

Appendix B-1: Institutional and Program Report Card - Section 1.a. Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Institution	Application UG	Application PG	Fee/ Payment UG	Fee/ Payment PG	Transcript UG	Transcript PG	Fingerprint UG	Fingerprint PG	Background UG	Background PG	Experience UG	Experience PG	Credits UG	Credits PG	HS GPA UG	HS GPA PG	UG GPA UG	UG GPA PG	Content GPA UG	Content GPA PG
Alliant International University	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	No
Antioch University Los Angeles	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	No	Not applicable	Yes	Not applicable	No
Antioch University Santa Barbara	Yes	Yes	No	Yes	Yes	Yes	No	Yes	No	Yes	No	No	No	No	No	No	No	No	No	No
Argosy University	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	Yes	Not applicable	No
Azusa Pacific University	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	Yes
Bethany University	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	Yes	Not applicable	No
Biola University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	No	No	No	Yes	Yes	No	No
Brandman University	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	Yes
California Baptist University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	No	No	Yes	Yes	No	No
California Lutheran University	No	Yes	No	Yes	No	Yes	No	No	No	No	No	No	No	No	No	No	No	Yes	No	No

Appendix B-1: Institutional and Program Report Card - Section 1.a. Program Admission

For each elemen

Institution	Professional GPA UG	Professional GPA PG	ACT UG	ACT PG	SAT UG	SAT PG	GRE UG	GRE PG	Basic Skills Test UG	Basic Skills Test PG	Subject Area UG	Subject Area PG	Miller UG	Miller PG	Recommendation UG	Recommendation PG	Essay UG	Essay PG	Interview UG	Interview PG
Alliant International University	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes
Antioch University Los Angeles	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes
Antioch University Santa Barbara	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	Yes	Yes	Yes	No	Yes
Argosy University	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes
Azusa Pacific University	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes
Bethany University	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes
Biola University	Yes	Yes	No	No	No	No	No	No	No	Yes	No	Yes	No	No	Yes	Yes	Yes	Yes	No	Yes
Brandman University	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes
California Baptist University	No	No	No	No	No	No	No	No	Yes	Yes	No	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes
California Lutheran University	No	Yes	No	No	No	No	No	No	No	No	No	No	No	No	No	Yes	No	Yes	No	Yes

Appendix B-1: Institutional and Program Report Card - Section 1.a. Program Admission

For each elemen

Institution	Resume UG	Resume PG	Bachelor Degree UG	Bachelor Degree PG	Job Offer UG	Job Offer PG	Personality Test UG	Personality Test PG	Other UG	Other PG	Other Specify	Formal Admission	Formal Admission Other Specify	Conditional Admission
Alliant International University	Not applicable	No	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	Yes	US Constitution competency	Postgraduate		Yes
Antioch University Los Angeles	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No		Postgraduate	N/A	Yes
Antioch University Santa Barbara	No	Yes	No	No	No	No	No	No	No	No		Senior year		No
Argosy University	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No	N/A	Postgraduate	N/A	Yes
Azusa Pacific University	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	Yes	Dispositions checklist	Postgraduate		Yes
Bethany University	Not applicable	No	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	Yes	StrengthsQuest	Postgraduate	or Senior	Yes
Biola University	No	No	No	Yes	No	No	No	No	No	No		Other	Undergraduate or Post-graduate	Yes
Brandman University	Not applicable	No	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No	Not Applicable	Postgraduate		Yes
California Baptist University	No	No	No	No	No	No	No	No	No	No		Other	Undergraduate and Postgraduate	Yes
California Lutheran University	No	No	No	Yes	No	No	No	No	No	No		Postgraduate		Yes

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For each elemen

Institution	AdmissionsComments
Alliant International University	Applicants may petition for admission if they have not met the minimum GPA requirement for admission to the program.
Antioch University Los Angeles	NA
Antioch University Santa Barbara	The "Early Decider" program allows BA students to take education courses that apply towards their teacher credentialing program during their senior year .
Argosy University	Minimum admissions GPA is 3.0. If the student has already passed CSET, then we will accept a 2.7 GPA. Any exceptions to this must be thoroughly documented. Students entering the program must now have TB test documentation and proof of Live Scan. Minimum 550 TOEFL or 79 on the TOEFL Internet is required for all students whose native language is not English.
Azusa Pacific University	Each teacher candidate is given a dispositions survey during their admissions interview. A commitment is signed by the teacher candidate to adhere to program expectations and dispositions.
Bethany University	
Biola University	Undergraduates submit their application to the certification program during the pre-requisite teacher preparation course which is usually taken during their sophomore year. Post-graduate applicants are accepted to the certification program concurrently with their university acceptance. Both undergraduate and graduate applicants receive a formal acceptance letter once all program admission requirements are met including a 2.75 minimum cumulative GPA.
Brandman University	Multiple and Single Subject applicants with a GPA lower than a 2.5 may, under certain conditions, petition for admission consideration under an “exceptional admit” category. Applicants must have passed the CBEST and one of the approved graduate admissions examinations (GRE minimum score for Verbal and Quantitative sections is 450, Analytic Writing is 4.5. Miller Analogies Test: minimum scaled score of 403. Subject Matter Competency Examinations: successfully complete all subtests of the appropriate California Subject Examinations for Teachers (CSET). Exceptions are Foundational Level General Math where only subtests I and II are required and Foundational Level General Science where only subtest I and II are required) to be considered for an exceptional admit. The School of Education encourages applicants to take the appropriate Subject Matter Competency Examination as a way to demonstrate suitability for admission to a credential application. Once a student does this, they would fill out an application and the “Exceptional Admit” form and during the once a month Standards meeting, an education faculty member and the other Standards Team determine if the student will be accepted.
California Baptist University	
California Lutheran University	

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Institution	Application UG	Application PG	Fee/ Payment UG	Fee/ Payment PG	Transcript UG	Transcript PG	Fingerprint UG	Fingerprint PG	Background UG	Background PG	Experience UG	Experience PG	Credits UG	Credits PG	HS GPA UG	HS GPA PG	UG GPA UG	UG GPA PG	Content GPA UG	Content GPA PG
California Polytechnic State University, San Luis Obispo	Yes	Yes	No	No	Yes	Yes	Yes	Yes	No	No	Yes	Yes	No	No	No	No	Yes	Yes	No	No
California State Polytechnic University, Pomona	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	Yes	Not applicable	Yes
California State University, Bakersfield	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes
California State University, Channel Islands	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	Yes	Not applicable	Yes
California State University, Chico	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes
California State University, Dominguez Hills	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	No
California State University, East Bay	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	Yes	Yes	Yes
California State University, Fresno	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	No
California State University, Fullerton	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes
California State University, Long Beach	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes
California State University, Los Angeles	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	Yes	No	No

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Institution	Professional GPA UG	Professional GPA PG	ACT UG	ACT PG	SAT UG	SAT PG	GRE UG	GRE PG	Basic Skills Test UG	Basic Skills Test PG	Subject Area UG	Subject Area PG	Miller UG	Miller PG	Recommendation UG	Recommendation PG	Essay UG	Essay PG	Interview UG	Interview PG
California Polytechnic State University, San Luis Obispo	No	No	No	No	No	No	No	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State Polytechnic University, Pomona	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes
California State University, Bakersfield	Yes	Yes	No	No	No	No	No	Yes	Yes	Yes	Yes	No	No	No	No	Yes	Yes	Yes	Yes	Yes
California State University, Channel Islands	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes
California State University, Chico	Yes	Yes	No	No	No	No	No	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Dominguez Hills	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	Yes	Not applicable	No	Not applicable	Yes
California State University, East Bay	No	No	No	No	No	No	No	Yes	Yes	Yes	Yes	No	No	No	Yes	No	Yes	No	Yes	
California State University, Fresno	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes
California State University, Fullerton	Yes	Yes	No	No	No	No	No	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Long Beach	Yes	Yes	No	No	No	No	No	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Los Angeles	No	No	No	No	No	No	No	Yes	Yes	No	No	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes

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Institution	Resume UG	Resume PG	Bachelor Degree UG	Bachelor Degree PG	Job Offer UG	Job Offer PG	Personality Test UG	Personality Test PG	Other UG	Other PG	Other Specify	Formal Admission	Formal Admission Other Specify	Conditional Admission
California Polytechnic State University, San Luis Obispo	No	No	No	Yes	No	No	No	No	No	No		Other	Fall, Winter, Spring	Yes
California State Polytechnic University, Pomona	Not applicable	No	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	Yes	TB Clearance, Student Program Plan	Postgraduate		Yes
California State University, Bakersfield	No	No	No	Yes	No	Yes	No	No	No	Yes	Special Education recommendations	Junior year	for blended students. All other programs admit students when requirements are satisfied.	Yes
California State University, Channel Islands	Not applicable	No	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No		Postgraduate		No
California State University, Chico	Yes	Yes	No	Yes	No	No	No	No	No	No		Postgraduate	Junior Year for Pre-Bac Program	Yes
California State University, Dominguez Hills	Not applicable	No	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No	N/A	Postgraduate		Yes
California State University, East Bay	No	No	No	Yes	No	No	No	No	No	Yes	Negative TB Test, US Constitution	Postgraduate	Bachelors Plus Early Pathway Program (BPEP)	Yes
California State University, Fresno	Not applicable	No	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	Yes	orientation, medical clearance, advising form, university admission	Postgraduate		Yes
California State University, Fullerton	No	No	No	Yes	No	No	No	No	Yes	Yes	TB, MMR, Eng. Prof., prereq. coursework, CPR training, U.S. Const./Gov.	Other	when all requirements are met	Yes
California State University, Long Beach	No	No	No	No	No	No	No	No	No	No		Other	Students may be admitted as juniors or higher.	Yes
California State University, Los Angeles	No	No	No	Yes	No	No	No	No	No	No		Postgraduate	Undergrad - junior status	Yes

