


Approved Institution

ALLIANT INTERNATIONAL UNIVERSITY

Private/Independent Institution

Accredited by: Commission on Teacher Credentialing Council for the Accreditation of Educator Preparation (CAEP) - seeking accreditation Other Accreditation		10455 Pomerado Road San Diego, CA 92131
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Program, Admission and Context	Candidate Information	Goals, Assurances, Tech and Training	Teacher Certification Examinations
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This section provides information about the institution's teacher preparation program, admission requirements and contextual information. Information is provided by program route: Traditional, Alternative, IHE-based and Alternative, not IHE-based.

Program Information

The table below lists the teaching programs submitted by the institution in 2021-22. Teaching programs are self-reported by the institution.

	Traditional	Alternative, IHE-based
1.	General Education (alternative programs/programs providing pedagogy only)	General Education (alternative programs/programs providing pedagogy only)
2.	Special Education	Special Education
3.	Teacher Education - Art	Teacher Education - Art
4.	Teacher Education - Biology	Teacher Education - Biology
5.	Teacher Education - Chemistry	Teacher Education - Chemistry
6.	Teacher Education - English/Language Arts	Teacher Education - English/Language Arts
7.	Teacher Education - Foreign Language	Teacher Education - Foreign Language
8.	Teacher Education - General Science	Teacher Education - General Science
9.	Teacher Education - Health	Teacher Education - Health
10.	Teacher Education - Mathematics	Teacher Education - Mathematics
11.	Teacher Education - Music	Teacher Education - Music
12.	Teacher Education - Other	Teacher Education - Other
13.	Teacher Education - Physical Education and Coaching	Teacher Education - Physical Education and Coaching
14.	Teacher Education - Physics	Teacher Education - Physics
15.	Teacher Education - Social Studies	Teacher Education - Social Studies

Admission Information

The institution's admission information for 2021-22 are provided in the table below. Information includes when teacher candidates are formally and conditionally admitted into the initial teacher certification program.

Click the figure for the View Data table or hover over the tooltip to view the entirety of the comments.

Question	Traditional	Alternative, IHE-based
Formal Admission	Data not collected	Data not collected
Formal Admission Other Specify	Data not collected	Data not collected
Conditional Admission	Data not collected	Data not collected
Admissions Comments	Data not collected	Data not collected

Entry Exit Requirements

The admission entry and exit requirements at the undergraduate and postgraduate level for the institution in 2021-22 are provided in the following tables below.

Are there initial teacher certification programs at the postgraduate and undergraduate level in 2021-22?

Level	Traditional	Alternative, IHE-based
Postgraduate	Yes	Yes
Undergraduate	No	No

Select the level to view the entry and exit requirements by element and GPA in the tables below.

Select Level
Postgraduate

Postgraduate Entry Exit Requirements by Admission Elements in 2021-22

Traditional		Alternative, IHE-based	
Entry	Exit	Entry	Exit
Content GPA Essay GPA Interview Other Professional GPA Recommendation Transcript	ACT Background Basic Skills Content GPA Credits Fingerprint GPA Other Professional GPA Subject Area Transcript	Content GPA Essay GPA Interview Other Professional GPA Recommendation Transcript	ACT Background Basic Skills Content GPA Credits Fingerprint GPA Other Professional GPA Subject Area Transcript

Postgraduate Entry Exit Requirements by GPA in 2021-22
Median GPA data are no longer collected starting in 2018-19.

Traditional		Alternative, IHE-based	
Minimum GPA Required for Admission	Median GPA of Individuals Accepted	Minimum GPA Required for Admission	Median GPA of Completers
2.50	3.00	2.50	3.00

Contextual Information

The institution's contextual information for 2021-22 is provided in the table below. Contextual information is optional for reporting.

