Section III Summary Pass Rates -

Group	Number taking tests	Number taking tests	Pass rate (%)
All program completers, 2014-15	17	16	94
All program completers, 2013-14	24	24	100
All program completers, 2012-13	32	32	100

### Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

State  
WASC

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

### Section V Use of Technology

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.

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**  
Yes
- **use technology effectively to collect data to improve teaching and learning**  
Yes
- **use technology effectively to manage data to improve teaching and learning**  
Yes
- **use technology effectively to analyze data to improve teaching and learning**  
Yes

**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.**

Each teacher credential candidate is required to demonstrate proficiency in the integration of technology into the classroom prior to recommendation for an initial teaching credential. The university's course on Technology in the Curriculum has been designed to work in tandem with other courses in the Teacher Education program, with assignments that reinforce concepts covered in class and providing adequate practice of those concepts.

Candidates are trained to be proficient in the software, multimedia tools and programs for classroom administration so that they can effectively integrate these components into student learning and effective management of the classroom.

To assure understanding and the ability to successfully integrate technology, candidates are required to create a Technology Integration website that includes a multimedia project, personal website and student assignments directly related to the candidate's teaching situation. Assignments in seminar courses also require that candidates explicitly show how to embed technology into the curriculum to support learning and achievement.

## **Section VI Teacher Training**

**Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.**

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

- **teach students with disabilities effectively**  
Yes
- **participate as a member of individualized education program teams**  
Yes
- **teach students who are limited English proficient effectively**  
Yes

**Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

Instruction for students with special needs and English language learners is embedded in the coursework, including the weekly seminars during field placement. Candidates learn how to effectively assess English proficiency level and instruct using SDAIE strategies to help students gain fluency in English while also progressing academically. The seminar series includes two additional workshops per semester. These workshops

integrate general and special education candidates together in shared sessions on targeted topics, fostering - collaboration between the candidates. Additionally, the CalTPAs target these areas.

Through coursework and supervised field experience, candidates are prepared to actively participate in IEP meetings, and to effectively apply students' IEP goals and recommendations.

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

- **teach students with disabilities effectively**  
Yes
- **participate as a member of individualized education program teams**  
Yes
- **teach students who are limited English proficient effectively**  
Yes

**Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

Special education training brings together the candidate, his university and district field supervisors, university resources, and representatives of the partnering local district's Office of Special Education in a monthly seminar to implement the special education candidate's official Professional Development Plan. The Plan address the candidate's need to excel as a practitioner, assure an informed and reflective integration of theory, best practices, and the education specialist's practice in the classroom, and assess his practice in the achievement of his students. The candidate is asked to reflect on, analyze, and develop his own informed and assessed "best practice," shown through a summative Professional Portfolio.

Specific coursework also focuses on planning, modifications and delivery, using IEP-driven assessments for identification and assessment of progress. Specific seminars target assessments of English Language learners and teaching strategies that are successful for ELL students with special needs. Through coursework and supervised field experience, candidates are prepared to actively participate in IEP meetings, and to effectively write and implement IEP goals.

In the academic year 2010-11, Alliant had its Autism Authorization program approved by the state of California. This addresses an additional state requirement that special education teachers are well-prepared to teach students with Autism. It also reflects the need for well-prepared special education teachers during a time when the number of students diagnosed with Autism is increasing.

## Section VII 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. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Supporting Files

Complete Report Card

AY 2014-15