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	AdmissionsComments
Institution	
California Polytechnic State University, San Luis Obispo	Cal Poly offers a blended Multiple Subject (Elementary) credential program for our undergraduate students seeking a Liberal Studies bachelors degree. These students start the credential program while they are still in their undergraduate degree program. BACKGROUND CHECK – This is done as part of the FINGERPRINT CHECK required by the school districts before candidates can tutor, observe, or student teach.
California State Polytechnic University, Pomona	Students are conditionally admitted if minimum GPA is less than 2.67 and subject matter verification is in progress. Students are also admitted conditionally if in process of completing prerequisites.
California State University, Bakersfield	Exceptional admitted students are admitted into programs, when their GPA does not meet the entrance requirement. Conditionally admitted students are generally admitted if they have satisfied 80% or more of their subject matter coursework. Subject matter by exam candidates can be admitted if they have passed 2 of their required 3 subsets, or 3 of their required 4 subsets. All other requirements must be satisfied for admission.
California State University, Channel Islands	
California State University, Chico	
California State University, Dominguez Hills	<ol style="list-style-type: none"> 1. Admission to the Special Education credentials requires concurrent admission to the MA degree, so the minimum GPA is higher than that required for admission to the general education programs. 2. Multiple and Single Subject Candidates may be admitted to Phase 1 without the Subject Matter Exam passed, but before entering Phase 2 this exam must be passed. 3. Multiple and Single Subject Candidates must provide a letter of recommendation in order to advance to Phase 2 of the program.
California State University, East Bay	We offer an option for current undergraduate students to earn their Bachelors degree and teaching credential in four years as part of our Bachelors Plus Early Pathway (BPEP) Program in Multiple Subject or Single Subject Teaching. As part of the BPEP candidate's requirement prior to full admissions, students take pre-education field experience which encompasses an observation in a grade-appropriate setting, arranged through the university, and taken for course credit.
California State University, Fresno	Exception to the Postgraduate admissions is our blended Liberal Studies students who do our Multiple Subject (Elementary Education)credential program concurrently with their Liberal Studies major in their Junior and Senior years.
California State University, Fullerton	Students must be enrolled in the University before applying to the credential program.
California State University, Long Beach	
California State University, Los Angeles	

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Institution	Application UG	Application PG	Fee/ Payment UG	Fee/ Payment PG	Transcript UG	Transcript PG	Fingerprint UG	Fingerprint PG	Background UG	Background PG	Experience UG	Experience PG	Credits UG	Credits PG	HS GPA UG	HS GPA PG	UG GPA UG	UG GPA PG	Content GPA UG	Content GPA PG
California State University, Monterey Bay	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes
California State University, Northridge	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	Yes	Yes	No	No
California State University, Sacramento	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	Yes	Not applicable	Yes
California State University, San Bernardino	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes
California State University, San Marcos	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes
California State University, Stanislaus	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes
CalState TEACH	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No	Yes	Yes	No	No
Chapman University	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	Yes

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Institution	Professional GPA UG	Professional GPA PG	ACT UG	ACT PG	SAT UG	SAT PG	GRE UG	GRE PG	Basic Skills Test UG	Basic Skills Test PG	Subject Area UG	Subject Area PG	Miller UG	Miller PG	Recommendation UG	Recommendation PG	Essay UG	Essay PG	Interview UG	Interview PG
California State University, Monterey Bay	Yes	Yes	No	No	No	No	No	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Northridge	No	No	No	No	No	No	No	No	No	No	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Sacramento	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes
California State University, San Bernardino	Yes	Yes	No	No	No	No	No	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, San Marcos	Yes	Yes	No	No	No	No	No	Yes	Yes	No	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Stanislaus	Yes	Yes	No	No	No	No	No	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
CalState TEACH	No	No	No	No	No	No	No	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Chapman University	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes

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Institution	Resume UG	Resume PG	Bachelor Degree UG	Bachelor Degree PG	Job Offer UG	Job Offer PG	Personality Test UG	Personality Test PG	Other UG	Other PG	Other Specify	Formal Admission	Formal Admission Other Specify	Conditional Admission
California State University, Monterey Bay	No	No	Yes	Yes	No	No	No	No	No	No		Postgraduate		Yes
California State University, Northridge	No	No	No	Yes	No	No	No	No	Yes	Yes	Attempt Basic Skills, Language Prof. for Bilingual Programs, Information Session and TB Clearance	Postgraduate	Freshman and Junior for blended programs	No
California State University, Sacramento	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	No other	Postgraduate		Yes
California State University, San Bernardino	No	No	No	Yes	No	No	No	No	No	No		Other	see below	Yes
California State University, San Marcos	No	No	No	Yes	No	No	No	No	No	No		Other	Postgraduate for most programs and sophomore/junior year for ICP (see notes)	Yes
California State University, Stanislaus	No	No	No	Yes	No	No	No	No	No	No		Other	Completion of prerequisites	Yes
CalState TEACH	No	No	No	Yes	No	No	No	No	Yes	No	Senior Status	Postgraduate		Yes
Chapman University	Not applicable	No	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No	Not Applicable	Postgraduate		Yes

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	AdmissionsComments
Institution	
California State University, Monterey Bay	Just a clarification that "undergraduate" students refer to the 4-5 students in the integrated/blended pathway that just began 2008-09.
California State University, Northridge	Per Chancellor's Office Executive Order, 15% of the number admitted in the current or previous year could be admitted under Exceptions Admission. At CSUN they could be consider for Exceptional Admission for GPA, Subject Matter and Basic Skills.
California State University, Sacramento	A small percentage (<4%) of total admits each year are juniors or seniors in special programs. In the California State University system, a campus may admit a candidate to a teacher education basic credential program as an exception when the candidate has not met one or more of the requirements but the candidate possesses compensating strengths in other required areas. A campus may grant exceptions that are conditioned on satisfaction of requirements within a specified time period. (Exceptions to the requirement for taking a basic skills test approved by the CTC are not allowed.) The campus shall limit the number of exceptional admissions to the teacher education programs in the current year to a number no greater than 15% of those regularly admitted to the campus teacher education program in the current or previous year.
California State University, San Bernardino	Candidates in our Liberal Studies/Integrated Track (undergraduates) must be at least a Junior status before they can be formally admitted into the initial teacher certification program (Multiple Subject). Postgraduate candidates are formally admitted into the initial teacher cerfication programs once they have met all program admission requirements. Additional program admission requirements may be found on the CSUSB College of Education/Program website at: http://www.csusb.edu/coe/programs/
California State University, San Marcos	Most students are formally admitted as postgraduate, however, our Integrated Credential Program (ICP) is geared for undergraduates working simultaneously towards both a bachelors degree and an initial credential. Students are admitted conditionally into our programs but must have all admission requirements completed by the start of the first semester of coursework.
California State University, Stanislaus	Ed Specialist Credential Program is housed in the Department of Advanced Studies (www.csustan.edu/advstd/SpecialEd). The Multiple and Single Subject Credential Programs are in the Department of Teacher Education (www.csustan.edu/TeacherEd/)
CalState TEACH	We limit exceptional admits to 15%.
Chapman University	The Multiple and Single Subject Credential programs and the Education Specialist Instruction Credential program (mild/moderate and moderate severe) admit candidates on a conditional basis. Applicants are required to have an undergraduate GPA of 2.75 (based on the last 60 semester credits of the undergraduate program) to be considered for regular admission. If a candidate's GPA is below 2.75 and above 2.5 she may be admitted on a conditional basis provided she takes and passes one of the following assessments: (a) <input type="checkbox"/> The California Subject Exam for Teachers (CSET), or (b) <input type="checkbox"/> The Graduate Records Exam (GRE), or (c) <input type="checkbox"/> The Miller Analogies Test (MAT). Only candidates who have met the all of the other entrance requirements aside from the GPA would be eligible for a conditional admission. A candidate who has been admitted on a conditional basis must pass one of the three aforementioned exams during her initial semester of enrollment. If she does not pass, then she cannot enroll in additional coursework until the exam has been passed.

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Claremont Graduate University	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	No	No	Yes	No	No	No	No	No	No	No
Concordia University	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No	No	No	Yes	Yes	Yes	Yes	Yes
Dominican University of California	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	No
Fresno Pacific University	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Yes
Hebrew Union College	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No	No
Holy Names University	No	Yes	No	Yes	No	Yes	No	No	No	No	No	No	No	No	No	No	No	Yes	No	Yes	Yes
Hope International University	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	No	Not applicable	Yes	Not applicable	No	No
Humboldt State University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes
InterAmerican College	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Yes
John F. Kennedy University	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Yes
La Sierra University	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes
Loyola Marymount University	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	Yes	No	No	No

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Institution	Professional GPA UG	Professional GPA PG	ACT UG	ACT PG	SAT UG	SAT PG	GRE UG	GRE PG	Basic Skills Test UG	Basic Skills Test PG	Subject Area UG	Subject Area PG	Miller UG	Miller PG	Recommendation UG	Recommendation PG	Essay UG	Essay PG	Interview UG	Interview PG
Claremont Graduate University	No	No	No	No	No	No	No	No	No	No	Yes	No	No	No	Yes	No	Yes	No	Yes	
Concordia University	Yes	Yes	No	No	No	No	No	No	Yes	Yes	No	Yes	No	No	Yes	Yes	Yes	Yes	Yes	
Dominican University of California	No	No	No	No	No	No	No	Yes	Yes	No	No	No	No	Yes	Yes	Yes	Yes	No	No	
Fresno Pacific University	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	
Hebrew Union College	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	
Holy Names University	No	No	No	No	No	No	No	No	No	No	No	No	No	No	Yes	No	Yes	No	Yes	
Hope International University	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	
Humboldt State University	No	Yes	No	No	No	No	No	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	
InterAmerican College	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	
John F. Kennedy University	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	
La Sierra University	Yes	Yes	No	No	No	No	No	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	
Loyola Marymount University	Yes	No	No	No	No	No	No	Yes	Yes	No	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	

Appendix B-1: Institutional and Program Report Card - Section 1.a. Program Admission

Institution	Resume UG	Resume PG	Bachelor Degree UG	Bachelor Degree PG	Job Offer UG	Job Offer PG	Personality Test UG	Personality Test PG	Other UG	Other PG	Other Specify	Formal Admission	Formal Admission Other Specify	Conditional Admission
Claremont Graduate University	No	Yes	No	Yes	No	No	No	No	No	Yes	Writing sample taken at interview	Postgraduate		Yes
Concordia University	No	No	No	Yes	No	No	No	No	No	No		Postgraduate	also, junior/senior year for undergraduate students at CUI	Yes
Dominican University of California	Yes	Yes	No	Yes	No	No	No	No	Yes	Yes	TB Test	Senior year	Post Graduate	No
Fresno Pacific University	Not applicable	No	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No	no other elements required	Postgraduate	none	Yes
Hebrew Union College	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No	none	Postgraduate		Yes
Holy Names University	No	No	No	Yes	No	No	No	No	No	No		Postgraduate		Yes
Hope International University	Not applicable	No	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No		Postgraduate		Yes
Humboldt State University	No	Yes	No	Yes	No	No	No	No	No	No	none	Senior year		No
InterAmerican College	Not applicable	No	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No	NA	Postgraduate		Yes
John F. Kennedy University	Not applicable	No	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	Yes	Evidence of Basic Computer knowledge based on a questionnaire that must be completed on a computer	Postgraduate		Yes
La Sierra University	Yes	Yes	No	Yes	No	No	No	No	Yes	Yes	CPR, TB Skin Test	Sophomore year	Postgraduate	Yes
Loyola Marymount University	No	No	No	Yes	No	No	No	No	Yes	Yes	Technology Requirement	Other	After completion of prerequisite courses with a grade of "B" or better	Yes