Traditional	Alternative, IHE-based

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Program, Admission and Context

Candidate Information

Goals, Assurances, Tech and Training

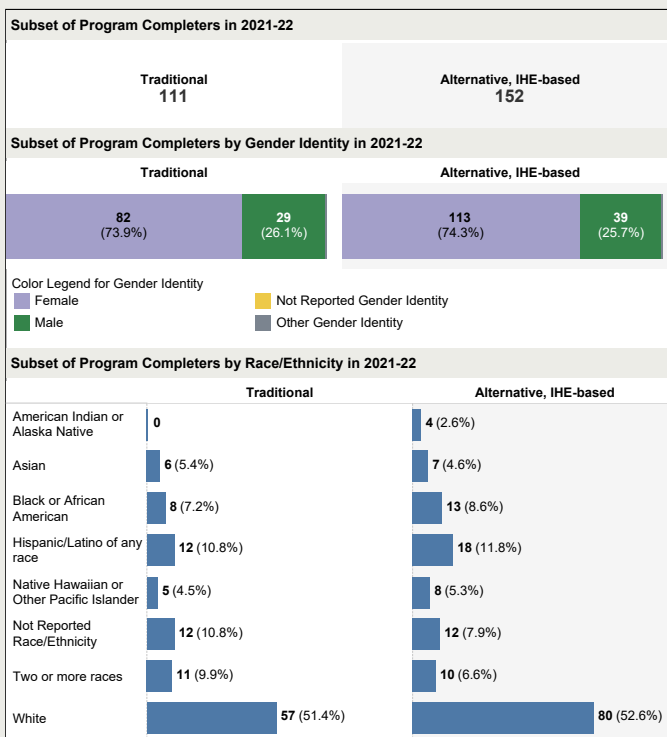
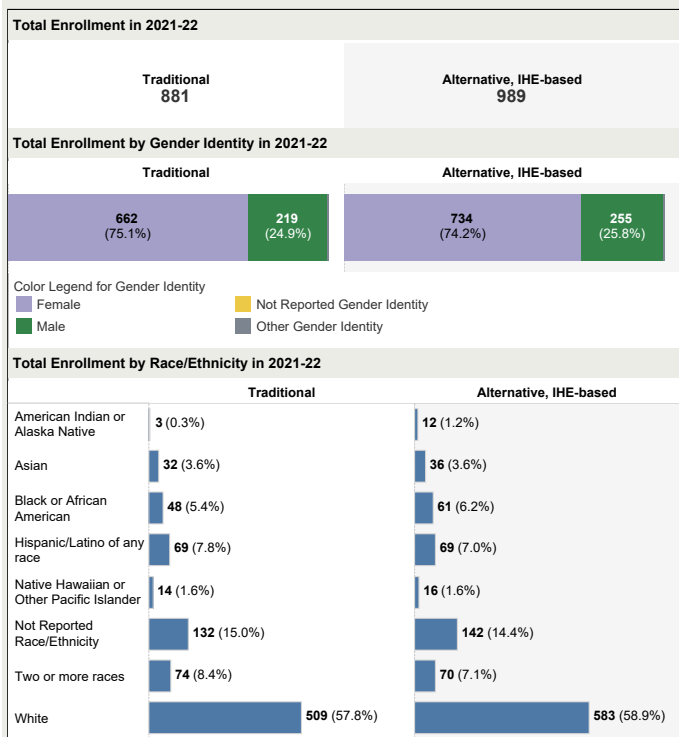
Teacher Certification Examinations

This section provides information about the selected institution's candidate enrollment, program completers and supervised clinical experience for candidates and faculty. Information is provided by program route: Traditional, Alternative, IHE-based and Alternative, not IHE-based.

Total Enrollment and Demographics

The figures below depict the total enrollment (enrolled candidates and program completers) and the subset of total program completers, by gender identity and race/ethnicity for the academic year. Prior to 2018-19, gender identity were not collected for program completers.

Providing race and ethnicity information are optional for candidates. Preliminary Multiple Subject, Single Subject and Education Specialist teaching preparation programs were asked to report whatever data they had collected. Thus, the total number reported by race and ethnicity may not necessarily add up to the total number of candidates enrolled.



