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AY 2015-16

Institution Information

Name of Institution: Antioch University
Institution/Program Type: Traditional
Academic Year: 2015-16
State: California

Address: 602 Anacapa St
Santa Barbara, CA, 93101

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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?
Clear Credential	No
Education Specialist Credential	No
Multiple Subject Credential	No
Total number of teacher preparation programs: 3	

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:
see below

<https://www.antioch.edu/santa-barbara/degrees-programs/education-degree/stand-alone-credentials/multiple-subject-credential-certificate/>

<https://www.antioch.edu/santa-barbara/degrees-programs/education-degree/stand-alone-credentials/m-m-education-specialist-credential-certificate/>

<http://www.antiochla.edu/academics/education-department/admissions-process/teacher-credentialing/>

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 2015-16

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2015-16

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)(ii))**

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	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	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	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	Yes	No
Recommendation(s)	Yes	No

Essay or personal statement	Yes	No
Interview	Yes	No
Other	Data not reported	Data not reported

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

2.8

What was the median GPA of individuals accepted into the program in academic year 2015-16

3.1

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2015-16

-6

Please provide any additional comments about the information provided above:

Antioch does not give students grades but provides narrative evaluations for all candidates.

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 2015-16:	83
Unduplicated number of males enrolled in 2015-16:	24
Unduplicated number of females enrolled in 2015-16:	59

2015-16	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	20
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	5
Black or African American:	9
Native Hawaiian or Other Pacific Islander:	0
White:	32
Two or more races:	3

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2015-16.

Average number of clock hours of supervised clinical experience required prior to student teaching	256
Average number of clock hours required for student teaching	530
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	5
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	69
Number of students in supervised clinical experience during this academic year	43

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 2015-16. 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))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	13

Teacher Education - Elementary Education	16
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2015-16. 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	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	

Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	8
Psychology	1
Social Sciences	1
Anthropology	1
Economics	
Geography and Cartography	
Political Science and Government	1
Sociology	1
Visual and Performing Arts	1
History	1
Foreign Languages	
Family and Consumer Sciences/Human Sciences	1
English Language/Literature	
Philosophy and Religious Studies	1
Agriculture	
Communication or Journalism	1
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	1
Computer and Information Sciences	

Specify: Latin American Studies; Global Studies	
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Section I.f Program Completers

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

2015-16: 29

2014-15: 24

2013-14: 20

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 2015-16

Did your program prepare teachers in mathematics in 2015-16?

No

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

Did your program meet the goal for prospective teachers set in mathematics in 2015-16?

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 2016-17

Is your program preparing teachers in mathematics in 2016-17?

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in mathematics in 2017-18?

No

How many prospective teachers does your program plan to add in mathematics in 2017-18?

Provide any additional comments, exceptions and explanations below:

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 2015-16

Did your program prepare teachers in science in 2015-16?

No

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

Did your program meet the goal for prospective teachers set in science in 2015-16?

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 2016-17

Is your program preparing teachers in science in 2016-17?

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in science in 2017-18?

No

How many prospective teachers does your program plan to add in science in 2017-18?

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. (S205(a)(1)(A)(ii), S206(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 2015-16

Did your program prepare teachers in special education in 2015-16?

Yes

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

11

Did your program meet the goal for prospective teachers set in special education in 2015-16?

Yes

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 2016-17

Is your program preparing teachers in special education in 2016-17?

Yes

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

11

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in special education in 2017-18?

Yes

How many prospective teachers does your program plan to add in special education in 2017-18?

11

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Instruction of Limited English Proficient Students

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/oep/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 2015-16

Did your program prepare 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?

35

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?

Yes

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 2016-17

Is your program preparing teachers in instruction of limited English proficient students in 2016-17?

Yes

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

35

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in instruction of limited English proficient students in 2017-18?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2017-18?

35

Provide any additional comments, exceptions and explanations below:

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:

Santa Barbara: Teacher candidates (both Multiple Subject and Education Specialist) participate in at least two placements while fulfilling their field experience and student teaching requirements. In at least one of these placements the candidate will be teaching many English learners. Each student teacher plans in their second

professional seminar. PACT (Performance Assessment for California Teachers) is also required. In this assessment candidates must show that they meet the needs of all students, including special needs, low income, and English learners. They must be able to include academic language in all their lessons to meet the needs of all students. Our Education Specialist program is a dual credential program in which the candidates earn both a Multiple Subject and a Education Specialist Mild/Moderate credential. These candidates must also be able to meet the diverse needs of their students. Additional teacher candidates are admitted into the Education Specialist M/M program with a Preliminary or Clear Multiple or Single Subject credential and earn a standalone Education Specialist credential. Secondary teachers earning an Education Specialist credential must show proof of capacity to teach English Learners or take TESE 511 (Language Arts Curricula: Theory and Methods) which focuses on on strategies to support English Learners. A two unit course, TESE 511 is required for all Dual Credential candidates.