Appendix B-1: Institutional and Program Report Card - Section 1.a. Program Admission

Institution	AdmissionsComments
Claremont Graduate University	While GPA and experience with youth are important factors in the application process, we do not have a cut-off requirement for either. The admissions score is based on GPA, experience with youth, essay, interview, site writing sample, and letters of recommendation with a maximum point value of 130. Candidates are reviewed holistically, and high overall application scores drive admissions and fellowships.
Concordia University	Candidates may be admitted provisionally for the following reasons: <input type="checkbox"/> GPA falls below the minimum <input type="checkbox"/> Subject matter verification in progress
Dominican University of California	
Fresno Pacific University	Students applying to the teacher education program are looked at individually by the program director. Decisions on admissions are made after reviewing their application, academic performance (using transcripts), letters of recommendation, writing samples, test scores, and the personal interview. Candidates can be conditionally admitted with low GPAs, no test scores, etc.
Hebrew Union College	Admittance into the DeLeT Teacher Education Program is dependent on finding a match of a suitable student teaching placement in a Jewish Day School.
Holy Names University	Students with an exceptional interview, relevant experience in education and personal statement may be admitted despite the minimum GPA requirement.
Hope International University	
Humboldt State University	
InterAmerican College	NA, The website has the latest catalog with all admissions requirements, if needed for review.
John F. Kennedy University	Candidates accepted must have passed the CBEST, and the CSET exams before admission. Provisional admission is primarily granted when the admissions office has not received transcripts from every previously attended university or college.
La Sierra University	If a student is an undergraduate and has not completed all Liberal Studies Program requirements, he is allowed a variance in regard to the CSET exam. The CSET exam may be taken when the student completes the Liberal Studies coursework. This variance would also apply to secondary teacher education candidates. For MAT students occasionally a variance is approved for a student to begin the Teacher Education Program before all sections of the CSET have been passed. In these cases the student is placed on a contingency in relation to program acceptance. All students--graduate and undergraduate--are required to have passed all sections of the CSET prior to acceptance into the Student Teaching Program.
Loyola Marymount University	Applicants who have been denied admissions based on GPA may appeal through the exceptions process upon recommendation of the program director or admissions coordinator. A student with a GPA below 2.8 and above 2.5 may submit a written petition for admission. Candidates accepted through exceptions process will be admitted on controlled admission status as described above.

Appendix B-1: Institutional and Program Report Card - Section 1.a. Program Admission

Institution	Application UG	Application PG	Fee/ Payment UG	Fee/ Payment PG	Transcript UG	Transcript PG	Fingerprint UG	Fingerprint PG	Background UG	Background PG	Experience UG	Experience PG	Credits UG	Credits PG	HS GPA UG	HS GPA PG	UG GPA UG	UG GPA PG	Content GPA UG	Content GPA PG
Mills College	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	No
Mount St. Mary's College	Yes	Yes	No	Yes	Yes	Yes	No	No	No	No	Yes	Yes	No	Yes	No	No	Yes	Yes	Yes	Yes
National Hispanic University	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	No
National University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes
Notre Dame de Namur University	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	No
Occidental College	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	Yes
Pacific Oaks College	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No	Yes	No	No	No	No	No	No	No
Pacific Union College	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	No	No
Patten University	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	Yes	Yes
Pepperdine University	Yes	Yes	No	Yes	No	Yes	No	No	No	No	Yes	No	Yes	Yes	No	No	Yes	Yes	No	No
Point Loma Nazarene University	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	Yes

Appendix B-1: Institutional and Program Report Card - Section 1.a. Program Admission

Institution	Professional GPA UG	Professional GPA PG	ACT UG	ACT PG	SAT UG	SAT PG	GRE UG	GRE PG	Basic Skills Test UG	Basic Skills Test PG	Subject Area UG	Subject Area PG	Miller UG	Miller PG	Recommendation UG	Recommendation PG	Essay UG	Essay PG	Interview UG	Interview PG
Mills College	No	No	No	No	No	No	No	No	No	Yes	No	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes
Mount St. Mary's College	Yes	Yes	No	No	No	No	No	No	Yes	Yes	No	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes
National Hispanic University	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	No
National University	Yes	Yes	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	Yes	Yes
Notre Dame de Namur University	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes
Occidental College	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes
Pacific Oaks College	No	No	No	No	No	No	No	No	Yes	Yes	No	No	No	No	Yes	Yes	Yes	Yes	No	No
Pacific Union College	No	No	No	No	No	No	No	No	Yes	Yes	No	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes
Patten University	No	No	No	No	No	No	No	No	Yes	Yes	No	No	No	No	Yes	Yes	No	Yes	Yes	Yes
Pepperdine University	No	No	No	No	No	No	No	No	No	No	No	No	No	No	Yes	Yes	Yes	Yes	No	No
Point Loma Nazarene University	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	No	Not applicable	Yes	Not applicable	No	Not applicable	No

Appendix B-1: Institutional and Program Report Card - Section 1.a. Program Admission

Institution	Resume UG	Resume PG	Bachelor Degree UG	Bachelor Degree PG	Job Offer UG	Job Offer PG	Personality Test UG	Personality Test PG	Other UG	Other PG	Other Specify	Formal Admission	Formal Admission Other Specify	Conditional Admission
Mills College	Yes	No	No	Yes	No	No	No	No	No	No		Other	postgraduate or graduate	No
Mount St. Mary's College	No	No	No	Yes	No	No	No	No	No	No		Postgraduate	Undergraduate Blended	Yes
National Hispanic University	Not applicable	No	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No	none	Postgraduate		Yes
National University	No	No	No	Yes	No	No	No	No	Yes	Yes	Basic skills required but no minimum test score for admission. Must pass Basic Skills for st.teach	Other	Open enrollment any month.	Yes
Notre Dame de Namur University	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No		Postgraduate		Yes
Occidental College	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No		Postgraduate		No
Pacific Oaks College	Yes	Yes	No	Yes	No	No	No	No	No	No		Junior year	Please see below	No
Pacific Union College	No	No	No	Yes	No	No	No	No	No	No		Other	Rolling admissions, admitted when prerequisites are met	Yes
Patten University	No	No	No	Yes	No	No	No	No	Yes	Yes	Haberman Star Interview, English Essay Exam	Sophomore year	Completion of all admission requirements	Yes
Pepperdine University	No	No	No	Yes	No	No	No	No	Yes	Yes	Proof of attempt for the Basic Skills Requirement	Junior year	Graduate Program: Post Baccalaureate degree	Yes
Point Loma Nazarene University	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	No		Postgraduate		No

Appendix B-1: Institutional and Program Report Card - Section 1.a. Program Admission

	AdmissionsComments
Mills College	
Mount St. Mary's College	
National Hispanic University	
National University	<p>Graduate Admission Exceptions: Students with an undergraduate grade point average of 2.0 to 2.49 may be accepted to National University on probation (instead of taking the above tests). Students who receive a grade below "B" during their first 4.5 quarter units while on probation are disqualified and must apply to the Committee on the Application of Standards to be considered for reinstatement.</p> <p>Undergraduate Admission Exceptions: Applicants with a GPA below 2.0 may be admitted on probation if the Committee on the Application of Standards judges that there is sufficient evidence of potential to complete college studies. Applicants below a 2.0 may submit a letter to CAS.</p>
Notre Dame de Namur University	
Occidental College	Admissions fee is waived if student attended Occidental as an undergraduate.
Pacific Oaks College	BA students must have a minimum of 64 units to transfer into the college. Post BA students can be admitted into the credential program(s) as well, as "credential only" students, or MA degree/credential students.
Pacific Union College	Very rarely students who have passed part, but not all, of CBEST are given one quarter of provisional admission status to the methods course sequence. During this quarter they are expected to pass the full CBEST and move to regular admission status. If they do not, then they must withdraw from the methods course sequence until the next year.
Patten University	Link for website-update-currently in progress with anticipated completion date in Summer 2010.
Pepperdine University	Pepperdine University's undergraduate program admits in the student's junior year and the graduate program admits post graduate. Both programs require two professional recommendations attesting to the applicant's competencies, character and potential and/or ability as an educator.
Point Loma Nazarene University	<p>Applicants who do not meet the minimum standards for program eligibility, but who can demonstrate an exceptionally rich experiential background and/or have shown a dramatic change in academic performance, may petition the academic department or school for a special review of their status. The academic department or school reviews the petition along with the student's application package and determines the merits and appropriateness of the request.</p> <p>A copy of the petition must be filed with the Office of Graduate Admissions. In order to apply for program eligibility under exception, the applicant must also provide a statement outlining the applicant's reasons and justification for requesting an exception to admission policies with supporting documentation. The applicant is also required to schedule an interview with a Point Loma Nazarene University academic advisor from the school to which the applicant is applying.</p> <p>Following the interview, the academic advisor submits a summary of the applicant's interview and petition package to the department chair or dean of the school. When appropriate, the dean submits the petition to the Graduate Studies Committee with a recommendation. The Graduate Studies Committee or designee is the final authority for all petitions for program</p>

Appendix B-1: Institutional and Program Report Card - Section 1.a. Program Admission