Supervised Clinical Experience

The institution's reported supervised clinical experiences in 2021-22 are provided in the table below. Clock hours required for mentoring/induction support are no longer collected starting in 2018-19. Student teaching clock hours are displayed for the traditional program route. Teacher of record clock hours are displayed for the alternative program route.

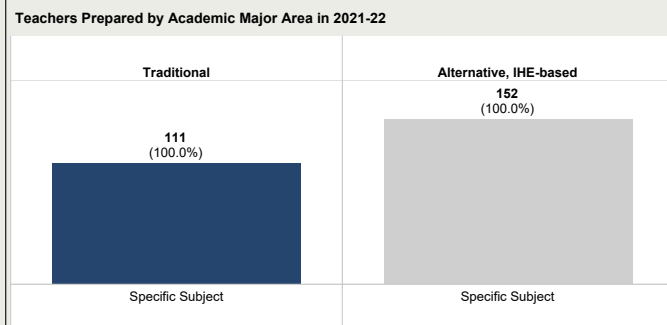
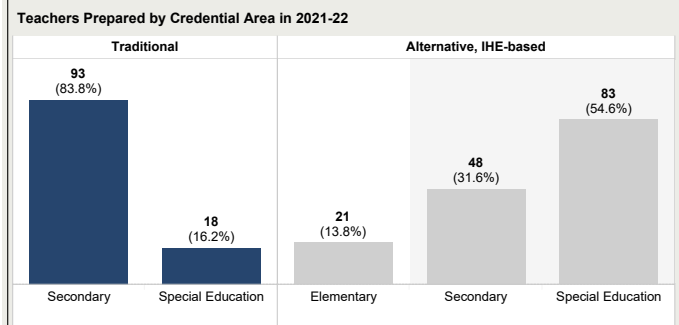
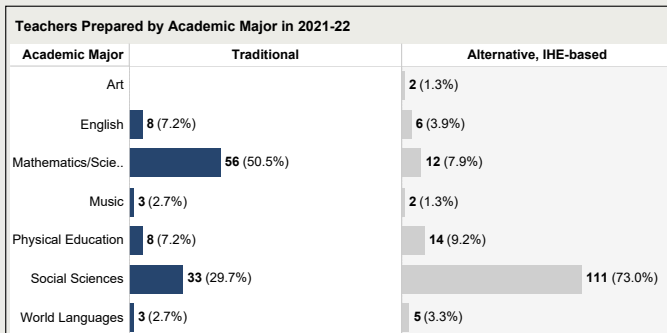
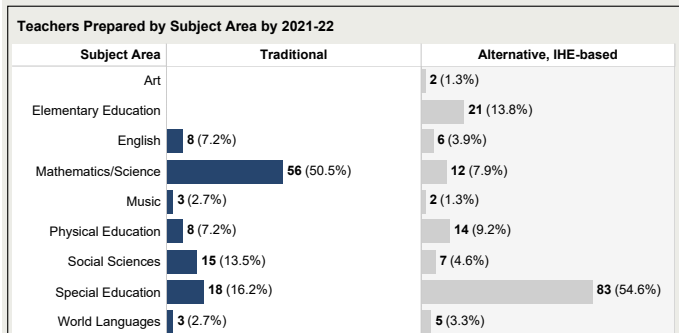
A series of supervised field experiences (including student teaching) with PK-12 students that occur as a sequenced, integral part of the preparation program prior to the candidate becoming the teacher of record. Please note that Title II, Section 202 (d)(2) describes features of clinical experience as follows. Courses in the curriculum that include the activities described in 202(d)(2) may be considered clinical coursework. The curriculum policies of each state and its institutions will identify coursework that is clinical and nonclinical.