Los Angeles: Teacher Candidates (both Multiple subject and Education Specialist) participate in two placements while fulfilling their field experience and novice teaching requirements. In at least one of these placements the candidate will be teaching English learners. Each novice teacher plans, under the supervision of university faculty and cooperating teacher, a three week takeover of a class. They must be able to include academic language in all their lessons to meet the needs of all students. Novice teaching is paired with a professional seminar. The successful completion of CalTPA is also required – all 4 tasks for the Multiple Subject candidates and Task 1 and 2 for the Education Specialist candidates. In Task 2, Designing Instruction, candidates must discuss how they meet the needs of all students in their class, including students with special needs, low income students and English learners. Additional candidates are admitted into the Education Specialist M/M program with a Preliminary or Clear Multiple or Single Subject credential to earn an Education Specialist credential.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
098 -CBEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
098 -CBEST Evaluation Systems group of Pearson Other enrolled students	54	148	48	89
098 -CBEST Evaluation Systems group of Pearson All program completers, 2015-16	24	157	24	100
098 -CBEST Evaluation Systems group of Pearson All program completers, 2014-15	24	154	24	100
098 -CBEST Evaluation Systems group of Pearson All program completers, 2013-14	20	158	20	100
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson Other enrolled students	48	234	40	83
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson All program completers, 2015-16	24	239	24	100
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson All program completers, 2014-15	24	243	24	100
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson All program completers, 2013-14	21	248	21	100
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson Other enrolled students	43	240	36	84
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2015-16	24	241	24	100
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2014-15	24	251	24	100
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2013-14	21	254	21	100
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			

Evaluation Systems group of Pearson Other enrolled students				
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All program completers, 2015-16	24	240	24	100
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All program completers, 2014-15	24	244	24	100
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All program completers, 2013-14	21	252	21	100
081.1 -RICA.1 Evaluation Systems group of Pearson Other enrolled students	15	229	12	80
081.1 -RICA.1 Evaluation Systems group of Pearson All program completers, 2015-16	23	233	22	96
081.1 -RICA.1 Evaluation Systems group of Pearson All program completers, 2014-15	22	239	21	95
081.1 -RICA.1 Evaluation Systems group of Pearson All program completers, 2013-14	21	238	21	100
142 -WRITING SKILLS Evaluation Systems group of Pearson All program completers, 2013-14	1			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2015-16	24	23	96
All program completers, 2014-15	24	23	96
All program completers, 2013-14	21	21	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

HLC/NCA

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.

integrate educational technology into the curriculum for the purpose of supporting student achievement of standards-based goals. Technology is used to create access for all students in their abilities to see, hear, speak, move, read, write, understand English, attend, organize, engage and remember.

Santa Barbara: A 3-unit course, "Education Technology for Universal Design" is offered and required during the Fall quarter. This course prepares our candidates to use the principles of universal design to facilitate student learning. Antioch maintains both "G-mail" and "Sakai". Both these support off-site learning and research. Sakai is supported by a staff position. Library and reference librarian services are available to support students' research and resource needs, including databases and other institutional library catalogs. Students are required during their PACT (Performance Assessment for California Teachers) activities to collect, manage, and analyze data to improve their instruction. The students use Taskstream to submit their PACT work, including a classroom video, lesson plans, assessments, reflections, and student work. Students must utilize technology in almost all their courses.

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.

Santa Barbara: Candidates for the multiple subject credential take Social and Legal Dimensions of Special Education (TEP 601A) and Teaching and Accommodating Students with Disabilities (TEP 601B). These courses include IEP team meeting functions. All other required courses require candidates to meet the needs of all students, including those with learning disabilities. Multiple Subject Education Specialist candidates' knowledge of English language development is supported by the course Language Development and Acquisition (HDV 458A); and Reading Instruction in the Elementary Classroom (TEP 505). Multiple Subject candidates take Language Arts Curricula, Theory and Practice (TEP 511) and dual credential candidates (those candidates that earn both a Multiple Subject and Education Specialist M/M credential) take a parallel course in Language Arts Curricula, Theory and Practice TESE 511. Each required course also addresses the needs of English learners, and the candidates must be familiar with California's English Language Development (ELD) standards and include them in lesson plans and instruction. The required performance assessment, Performance Assessment for California Teachers (PACT) includes creating lesson plans that meet the needs of both English learners and those with special needs. The candidate must include teaching academic language in all lessons.