Institution	Application UG	Application PG	Fee/ Payment UG	Fee/ Payment PG	Transcript UG	Transcript PG	Fingerprint UG	Fingerprint PG	Background UG	Background PG	Experience UG	Experience PG	Credits UG	Credits PG	HS GPA UG	HS GPA PG	UG GPA UG	UG GPA PG	Content GPA UG	Content GPA PG
San Diego Christian College	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	Yes	Not applicable	Yes
San Diego State University	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	Yes	Not applicable	Yes
San Francisco State University	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	No
San Jose State University	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	Yes	Not applicable	Yes
Santa Clara University	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No
Simpson University	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	No
Sonoma State University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes
St. Mary's College of California	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	Yes	Not applicable	No	Not applicable	Yes	Not applicable	No
Stanford University	No	Yes	No	Yes	No	Yes	No	No	No	No	No	Yes	No	No	No	No	No	No	No	No
The Master's College	Not applicable	Yes	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	Yes	Not applicable	Yes
Touro University	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	No

Appendix B-1: Institutional and Program Report Card - Section 1.a. Program Admission

Institution	Professional GPA UG	Professional GPA PG	ACT UG	ACT PG	SAT UG	SAT PG	GRE UG	GRE PG	Basic Skills Test UG	Basic Skills Test PG	Subject Area UG	Subject Area PG	Miller UG	Miller PG	Recommendation UG	Recommendation PG	Essay UG	Essay PG	Interview UG	Interview PG
San Diego Christian College	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes
San Diego State University	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes
San Francisco State University	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes
San Jose State University	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes
Santa Clara University	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes
Simpson University	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes
Sonoma State University	Yes	Yes	No	No	No	No	No	No	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes
St. Mary's College of California	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes
Stanford University	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	Yes	No	Yes	No	No
The Master's College	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes
Touro University	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes

Appendix B-1: Institutional and Program Report Card - Section 1.a. Program Admission

Institution	Resume UG	Resume PG	Bachelor Degree UG	Bachelor Degree PG	Job Offer UG	Job Offer PG	Personality Test UG	Personality Test PG	Other UG	Other PG	Other Specify	Formal Admission	Formal Admission Other Specify	Conditional Admission
San Diego Christian College	Not applicable	No	Not applicable	Yes	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Cross Cultural Adaptability Inventory survey	Junior year	Admission interviews during ED 300 Intro to Ed(jr. yr. SDCC undergrads & postgraduate for transfers)	Yes
San Diego State University	Not applicable	No	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No		Postgraduate		Yes
San Francisco State University	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	Yes	2nd language requirement	Postgraduate		Yes
San Jose State University	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No	N/A	Postgraduate	Fall	Yes
Santa Clara University	Not applicable	No	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No	none	Postgraduate	After BA	Yes
Simpson University	Not applicable	No	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No		Postgraduate		Yes
Sonoma State University	No	No	No	Yes	No	No	No	No	No	No		Postgraduate	Blended program BA level	Yes
St. Mary's College of California	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No	none	Postgraduate	none	Yes
Stanford University	No	Yes	No	Yes	No	No	No	No	No	Yes	transcript summary	Postgraduate		Yes
The Master's College	Not applicable	No	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No	None	Senior year	Full admission post graduate	Yes
Touro University	Not applicable	No	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No	NA	Postgraduate		Yes

Appendix B-1: Institutional and Program Report Card - Section 1.a. Program Admission

	AdmissionsComments
Institution	
San Diego Christian College	We have a 2.5 GPA minimum for entry to the TCP. If a student has a 2.4 or higher, they may write an appeal to the Teacher Education Committee at SDCC, including the reasons it was low and their plan to keep their grades up during the program. If the Education Committee approves the appeal, that student may apply for admission, but must sign a Student Contract stating they will not earn less than a B- in coursework, or face expulsion from the program.
San Diego State University	Students may be admitted to some programs prior to passing CBEST. They are not allowed to do the second semester student teaching until they have passed the exam.
San Francisco State University	Only the Special Education program requires a resume.
San Jose State University	For the Multiple Subjects Program there is a one semester grace period to complete the subject matter competency exam.
Santa Clara University	The information above are the admissions requirements for the 2009-2010 academic year. Our policies and procedures are currently being evaluated and will be changing for the next academic term.
Simpson University	
Sonoma State University	The majority of our applicants are post-BA candidates. We do have some students in our blended/integrated undergraduate programs who apply for and are accepted to the credential program before they earn their BA. They combine some credential coursework with their final semester's classes and move into the credential program with one final semester to complete.
St. Mary's College of California	Multiple Subject students who are missing elements of the required documentation for admissions are admitted conditionally until those documents are received. Students whose grade point average is between 2.5 and 3.0 are admitted conditionally and must attain a grade point average of 3.0 for the first semester of the program in order to stay in the program.
Stanford University	Current Stanford undergraduates that apply to STEP do not have to take the GRE or pay the application fee. They can apply in either their junior or senior year. All admits can not begin the program without passing half of the subests in their subject are on the CSET exam. Those that have not passed this requirement when desicions are made are accepted conditionally.
The Master's College	Candidates may apply for the program in their Senior year, but are not granted full admission status or allowed to begin classes until Bachelor's degree is posted. If candidate's GPA is below 2.75, he/she must pass susbject matter exam before admission to program is granted.
Touro University	-Candidates can be admitted conditionally if undergraduate GPA does not meet Entrance Requirement. They must attain a 3.0 GPA/B grades in all their courses at the end of their first semester in order to continue in the program.

Appendix B-1: Institutional and Program Report Card - Section 1.a. Program Admission

Institution	Application UG	Application PG	Fee/ Payment UG	Fee/ Payment PG	Transcript UG	Transcript PG	Fingerprint UG	Fingerprint PG	Background UG	Background PG	Experience UG	Experience PG	Credits UG	Credits PG	HS GPA UG	HS GPA PG	UG GPA UG	UG GPA PG	Content GPA UG	Content GPA PG
University of California, Berkeley	No	Yes	No	Yes	No	Yes	No	No	No	No	Yes	No	No	No	No	No	Yes	No	No	
University of California, Davis	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	No	Yes	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	No	
University of California, Irvine	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	Yes	No	Yes	No	No	No	Yes	No	Yes	
University of California, Los Angeles	Yes	Yes	No	Yes	Yes	Yes	No	No	No	No	Yes	Yes	No	No	No	Yes	Yes	No	No	
University of California, Riverside	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Yes	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	No	
University of California, San Diego	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	No	Yes	Yes	No	No	Yes	Yes	Yes	
University of California, Santa Barbara	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Yes	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	No	
University of California, Santa Cruz	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Yes	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	No	
University of LaVerne	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	No	No	No	Yes	Yes	No	Yes	Yes	Yes	Yes	
University of Phoenix	Not applicable	Yes	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	No	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	No	
University of Redlands	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	No	Yes	Yes	No	No	
University of San Diego	Yes	Yes	No	Yes	Yes	Yes	No	No	No	No	No	Yes	No	No	No	Yes	Yes	No	No	

Appendix B-1: Institutional and Program Report Card - Section 1.a. Program Admission

Institution	Professional GPA UG	Professional GPA PG	ACT UG	ACT PG	SAT UG	SAT PG	GRE UG	GRE PG	Basic Skills Test UG	Basic Skills Test PG	Subject Area UG	Subject Area PG	Miller UG	Miller PG	Recommendation UG	Recommendation PG	Essay UG	Essay PG	Interview UG	Interview PG
University of California, Berkeley	No	No	No	No	No	No	No	No	No	Yes	No	Yes	No	No	No	Yes	No	Yes	No	Yes
University of California, Davis	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	Yes
University of California, Irvine	No	Yes	No	No	No	No	No	No	No	Yes	No	Yes	No	No	No	Yes	No	Yes	No	No
University of California, Los Angeles	No	No	No	No	No	No	No	No	No	No	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes
University of California, Riverside	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes
University of California, San Diego	No	Yes	Yes	No	Yes	No	No	Yes	No	Yes	No	Yes	No	No	Yes	Yes	Yes	Yes	No	No
University of California, Santa Barbara	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes
University of California, Santa Cruz	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	No
University of LaVerne	No	Yes	No	No	No	No	No	No	No	Yes	No	Yes	No	No	No	Yes	No	Yes	No	Yes
University of Phoenix	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No
University of Redlands	Yes	Yes	No	No	No	No	No	No	Yes	Yes	No	No	No	No	Yes	Yes	Yes	Yes	No	No
University of San Diego	No	No	No	No	No	No	No	No	Yes	Yes	No	No	No	No	Yes	Yes	No	Yes	Yes	Yes

Appendix B-1: Institutional and Program Report Card - Section 1.a. Program Admission

Institution	Resume UG	Resume PG	Bachelor Degree UG	Bachelor Degree PG	Job Offer UG	Job Offer PG	Personality Test UG	Personality Test PG	Other UG	Other PG	Other Specify	Formal Admission	Formal Admission Other Specify	Conditional Admission
University of California, Berkeley	No	No	No	Yes	No	No	No	No	No	No		Postgraduate		No
University of California, Davis	Not applicable	No	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No	none	Postgraduate		No
University of California, Irvine	No	No	No	Yes	No	No	No	No	No	No	None	Postgraduate	Fall Start Program	Yes
University of California, Los Angeles	Yes	Yes	No	Yes	No	No	No	No	No	No		Postgraduate		Yes
University of California, Riverside	Not applicable	No	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No	None	Postgraduate		Yes
University of California, San Diego	No	No	No	Yes	No	No	No	No	No	Yes	2nd Language acquisition, U.S. Constitution, TB test	Senior year		Yes
University of California, Santa Barbara	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No	None	Postgraduate		No
University of California, Santa Cruz	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	Yes	Fingerprint clearance/Certificate of Clearance	Postgraduate		No
University of LaVerne	No	No	No	Yes	No	No	No	No	No	No	N/A	Postgraduate		Yes
University of Phoenix	Not applicable	No	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No	0	Other	Within 12 credits of program	Yes
University of Redlands	No	No	No	Yes	No	No	No	No	No	No		Junior year		Yes
University of San Diego	No	Yes	No	Yes	No	No	No	No	No	No		Postgraduate		Yes

Appendix B-1: Institutional and Program Report Card - Section 1.a. Program Admission

Institution	AdmissionsComments
University of California, Berkeley	
University of California, Davis	
University of California, Irvine	Exceptions made to the admissions are as follows: <input type="checkbox"/> Degree posting, passage of State required Exams like CBEST and CSET, GRE, Certificate of Clearance, lower GPA, etc.
University of California, Los Angeles	
University of California, Riverside	Candidates are conditionally admitted pending passage of their basic skills exam, subject matter exams, and completion of their bachelor degree requirements.
University of California, San Diego	Single-subject graduate candidates may also serve as district interns; all other credential candidates complete a post-baccalaureate student teaching program.
University of California, Santa Barbara	
University of California, Santa Cruz	
University of LaVerne	
University of Phoenix	Students in graduate degree programs who have less than the minimum 3.0 GPA upon admission will be admitted on a conditional basis. Under conditional admission, students will have the opportunity to take four (4) UPX courses and at the end of the 4th course, must have attained the required GPA for their degree program. If they have failed to meet this requirement, they will be disqualified for admission to the University.
University of Redlands	
University of San Diego	Some of the requirements noted in this section are required before candidates begin fieldwork in a school (i.e., practicum and student teaching), even though they are not required for admission. These include fingerprint check and background check. In addition, prior to student teaching, candidates must complete a minimum number of hours in a classroom, and complete a specified sequence of courses/credits. Before they are eligible for the credential, candidates must pass a subject area/academic content test.