Source: Federal Title II Reporting

		Traditional	Alternative, IHE-based
Programs with student teaching models	Number of clock hours of supervised clinical experience required prior to student teaching	120	
	Number of clock hours required for student teaching	480	
Programs in which candidates are the teacher of record in a classroom during the program	Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom		600
	Number of years required for teaching as the teacher of record in a classroom		1
All Programs	Number of adjunct faculty supervising clinical experiences during this academic year	63	63
	Number of cooperating teachers/K-12 staff supervising clinical experiences during this academic year	881	989
	Number of full-time equivalent faculty supervising clinical experience during this academic year	27	27
	Number of students in supervised clinical experience during this academic year	881	989

Teachers Prepared by Subject Area and Academic Major

The figures below depict the total of teacher prepared by subject area and academic major for the academic year. A prepared teacher is also known as a program completer. A program completer can be counted in more than one subject area and academic major. Subject areas and academic majors listed as "Teacher Education" in the federal subject and major category are included in the total of prepared teachers.



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Program, Admission and Context	Candidate Information	Goals, Assurances, Tech and Training	Teacher Certification Examinations
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This section provides information about the selected institution's goals, assurances, use of technology and teacher training. Information is provided by program route: Traditional, Alternative, IHE-based and Alternative, not IHE-based.

Goals

The table below provides information about the institution's annual goals in the three shortage areas: Mathematics, Science and Special Education. Title II reporting also includes Limited English Proficient (LEP). However, data for LEP are not included because English Learner authorizations preparation is embedded in all of the preliminary teaching programs. Starting in 2018-19, institutions had the opportunity to describe their goals, and the increase of prospective teachers are no longer reported.

Use the drop down menu below to select a question. Click the figure for the View Data table or hover over the tooltip to view the entirety of the information.

Select Question

Did your program prepare teachers in the following areas?

	Traditional			Alternative, IHE-based		
	Mathematics	Science	Special Education	Mathematics	Science	Special Education
Report Progress on Last Year's Goal in 2021-22	Yes	Yes	Yes	Yes	Yes	Yes
Review Current Year's Goal in 2022-23	Yes	Yes	Yes	Yes	Yes	Yes
Set Next Year's Goal in 2023-24	Yes	Yes	Yes	Yes	Yes	Yes

Assurances

The institution's reported assurances for 2021-22 are provided in the table below. The information provides the institution's compliance with the assurances - identify needs of Local Education Agencies; teachers prepared in core subjects; students with disabilities, Limited English Proficiency, low-income families.

Click the figure for the View Data table or hover over the tooltip to view the entirety of the information.

	Traditional	Alternative, IHE-based
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.	Yes	Yes
Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.	Yes	Yes
Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.	Yes	Yes
Prospective general education teachers are prepared to provide instruction to students with disabilities.	Yes	Yes
Prospective general education teachers are prepared to provide instruction to limited English proficient students.	Yes	Yes
Prospective general education teachers are prepared to provide instruction to students from low-income families.	Yes	Yes
Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.	Yes	Yes
Assurance Comments		

Use of Technology

The table below provides information for 2021-22 on the selected institution's use of technology, specifically on whether it integrates technology effectively into curricula and instruction; collects data to improve teaching and learning; manages data to improve teaching and learning; and analyzes data to improve teaching and learning.

Click the figure for the View Data table or hover over the tooltip to view the entirety of the information.

	Traditional	Alternative, IHE-based
Integrate technology effectively into curricula and instruction	Yes	Yes
Effectively collect data to improve teaching and learning	Yes	Yes
Effectively manage data to improve teaching and learning	Yes	Yes
Effectively analyze data to improve teaching and learning	Yes	Yes
Technology Comments		

Teacher Training

The table below provides information for 2021-22 on the institution's teacher training program, specifically if it prepares both general education and special education teachers to teach students with disabilities effectively; participates as a member of individualized education program teams; and teaches students who are limited English proficient effectively.

Note: Starting from 2018-19, institutions provide a description of the activities that prepare general education and/or special education teachers.

Click the figure for the View Data table or hover over the tooltip to view the entirety of the information.