Los Angeles: TEP 601B Teaching and Accommodating Students with Disabilities, which is required of all teacher candidates, include detailed information on all special education related laws, including historical context, as well as practical application on how to write present levels of performance and goals in keeping with legal requirements. The IEP, section 504, SST and RTI roles of general education teachers, special education teachers and administrators are covered. In addition, all teacher candidates complete a detailed case study on a student with special needs from identification, through the IEP process, including lesson plans and accommodations necessary to make it possible for the case study student to access the lessons within the general education curriculum. Within these classes, all IDEA eligibility categories are covered, including their characteristics, common academic issues and viable accommodations.

ELL instruction is included in all methods courses and candidates are required to complete their novice teaching in schools with significant populations of second language learners. TEP 545, Language Development and Acquisition, is required of all candidates and combines the study of cognitive, personal and social development and socio-cultural factors that affect languages learning and use.

Candidates review current theory and research on how variables of development, class, culture and ethnicity impact language learning. Relevant federal laws , policies and legal requirements governing the education of second language learners are studied.

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.

Santa Barbara: Candidates for the Education Specialist Mild/Moderate credential take these required courses: Behavior Assessment and Support (TESE 538); Assessment in Special Education (TESE 509); Understanding and Teaching Students with Mild/Moderate Disabilities (TESE 516 & TESE 517); Family Dynamics (TESE 518); and Intro to Autism Spectrum Disorder (TESE 541 & TESE 541A). IEP team participation is provided by IEP Design and Policy Implementation (TESE 601C). Field work is also required for the Ed Specialist M/M credential, TESE 512A & TESE 515A. Knowledge of English language development is supported by Language Development and Acquisition (HDV 458A), Reading Instruction in Elementary Classrooms (TEP 505)and Language Arts Curricula, Theory and Practice TESE 511.

Los Angeles: TESE 601B Individualized Education Design and Policy Implementation and TESE 509 Assessment in Special Education – In addition to extensive coverage of all laws related to special education, teacher candidates are required to observe a case study student, perform assessments and conduct interviews regarding the student, create an assessment report and perform a mock IEP for the student

a case study student

TESE 517 Understanding and Teaching of Students with Mild and Moderate Disabilities II and TESE 516 Understanding and Teaching of Students with Mild and Moderate Disabilities – Students accumulate and learn interventions and teaching strategies for students from all IDEA eligibility categories. They create lesson and unit plans for case study students, as well as design accommodations and teaching interventions. For TESE 517, they videotape and analyze two lessons taught to classes with students with special needs.

TESE 518 Family Dynamics and Communication for Special Education Services – Students investigate community resources and create family service plans for a case study student, in addition to investigating transition services that are available to students leaving HS.

TESE 541, Introduction to Autism Spectrum Disorders. The basics of autism spectrum disorders (ASD) covering historical perspectives, current definitions, and characteristics will be introduced. Emphasis will be placed on incidence and prevalence trends, and characteristics associated with language/communication, cognition/neurology, social skills, sensory issues, and behavior. Students will also be taught the implications for program planning and service delivery. Course completion requires five hours of fieldwork.

ELL instruction is included in all methods courses and candidates are required to complete their novice teaching in schools with significant populations of second language learners. TEP 545, Language Development and Acquisition, is required of all candidates and combines the study of cognitive, personal and social development and socio-cultural factors that affect language learning and use.

Candidates review current theory and research on how the variables of development, class, culture and ethnicity impact language learning. Relevant federal laws, policies and legal requirements governing the education of second language learners are studied.

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.

Los Angeles: The Antioch University Los Angeles education department offers two credentials; a multiple subject and an education specialist/mild-moderate. Our primary commitment is to prepare our pre-service teachers with skills and dispositions to prepare them to teach urban students who are often second language learners. The Biennial Report was submitted to the California Commission on Credentialing and represents our plans for all aspects of assessment. Santa Barbara: The Multiple Subject preparation program and Education Specialist program take a calendar year to complete. The students are admitted as a cohort and complete all their courses together. Students in the Antioch Santa Barbara teacher preparation programs (Multiple Subject and Education Specialist Mild/Moderate) are supported by small classes and seminars, and therefore are able to work closely with others in their cohort and with the faculty and staff in the program. Linkage between coursework and clinical practice is emphasized for coherence; student teacher supervisors look for application of coursework during observations. Antioch is known for its Social Justice education, and both Multiple Subject and Education Specialist M/M candidates are required to take Foundations of Social Justice Education (both TEP 536 and TEP 536A). Antioch University Santa Barbara does not give letter or number grades. The students receive narrative evaluations based on program goals and course objectives. They need to have met these goals and objectives to receive credit for the course. Antioch University submits Biennial Reports to the Commission on Teacher Credentialing; within the University the program is part of annual and five year program reviews. The University is also accredited by the HLC/NCA.

Supporting Files

Complete Report Card

AY 2015-16