Appendix B-1: Institutional and Program Report Card - Section 1.a. Program Admission

Institution	Application UG	Application PG	Fee/ Payment UG	Fee/ Payment PG	Transcript UG	Transcript PG	Fingerprint UG	Fingerprint PG	Background UG	Background PG	Experience UG	Experience PG	Credits UG	Credits PG	HS GPA UG	HS GPA PG	UG GPA UG	UG GPA PG	Content GPA UG	Content GPA PG
University of San Francisco	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	No
University of Southern California	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	Yes	Not applicable	No
University of the Pacific	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes
Vanguard University	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	Yes	Not applicable	No
Western Governors University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No	No	No
Westmont College	Yes	Yes	No	No	Yes	Yes	No	No	No	No	Yes	Yes	Yes	Yes	No	No	Yes	Yes	No	No
Whittier College	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	No	No	No	No	No	No	Yes	Yes	Yes
William Jessup University	Yes	Yes	No	No	Yes	Yes	Yes	Yes	No	No	Yes	Yes	No	Yes	No	No	Yes	Yes	Yes	Yes

Appendix B-1: Institutional and Program Report Card - Section 1.a. Program Admission

Institution	Professional GPA UG	Professional GPA PG	ACT UG	ACT PG	SAT UG	SAT PG	GRE UG	GRE PG	Basic Skills Test UG	Basic Skills Test PG	Subject Area UG	Subject Area PG	Miller UG	Miller PG	Recommendation UG	Recommendation PG	Essay UG	Essay PG	Interview UG	Interview PG
University of San Francisco	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	No
University of Southern California	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	No
University of the Pacific	Yes	Yes	Yes	No	Yes	No	No	No	Yes	No	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes
Vanguard University	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	Yes	Not applicable	Yes	Not applicable	Yes
Western Governors University	No	No	No	No	No	No	No	No	Yes	Yes	Yes	Yes	No	No	Yes	Yes	No	No	Yes	Yes
Westmont College	No	No	No	No	No	No	No	No	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes
Whittier College	Yes	Yes	No	No	No	No	No	No	No	Yes	No	Yes	No	No	No	Yes	No	Yes	No	Yes
William Jessup University	Yes	Yes	No	No	No	No	No	No	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes

Appendix B-1: Institutional and Program Report Card - Section 1.a. Program Admission

Institution	Resume UG	Resume PG	Bachelor Degree UG	Bachelor Degree PG	Job Offer UG	Job Offer PG	Personality Test UG	Personality Test PG	Other UG	Other PG	Other Specify	Formal Admission	Formal Admission Other Specify	Conditional Admission
University of San Francisco	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No	None	Postgraduate		Yes
University of Southern California	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	Yes	video tape of teaching (3mins)	Postgraduate		Yes
University of the Pacific	No	No	No	Yes	No	No	No	No	No	No		Junior year	Graduate student are formally admitted after completing the prerequisite teacher education courses.	No
Vanguard University	Not applicable	Yes	Not applicable	Yes	Not applicable	No	Not applicable	No	Not applicable	No		Postgraduate		Yes
Western Governors University	Yes	Yes	No	Yes	No	No	No	No	Yes	Yes	Haberman Online Star Teacher Pre-screener	Freshman year		No
Westmont College	No	No	No	Yes	No	No	No	No	No	No			Junior or Senior year	Yes
Whittier College	No	No	No	Yes	No	No	No	No	No	No		Postgraduate		No
William Jessup University	Yes	Yes	No	Yes	No	No	No	No	No	No	after Initial Student Teaching 1	Junior year	after Initial Student Teaching 1	Yes

Appendix B-1: Institutional and Program Report Card - Section 1.a. Program Admission

	AdmissionsComments
Institution University of San Francisco	We admit candidates both fall and spring semesters. For Multiple Subject candidates we require passing scores on the CSET Multiple Subjects Test (all three sections), passing scores on either CBEST, CBEST equivalent or CSET Writing Proficiency Test, and a 2.75 GPA on BA/BS coursework. Single Subject candidates must provide passing scores on either CBEST or CBEST equivalent, verification of subject matter competency in their content area (either passing scores on CSET or a waiver from a CTC approved subject matter program), and a 2.75 GPA on BA/BS coursework. Occasionally conditional admittance is granted for those with lower than a 2.75 GPA if other factors, such as prior experience, indicate probably success in the program. Conditional admittance may be granted for those who BA/BS degree will be posted prior to the start of the semester for which the individual has applied. <input type="checkbox"/> Each credential candidate, at orientation/registration, is given a 3 week deadline to complete the Certificate of Clearance (CA Dept. of Justice and FBI fingerprint check) and provide proof of a negative tb test.
University of Southern California	If a candidate has an undergraduate GPA below 3.0, they are automatically admitted conditionally until they have met this minimum grade for the first course. They must maintain a B- or better to progress from course to course. If their GPA slips below this B- grade they may repeat the course. GPA is not the only determining factor for acceptance. A total application package is examined carefully, hence the Conditional Admit.
University of the Pacific	
Vanguard University	n/a
Western Governors University	No, however, all candidates must pass all of the required assessments, including the appropriate PRAXIS II content and/or state mandated content exam(s) and must be recommended by their mentor in order to be admitted into a Demonstration Teaching (Student Teaching) Cohort. Thus, we ensure that only students who have demonstrated the required competencies are actually allowed into a classroom setting. <input type="checkbox"/> Please provide any additional about or exceptions to the admissions information provided above: Additional details available at: http://www.wgu.edu/education/teaching_license
Westmont College	Students may take some courses while waiting for final results of required state tests.
Whittier College	Undergraduates are formally admitted once they graduate and apply to the Whittier College teacher preparation program. They either apply to start or finish the credential program they started as an undergraduate. Although Whittier College does not formally admit undergraduates to the credential program undergraduates are allowed to start taking credential coursework in their junior and senior year of college. All other graduate students must be formally admitted before they start taking their credential coursework.
William Jessup University	We admit on a probationary basis for students who do not have a 3.0 GPA. They have one semester to prove they can maintain a 3.0 GPA within our program.

Appendix B-1: Institutional and Program Report Card - Section 1.b. Program Enrollment

Institution	ProgramType	Total Enrollment	Male	Female	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races
Alliant International University*	Traditional	371	117	254	19	0	21	14	0	253	6
Antioch University Los Angeles	Traditional	37	6	31	4	0	1	11	0	18	0
Antioch University Santa Barbara	Traditional	18	6	12	4	0	1	0	0	13	0
Argosy University	Traditional	98	30	68	8	0	1	19	1	21	0
Azusa Pacific University	Traditional	1507	410	1097	375	12	70	71	0	853	0
Bethany University	Traditional	39	8	31	7	0	1	2	1	24	2
Biola University	Traditional	307	56	251	38	2	31	10	4	210	1
Brandman University	Traditional	1990	756	1234	321	16	64	61	0	1280	0
California Baptist University	Traditional	286	39	247	71	5	0	21	0	170	12
California Lutheran University	Traditional	192	46	146	29	1	2	0	3	132	3
California Polytechnic State University, SLO	Traditional	315	70	245	10	4	7	2	3	234	1
California State Polytechnic University, Pomona	Traditional	367	117	250	131	0	56	21	0	124	0
California State University, Bakersfield	Traditional	314	68	246	93	6	8	13	6	188	0
California State University, Channel Islands	Traditional	314	53	261	76	3	18	3	0	184	0
California State University, Chico	Traditional	471	132	339	45	4	16	2	1	360	6
California State University, Dominguez Hills	Traditional	179	48	131	60	0	17	17	3	55	5
California State University, East Bay	Traditional	443	128	315	46	2	71	22	0	229	73
California State University, Fresno	Traditional	472	125	347	160	0	34	6	2	228	11
California State University, Fullerton	Traditional	999	170	829	235	10	170	13	0	459	0
California State University, Long Beach	Traditional	1800	447	1353	446	10	284	54	4	745	16
California State University, Los Angeles	Traditional	983	253	730	348	4	87	25	8	59	0
California State University, Monterey Bay*	Traditional	110	44	66	24	0	3	2	1	66	1
California State University, Northridge	Traditional	1375	257	1118	360	6	127	27	8	525	322

Appendix B-1: Institutional and Program Report Card - Section 1.b. Program Enrollment

Institution	ProgramType	Total Enrollment	Male	Female	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races
California State University, Sacramento	Traditional	760	165	595	104	8	62	21	24	472	0
California State University, San Bernardino	Traditional	471	147	324	152	3	19	26	0	231	0
California State University, San Marcos	Traditional	653	96	557	127	3	32	15	1	422	2
California State University, Stanislaus	Traditional	552	127	425	72	1	40	3	2	158	40
CalState TEACH	Traditional	877	139	738	148	6	58	34	3	454	0
Chapman University	Traditional	291	59	232	56	1	18	3	0	182	0
Claremont Graduate University	Traditional	7	1	6	1	0	3	0	0	3	0
Concordia University	Traditional	131	22	109	9	0	6	0	1	90	2
Dominican University of California	Traditional	179	34	145	9	0	6	3	0	136	9
Fresno Pacific University	Traditional	324	48	276	81	1	10	9	0	155	0
Hebrew Union College	Traditional	13	5	8	1	0	0	0	0	12	0
Holy Names University*	Traditional	196	71	125	33	0	27	40	0	69	27
Hope International University	Traditional	37	2	35	0	0	1	0	0	16	0
Humboldt State University	Traditional	114	38	76	14	1	2	2	0	75	0
InterAmerican College	Traditional	5	0	5	5	0	0	0	0	0	0
John F. Kennedy University	Traditional	19	8	11	4	0	1	0	0	15	1
La Sierra University*	Traditional	95	32	63	32	0	13	4	0	42	4
Loyola Marymount University	Traditional	543	130	413	190	1	85	35	0	226	0
Mills College	Traditional	37	6	31	2	0	2	2	0	21	5
Mount St. Mary's College	Traditional	99	22	77	47	0	10	5	0	21	0
National Hispanic University	Traditional	157	59	98	66	1	29	15	0	36	1
National University	Traditional	4315	1435	2880	787	23	198	293	17	2336	40
Notre Dame de Namur University	Traditional	235	38	197	32	1	32	3	1	137	7