	Traditional	Alternative, IHE-based
General Education	Teach students with disabilities effectively	
	Participate as a member of individualized education program teams	Yes
	Teach students who are limited English proficient effectively	Yes
	General Education Comments	
Special Education	Does your program prepare special education teachers?	Yes
	Teach students with disabilities effectively	
	Participate as a member of individualized education program teams	Yes
	Teach students who are limited English proficient effectively	Yes
Special Education Comments		

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This section provides information about the institution's teacher certification exam takers, passers and average pass rates for the California, Basic Educational Skills Test (CBEST), California Subject Examinations for Teachers (CSET), Reading Instruction Competence Assessment (RICA), and the Teaching Performance Assessment (TPA). Data also includes the statewide average pass rate for each exam. Information is provided by program route: Traditional, Alternative, IHE-based and Alternative, not IHE-based.

It is important to note the following:

- 1) The number of candidates passing tests and pass rate are not reported if the number of candidates taking tests is fewer than 10 for each subtest.
- 2) Examinees may have attempted and passed the CBEST and CSET prior to enrolling into the teacher preparation program.
- 3) The CBEST is one of the options to satisfy the basic skills requirement.
- 4) The CSET Mathematics and Science standards have been revised in 2013 and 2017, respectively. Exam code starting in the 200s refers to the revised test, and exam codes starting in 100s refers to the test prior to the new standards. Please note that the Multiple Subjects subtest II have also been revised due to the new Mathematics and Science standards.
- 5) The RICA standards have been revised in 2009. As a result, RICA.1 refers to the revised test and RICA refers to the test prior to 2009. Starting in the 2020-21 year, the RICA Written consisted of three subtests. The RICA requirement is met when candidates passed all three subtests.
- 6) Teacher Performance Assessment (TPA) pass rates were reported starting in 2018-19. Pass rates for the Fresno Assessment of Student Teachers (FAST) model are not reported.

Use the drop down menus below to view data by exam type, examinee group and program route.

Select Exam Type
All

Select Examinee Group
All program completers

Select Program Route
Traditional

All program completers in 2021-22

Exam	Exam Name	Exam Code	Number of candidate taking exams	Number of candidates passing exams	Institution average pass rate percent	State average pass rate percent
CBEST: California Basic Educational Skills Test	CBEST	098	99	92	93%	97%
CSET: California Subject Examinations for Teachers	English Subtest I	105	7			96%
	English Subtest II	106	7			96%
	English Subtest III	107	6			98%
	English Subtest IV	108	6			97%
	French Subtest I	148	1			
	French Subtest II	149	1			
	Multiple Subjects Subtest I	101	1			97%
	Multiple Subjects Subtest II	214	1			95%
	Multiple Subjects Subtest III	103	1			100%
	Music Subtest I	136	3			100%
	Music Subtest II	137	3			100%
	Music Subtest III	138	3			100%
	Physical Education Subtest I	129	6			94%
	Physical Education Subtest II	130	6			94%
	Physical Education Subtest III	131	6			95%
	Science Subtest I	215	16	14	88%	95%
	Science Subtest II: Chemistry	218	1			96%
	Science Subtest II: Life Sciences	217	9			96%
	Social Science Subtest I	114	10	10	100%	94%
	Social Science Subtest II	115	10	9	90%	95%
Social Science Subtest III	116	10	10	100%	97%	
Writing Skills	142	1			94%	
RICA: Reading Instruction Competence Assessment	RICA Written Subtest 1	003	24	23	96%	86%
	RICA Written Subtest 2	004	24	24	100%	92%
	RICA Written Subtest 3	005	24	23	96%	93%
	RICA.1	081.1	8			100%
TPA: Teaching Performance Assessment	edTPA: Classical Languages	TP104	1			
	edTPA: Elem Ed: Literacy with Mathematics Task 4	TP110	10	9	90%	92%
	edTPA: Elem Ed: Mathematics with Literacy Task 4	TP149	19	19	100%	96%
	edTPA: K-12 Performing Arts	TP021	3			99%
	edTPA: K-12 Physical Education	TP011	4			80%
	edTPA: Secondary English-Language Arts	TP003	6			98%
	edTPA: Secondary History/Social Studies	TP004	9			99%
	edTPA: Secondary Mathematics	TP005	2			87%
	edTPA: Secondary Science	TP006	9			96%
	edTPA: World Language	TP020	1			90%