Appendix B-1: Institutional and Program Report Card - Section 1.b. Program Enrollment

Institution	ProgramType	Total Enrollment	Male	Female	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races
Occidental College	Traditional	17	5	12	9	0	2	0	1	5	0
Pacific Oaks College	Traditional	37	3	34	11	1	2	5	0	14	4
Pacific Union College	Traditional	42	8	34	9	0	3	0	1	29	0
Patten University	Traditional	42	8	34	6	0	4	8	0	19	2
Pepperdine University	Traditional	286	57	229	38	1	25	26	0	137	0
Point Loma Nazarene University	Traditional	362	105	257	74	2	0	15	0	232	39
San Diego Christian College	Traditional	61	11	50	5	1	1	0	0	53	0
San Diego State University	Traditional	1041	250	791	346	3	37	19	33	451	153
San Francisco State University	Traditional	1534	460	1074	130	9	211	45	211	688	0
San Jose State University	Traditional	1952	452	1500	242	5	350	37	0	1006	322
Santa Clara University	Traditional	171	64	107	23	0	33	7	1	129	31
Simpson University	Traditional	155	37	118	0	0	3	1	0	151	0
Sonoma State University*	Traditional	540	157	383	23	13	8	4	0	292	15
St. Mary's College of California*	Traditional	217	163	54	24	1	13	6	0	147	0
Stanford University	Traditional	84	24	60	14	0	19	5	0	37	8
The Master's College	Traditional	25	4	21	1	0	0	0	0	24	0
Touro University*	Traditional	95	29	66	10	0	9	12	0	47	6
University of California, Berkeley	Traditional	100	23	77	16	0	15	0	0	44	9
University of California, Davis	Traditional	129	23	106	17	1	22	1	0	58	0
University of California, Irvine	Traditional	211	50	161	2	0	52	1	0	68	0
University of California, Los Angeles	Traditional	140	28	112	40	1	29	6	0	31	0
University of California, Riverside	Traditional	81	13	68	30	0	19	3	1	25	2
University of California, San Diego*	Traditional	88	19	69	11	0	19	0	0	29	6

Appendix B-1: Institutional and Program Report Card - Section 1.b. Program Enrollment

Institution	ProgramType	Total Enrollment	Male	Female	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races
University of California, Santa Barbara	Traditional	86	22	64	18	0	7	2	1	45	0
University of California, Santa Cruz	Traditional	204	59	145	23	0	10	1	2	114	0
University of LaVerne*	Traditional	739	183	556	218	9	25	36	0	314	0
University of Phoenix*	Traditional	2347									
University of Redlands	Traditional	311	92	219	57	1	10	13	0	166	11
University of San Diego*	Traditional	275	55	220	39	0	18	39	0	141	0
University of San Francisco	Traditional	158	43	115	22	1	15	3	2	87	0
University of Southern California	Traditional	75	12	63	12	0	17	5	0	30	0
University of the Pacific*	Traditional	196	37	159	32	2	38	11	3	102	8
Vanguard University	Traditional	47	14	33	8	0	1	0	0	36	2
Western Governors University	Traditional	621	163	458	53	6	23	38	0	375	0
Westmont College	Traditional	17	2	15			1			16	
Whittier College	Traditional	136	30	106	58	1	6	3	1	67	2
William Jessup University	Traditional	54	6	48	4	2	0	0	0	46	2

**Traditional enrollment includes Alternate Route enrollment also.*

Appendix B-1: Institutional and Program Report Card - Section 1.c. Supervised Experience

Institution	Average # of clock hours required prior to student teaching	Average # of clock hours required for student teaching	# of full-time equivalent faculty in supervised clinical experience during this academic year	# of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and pre K-12 staff)	# of students in supervised clinical experience during this academic year	Additional information about or descriptions of the supervised clinical experiences
Alliant International University	150	720	6	1.5	53	
Antioch University Los Angeles	160	720	0.5	1.5	21	Antioch University's Teacher Preparation program offers 4 fieldwork experiences for their candidates. The first experience consists of 10 days of observation over the 10 week quarter. The second is either 2 mornings or one full day per week for the 10 week quarter. In the third and fourth quarters of the program candidates novice teach for four full time days per week for the 10 week quarter. In their third quarter placement the candidate will take over the class for at least two weeks and in the fourth quarter the takeover will be at least 3 weeks.
Antioch University Santa Barbara	160	560	2	0	19	Four part-time adjunct faculty also supervise clinical experience
Argosy University	25	525	4	0	18	Field observations for each course must include the student actually conducting an activity—whole group or small group. This activity will be evaluated through a reflective paper submitted by the student to the course instructor.
Azusa Pacific University	300	600	14	64	287	Special Education candidates are required to complete a minimum of 16 weeks of clinical practices as a WASC accredited school-site. A university mentor is assigned to the candidate who will complete 9 classroom observations. Candidate is required to complete an e-portfolio with specific objectives which include working with diverse populations. University mentors must have Special Education credential or experience. The department includes the school-sites' supervisor or master teacher's evaluations as part of the evaluation for the candidate. All stakeholders must be in agreement that the candidate has successfully completed the clinical experience before the candidate receives credit for the clinical experience.
Bethany University	60	375	2	2	32	Supervised field experiences include students enrolled in pre-student teaching and student teaching.
Biola University	120	665	3	10	67	The average number of clock hours required for student teaching is different for multiple subject candidates and single subject candidates. Multiple subject candidates are required to complete 2 eight-week placements (average of 640 total clock hours, 8 hours/day) and single subject candidates are required to complete one 19 week semester placement (665 clock hours, 7 hours/day).

Appendix B-1: Institutional and Program Report Card - Section 1.c. Supervised Experience

Institution	Average # of clock hours required prior to student teaching	Average # of clock hours required for student teaching	# of full-time equivalent faculty in supervised clinical experience during this academic year	# of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and pre K-12 staff)	# of students in supervised clinical experience during this academic year	Additional information about or descriptions of the supervised clinical experiences
Brandman University	225	240	0	351	656	<p>Candidates performance in Supported and/or Directed Teaching will be reflected with a grade of Pass/No Pass. A grade of Pass indicates that the candidate has demonstrated acceptable competency in meeting the Teacher Performance Expectations (TPE) standards. A grade of No Pass indicates that the candidate has not met the TPE standards and must successfully complete additional Supported/Directed Teaching or may be dismissed from the program.</p> <p>Directed teaching in Multiple and Single Subject consists of two sessions of full-day directed teaching at two different grade levels in at least one assignment that meets multicultural criteria. If the candidate is in one of the combined special education/general education programs, one assignment must be in a special education setting. For special education only credentials, the candidate has only one session of full day directed teaching assignment that meets the multicultural criteria. Directed Teaching placements must be completed in public schools. The fieldwork coordinator, not the student, at each location will make the Directed Teaching placements. University personnel will supervise all student teachers. Directed Teaching placements in special education classrooms are not acceptable for the Single Subject only or Multiple Subject only Credential. Summer school placements are not acceptable unless in year-round public schools.</p> <p>Under certain conditions a candidate may petition to waive one session of Directed Teaching (a maximum of 3 credits for EDMU 582 or EDSU 592). Documented evidence must be provided that the candidate has completed one full year (175 days) of satisfactory teaching as a contracted full time teacher prior to the commencement of Directed Teaching at Brandman University.</p> <p>This teaching experience must have been at an appropriate grade level and Single Subject candidates must have taught in the appropriate subject area. Experience under and Internship Credential, substitute teaching, work a paraprofessional, and/or various specialist-type teaching experiences DO NOT qualify for a waiver. An exception may be made in a situation in which a district hires a full-time permanent substitute assigned to a single classroom for a full year and the candidate is evaluated by the same procedures as a contract teacher. This permanent substitute agreement must have been completed prior to the commencement of Directed Teaching at Chapman University. Experience under an Internship Credential cannot be used to waive student teaching units.</p>
California Baptist University	123	420	7	13	169	

Appendix B-1: Institutional and Program Report Card - Section 1.c. Supervised Experience

Institution	Average # of clock hours required prior to student teaching	Average # of clock hours required for student teaching	# of full-time equivalent faculty in supervised clinical experience during this academic year	# of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and pre K-12 staff)	# of students in supervised clinical experience during this academic year	Additional information about or descriptions of the supervised clinical experiences
California Lutheran University	157	480	1	24	203	<p>The supervised fieldwork sequence at California Lutheran University is a developmental process through which the teacher candidates plan and then practice multiple strategies for managing and delivering instruction. All candidates complete individual assignments and group discussions in which coursework-based strategies are used and reviewed in relation to (1) state-adopted academic content standards and curriculum frameworks; (2) students' needs, interests and accomplishments; and (3) the observed results of strategies. In EDTP 523: Introduction to Student Teaching – Elementary (3 units) and EDTP 533: Introduction to Student Teaching – Secondary (3 units), candidates are placed in a school classroom with a diverse student population. Candidates develop skills in classroom management and begin lesson planning and implementation. A cooperating teacher and a university supervisor provide feedback and supervision to the candidate while s/he is working with individual students, small groups, and the entire class. During this sixteen-week placement, the university supervisor observes the candidate at least eight times. Each placement concludes with four days of sequential instruction. The lesson-planning document may be found in the Student Teacher Handbook. In EDTP 540: Student Teaching – Elementary (9 units) and EDTP 560: Student Teaching – Secondary (9 units), candidates are placed in a school classroom with a diverse student population. Teacher candidates continue developing skills in classroom management and teaching strategies that foster academic achievement in all content areas for all students. A cooperating teacher and a university supervisor provide feedback and supervision to the candidate while s/he is working with individual students, small groups, and the entire class. During this sixteen-week placement, the university supervisor observes the candidate at least twelve times. Each placement concludes with four weeks of full-time instruction.</p> <p>Assignments require candidates to complete integrated tasks such as demonstrating classroom management skills, developing a student literacy case study, assessing specific language arts skills, developing and using lesson plans, selecting instructional materials appropriate to a diverse classroom community, integrating the use of technology in instruction, keeping observation field notes, and researching topics of interest based on the fieldwork experience. Additional assignments ask candidates to complete integrated tasks such as developing lesson and unit plans, analyzing teaching performance, selecting instructional materials, choosing appropriate assessment instruments, writing individual informational student narratives.</p>

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California Polytechnic State University, San Luis Obispo	70	400	12	29	183	During methods courses, candidates observe in local classrooms and are supervised by their instructor. During student teaching, each candidate is supervised by a university supervisor as well as a cooperating/mentor teacher. Each program has designed handbooks with guidelines for supervision and evaluations.
California State Polytechnic University, Pomona	45	800	16	41	206	
California State University, Bakersfield	45	300	14	7	314	
California State University, Channel Islands	48	384	2	12	253	<p>Field experience is embedded into all phases of the teacher preparation programs at CSU Channel Islands. We begin in prerequisite courses where we require that all prospective candidates must participate in a field experience that focuses on observing and guiding behavior in classrooms. Students attend local schools for one day per week during which they assist the classroom teacher and complete specific assignments designed to sharpen their observation skills and to begin to take on tasks associated with managing student behavior in the classroom with such activities as running small groups and hallway duties. Some of the observational activities focus on the entire classroom environment and how it assists students learning and other activities focus on specific types of learners such as students who are English learners or have special needs. Field experience is about 20% of the prerequisite program.</p> <p>During each of two semesters of the credential program, teacher preparation candidates work in classrooms for one day per week during the first eight weeks of the semester and five days per week during the second eight weeks of the semester. Teacher candidates complete assignments associated with their teaching methods classes and gradually take over full responsibility for teaching the entire day. Student teaching is about 55% of the credential program.</p>

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California State University, Chico	200	375	7.44	9.37	471	Numbers of clinical hours vary by program pathway.
California State University, Dominguez Hills	110	640	0.84	4	453	Clinical experiences are infused throughout the program. All programs require at least 45 hours of early field experience for admission. In the Multiple and Single Subject programs, candidates participate in part-time student teaching in Phase II before progressing into full-time student teaching in Phase III. Special Education candidates follow a similar requirement. Note: The numbers for FTE Faculty and Adjunct supervisors reflect a full-time faculty load of 24 units per year.
California State University, East Bay	120	576	4	42	199	Traditional Student Teachers develop and practice their teaching skills by “apprenticing” in the classrooms of experienced Cooperating/Master Teachers. They gain experience through a gradual introduction to classroom teaching. They observe, team-teach, design and deliver select lessons, and work with individual students and small groups, as well as the entire class. They also participate in weekly lesson planning, daily classroom preparation, and meetings with their Cooperating Teachers. Traditional Student Teachers complete a “solo teaching” experience at the end of each placement.
California State University, Fresno	45	900	10	12	333	
California State University, Fullerton	100	468	36.5	18	928	
California State University, Long Beach	90	517	11	24	71	

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California State University, Los Angeles	59	318	12	246	1095	<p>Students enrolled in the elementary or secondary education traditional program complete a full-time supervised clinical experience during the fourth and final block (quarter) of the credential program. In addition, these students register for an on-campus seminar so that university faculty are able to better support their success in student teaching. Based on the broad definition provided for the term "supervised" clinical experience, candidates also complete structured observations during the prerequisite block. Candidates in the elementary education program also complete clinical coursework during the first and third blocks of their program. Therefore, there are a large number of candidates engaged in supervised clinical experience representing the total number of completers and enrolled students for elementary education and the total number of completers and majority of enrolled students for secondary education.</p> <p>Students enrolled in the special education (education specialist) program, complete two supervised clinical experiences. The first experience is typically completed mid-way through the program and includes work with students with and without disabilities. The final directed teaching experience is a full-time experience completed at the end of the program. Based on the broad definition provided for the term "supervised" clinical experience, candidates also complete structured observations during the first quarter and when they take their general education methodology courses. Therefore, there are a large number of candidates engaged in supervised clinical experience representing the total number of completers and enrolled students for special education.</p>
California State University, Monterey Bay	0	600	5	7	162	
California State University, Northridge	97.77	486.67	7.09	114.93	749	<p>30 hours of supervised school-based experiences and assignments are completed in single subject credential courses during the program. There are two part-time full-semester supervised student teaching experiences, and three full-time full-semester supervised internship teaching experiences.</p> <p>How calculated: Dividing the number of units of supervision for full-time faculty by 12, and for part-time faculty and Pre-K –12 supervisors by 15.</p>

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California State University, Sacramento	50	550	41.25	804	581	The Sacramento State, College of Education teaching certification program pathways require two full semesters of supervised student teaching across subject matter areas or grade levels. Both mid-term and final evaluations must be successfully passed, as determined by the supervisor. All general education candidates must pass a standardized culminating performance assessment (PACT: Performance Assessment for California Teachers) prior to earning the certification. PACT activities occur in the candidate's student teaching placement.
California State University, San Bernardino	175	700	11	65	469	Please Note: Numbers for full-time equivalent faculty & full-time equivalent adjunct faculty are individual counts. That is, supervisors may supervise candidates from more than one program; however, each supervisor is only counted once. The numbers do not represent the number of supervised clinical experiences candidates completed. Please Note: Numbers for students completed supervised clinical experience are non-duplicative counts (students only counted once even though they may have completed more than one clinical experience).
California State University, San Marcos	135	640	15	353	415	All candidates engaged in supervised clinical experiences that meet the requirements set up by the California Commission on Teacher Credentialing. Thus, candidates teach at multiple grade levels, in inclusive classrooms and assume all planning and teaching responsibilities for a minimum of two weeks in each experience.
California State University, Stanislaus	65	415	25	8.43	329	
CalState TEACH	270	530	38	438	877	CalStateTEACH requires clinical experience in all four-semesters of its program: 1 full day per week in a school-based field-experience in Term 1 (Field Experience Participant); 2 full days per week in Term 2 (Field Experience Participant); half-time student teaching in Term 3 (Initial Student Teaching); and full-time student teaching in Term 4 (Final Student Teaching). All enrolled traditional candidates are in supervised clinical experiences for the entire program. CalState TEACH has no adjunct IHE faculty supervising. PreK-12 staff are not compensated to be master teachers or cooperating teachers. We have calculated their FTE contribution at .125 for term 1, .25 for term 2 and .5 for terms 3 & 4 of student teaching.

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Chapman University	60	480	2	4	90	<p>Applicants for student teaching must be filed with the College of Educational Studies at the beginning of the semester/term prior to the one in which a student plans to student teach. Subject matter competency or passage of CSET must be met prior to enrolling in student teaching. Student teaching consists of one semester of full-day student teaching at two different grade levels in schools which meet multicultural criteria. If the candidate is in one of the special education programs, one assignment must be in a special education setting. Student teaching placements must be completed in public schools. Student teaching placements must be in public schools. Student teaching placements are made by the coordinator, not by students. All student teachers will be supervised by university personnel. Student teaching placements in special education classroom are not acceptable for the single subject only or a multiple subject only credential. Summer school placements are not acceptable unless in year-round public schools. Single Subject experience must be in appropriate subject area. Neither substitute teaching, work as a teacher's aide, nor various specialist-type teaching experience may apply. An exception may be made in a situation in which a district hires a full-time permanent substitute assigned to a single classroom for a full school year and the substitute is evaluated by the same procedure as a contract teacher, if begun prior to admission. Special education teacher candidates must meet with their advisor prior to application for student teaching.</p>
Claremont Graduate University	120	924	0	1	7	<p>While the majority of students in the Claremont Graduate University Teacher Education Program complete an Internship experience, some candidates choose to do student teaching instead. CGU works with 4 local districts on student teaching placements. Master Teachers must apply for the position, candidates are interviewed, the best teachers are hired, and all Master Teachers complete two full days of training per year. These are the same Master Teachers we use for our Pre-Teaching Experience in the Summer for both Interns and Student Teachers.</p>
Concordia University	45	680	8	7	1	
Dominican University of California	60	560	2.66	7.21	67	

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Fresno Pacific University	120	450	4	43	110	The university is piloting multiple models of university-school partnerships which have strengthened the student teaching component of the program. These partnerships address the persistent problem of coherence within teacher preparation programs. The university is concurrently engaged in research evaluating the impact of student teaching programs on K-12 student achievement. Fresno Pacific University's teacher education program currently maintains over 75 contracts with local schools throughout four counties in the central valley where we place our student teachers. Program directors work directly with these schools to develop student teaching programs that are seen as providing a solid basis of theory-driven practice. Commitment to improve the academic achievement of all K-12 learners is at the heart of this collaborative effort.
Hebrew Union College	128	500	2	6	13	

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Holy Names University	45	140	4	6	28	<p>Prior to assuming daily teaching responsibilities as a student teacher, the candidate enrolls in courses which require supervised field experience and offer University faculty opportunities to assess the candidate's readiness to assume daily teaching duties. Fieldwork experiences are required in coursework throughout the programs. Each fieldwork experience is accompanied by a written assignment in which themes and issues from course readings are described with reference to the observations and/or participation. Extended hours are required in the preliminary student teaching courses. These hours require observation, participation, reflection and discussion of planning, organizing for instruction and delivering instruction. EDUC 330 C/I: Candidates in full time student teaching in the multiple subjects program complete two eight-week assignments. One of these must be in a primary grade (1,2 or 3) and one must be in upper elementary (4 or 5). Each of these is full time, and they are required to follow the schedule of the master teacher attending parent conferences, school meetings as part of the assignment. A ten day solo is required for each placement. They attend a weekly seminar with the course instructor and complete assignments relevant to their field placements. These include: Student Assessments in reading and math, Instructional Goals Summary, written lesson plans, unit plans and assessments of unit taught, and ongoing daily journals. EDUC 320 C/I: Candidates in secondary student teaching/intern teaching are required to complete one semester placement in two classes at the secondary level. Each class must be in a separate placement within the broad subject description. Each of these is a full-time placement, including attendance at parent conferences, school meetings, and professional development requirements of the school as part of the assignment. In EDUC 361, candidates are placed in the field, they develop, implement and reflect on practice instruction for students with learning disabilities. During the student teaching placement (s), candidates receive eight visits from their university supervisor. In addition to teaching, intern candidates are expected to participate in instructional planning, faculty meetings, Student Study Team, IEP, ITP meetings and staff development sessions. In addition to teaching, candidates enroll in EDUC 269: Content Area Strategies for Mild/Moderate Disabilities. This course focuses on the presentation of effective instructional strategies for content subjects, vocational education and transition, integrating theory and practice as well as developing a positive orientation toward professional attitude and skills.</p> <p>In EDUC 361I, candidates are working in their own classroom. They develop, implement and reflect on best practice instruction for students with Mild/Moderate learning disabilities. During each semester of Internship teaching, candidates will receive at least four visits from their university field supervisor (more if needed) and attend monthly seminars. In addition to teaching, intern candidates are expected to participate in instructional planning, faculty meetings, Student Study Team, IEP, ITP meetings and staff development sessions. During the internship or prior to becoming an intern, candidates enroll in EDUC 269: Content Area Strategies for Mild/Moderate Disabilities. This course focuses on the presentation of effective instructional strategies for</p>

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Hope International University	40	640	0	4	24	
Humboldt State University	45	836.67	1.34	6.74	117	
InterAmerican College	855	180	0	1	3	The website has the latest catalog with all program requirements, if needed for review, http://iacnc.edu/index.html
John F. Kennedy University	264	726	1	4	13	Each candidate must complete supervised teaching in two different settings, one in a school with lower grades, and one in a school in the higher grades. For elementary candidates, that usually means, two different schools, i.e. one for a lower grade-grade, 1, 2, or 3 depending on which grade the candidate sees herself teaching when she completes her credential, The higher grade is usually grade 5 as grades 6-12 require a Single Subject credential. The supervisors and faculty have expertise in the Elementary Education or Secondary Education field required. We screen and evaluate all supervisors carefully when hired. Some have been with us for years and have published materials.
La Sierra University	50	720	5	1	36	All adjunct faculty in student teaching supervision placements are highly experienced in instruction and leadership. These individuals hold a minimum of a masters degree but most have earned doctorate degrees.
Loyola Marymount University	0	600	0	19	322	In 2006, the unit established the Department of Clinical Education to manage and support initial and advanced teacher candidates in field experiences and clinical practice. Clinical Education partners internally with the teacher preparation academic departments, programs, university supervisors, and the University Teacher Education Committee to design and deliver field and clinical experiences that assist candidates in meeting state and professional standards and unit outcomes. Clinical Education also works with the unit's external partners to provide support for candidates in the field.
Mills College	40	400	0	6	37	The Teachers for Tomorrow's Schools program considers the candidates' field experience a central component of their development as teachers. The program's stated goal is for administrators, cooperating teachers, Mills faculty and supervisors, and the student teachers themselves, to make a conscientious effort to ensure that the field assignments are positive, productive, and conducive to the immediate and life-long growth and development of the novice teachers.

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Mount St. Mary's College	45	560	6	92.5	99	Clinical experiences are imbedded as early fieldwork in courses that prepare teachers as well as during the culminating student teaching experience. Our teacher candidates complete their supervised clinical experiences in K-12 classrooms in the local urban districts.
National Hispanic University	0	480	1	6.25	27	
National University	30	594	22	242	1217	Average number of clock hours for Clinical Practice for Special Education is 297.
Notre Dame de Namur University	45	500	1	5	134	NDNU university supervisors make a minimum of 6 visits to every teacher or more if necessary. □ Every candidate does a semester of student teaching in a low performing school or a low socio-economic area.
Occidental College	140	570	2	1	15	
Pacific Oaks College	75	525	2	0	14	Students are supervised during their 15 week student teaching placements. Supervision is conducted by full time faculty and contracted field supervisors.
Pacific Union College	110	385	3	44	23	Students complete two 25 hour field experiences and a 60 hour two-week field experience prior to full-time student teaching. The full-time student teaching experience is completed over an 11-week period. Students are supervised by college faculty, a student teaching supervisor, and a full-time cooperating teacher.
Patten University	100	640	1	2	12	Faculty: Two 1/2 time = 1 FTE; Four adjuncts= 1 FTE; K-12 Support providers= 1 FTE Above based upon 15 Supervised Student Teaching placements for 12 Students for this academic year.
Pepperdine University	250	560	6		217	

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Point Loma Nazarene University	480	35				Clinical Practice is the culmination of the program in which the candidate will be recommended for a credential. Clinical Practice involves extensive work with Pre-K – Adult students and prepares the candidate for lifelong service in a classroom. Clinical Practice consists of two (2) 8-week experience in a Pre-K – Adult classroom. Candidates must experience an opening or a closing of school year or grading period by the end of the Clinical Practice experience. Candidates work under the supervision of a cooperating teacher provided by the school site in conjunction with the university. A university supervisor is assigned to each candidate. The supervisor possesses experience and credentials commensurate with the area of credentialing that the candidate is seeking. The candidate experiences the many facets of classroom life and participates in the classroom as directed by the cooperating teacher. The candidate takes full control of the classroom according to the guidance of the cooperating teacher. The candidate must take full responsibility for lesson planning, classroom management and leading the classroom for a minimum of four (4) weeks. The candidate participates in the various aspects of instructional design alongside the cooperating teacher. The cooperating teacher reflects upon performance with the candidate regularly. Throughout the 8-week experience, the university supervisor visits the candidate regularly.
San Diego Christian College	50	510	0	2	18	
San Diego State University	100	450	36.27	452	452	Cooperating teachers for the final semester of student teaching are being counted as the adjunct faculty for purposes of this report.
San Francisco State University	189	303	19	22	658	
San Jose State University	47	1426	10.2	18	178	
Santa Clara University	130	600	2	64	37	
Simpson University	313	153	0	0	63	Four full-time professors supervise student teachers, but not at a full-time equivalent. Twenty-one adjunct professors supervise student teachers on a part-time basis.

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Sonoma State University	168	525	2.99	7.05	470	Structured, integrated clinical experiences make up over 40% of our preliminary credential programs. These experiences are enacted at schools with high percentages of low income, ethnic minority, and English language learners. All of our placements also ensure that candidates work with students with special needs and exceptionalities. Resident/mentor teachers are selected for their expertise, ability to mentor new colleagues, and most importantly are accomplished at helping their students achieve.
St. Mary's College of California	137	344	0	50	123	Average number of clock hours required prior to student teaching •Single Subject – 100 hours•Education Specialist – 50 hours•Multiple Subject – 262 hours Average number of clock hours required for student teaching •Single Subject – 370 hours•Education Specialist – 270 hours•Multiple Subject – 392 hours Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff) •Single Subject – 20•Education Specialist – 10•Multiple Subject – 20 Number of students in supervised clinical experience during this academic year •Single Subject – 40•Education Specialist – 10•Multiple Subject – 73

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Stanford University	0	785	18	117.5	84	<p>Multiple Subject candidates have three separate placements during the year-long program. All Multiple Subject candidates experience field placements in at least two of the following grade spans: K-2, 3-5, and 6-9. During the summer school placement, candidates work with students in grades 2-5. During the academic year, Multiple Subject candidates complete two five-month teaching assignments at two different school sites and two different grade-level spans.</p> <p>All Single Subject candidates complete subject-specific teaching assignments at a local middle school over the summer. During the school year, the majority of candidates are placed in one or two high school classrooms for their year-long placement. STEP occasionally arranges high school placements of four to six weeks for the candidates who prefer a middle school placement for their year-long clinical placement.</p> <p>STEP candidates begin their clinical work during the first quarter of the program at a summer school jointly planned by STEP and a local district. Single Subject candidates are placed in pairs or small groups within summer school middle school classes. Later they are individually assigned to the middle or high school placement where they remain throughout the regular academic year. Pairs of Multiple Subject candidates are placed in summer school elementary classrooms. During the academic year they complete two additional individual placements, one in the upper grades and one in the lower grades.</p> <p>At the beginning of the fall quarter, cooperating teachers and curriculum and instruction instructors in both STEP Secondary and STEP Elementary meet to share expectations for candidates' learning, as well as the curriculum and instruction syllabi and assignments.</p> <p>As the summer placement unfolds, members of the STEP staff finalize candidates' academic year placements. STEP takes into consideration the information in the Preliminary Placement Questionnaire, through which candidates have the opportunity to share preferences regarding subject matter emphases and school characteristics. Once potential matches have been established, candidates and cooperating teachers meet by phone and in person to get acquainted and prepare to begin the school year. The consideration of mutual strengths, interests, and needs is the primary deciding factor in this partnership. When a match does not work out, the director of clinical work seeks another placement that is a better fit for the candidate. Administrators from STEP and the placement sites work hard to accommodate the schedules of both the cooperating teacher and the teacher candidate and to allow ample time for frequent collaborative planning.</p> <p>Once candidates are placed with cooperating teachers in the fall, STEP focuses on a scaffolded learning experience that emphasizes graduated responsibility. STEP looks for cooperating teachers who are qualified to mentor novice teachers. The teacher candidates play an active role in the classroom early in the placement, supporting individual students and small groups and implementing small learning segments with the support of the supervisor and cooperating teacher. Over time candidates extend their responsibility for planning, instruction,</p>

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The Master's College	120	640	4	0	18	Multiple Subject, elementary candidates are required to complete two eight week assignments in student teaching, one eight week assignment in lower elementary, kindergarten - 2nd. grade, and one eight week assignment in upper elementary 3rd.-6th. grade. Single Subject, secondary candidates are also required to complete two eight week assignments in student teaching, one in Jr. High school and one in Sr. High school.
Touro University	315	525	5.5	0	10	-During 2008/2009 our Multiple/Single Subject Credential Program was a block program. Depending on when the candidate entered the program and/or when they met the requirements to student teacher, candidates completed between 90 and 540 clock hours before they started student teaching. This difference is because some candidates student taught while taking course work and others waited until completing course work to begin their student teaching. -During 2008/2009 our Education Specialist Level I Mild/Moderate and Moderate/Severe had no student teachers.
University of California, Berkeley	130	467	1.25	5	84	Students are placed in a variety of school settings to better prepare them to successfully handle a range of teaching experiences.
University of California, Davis	45	600	11.5	0	129	
University of California, Irvine	90	665	0.63	374.5	185	The Multiple and Single Subject students are supervised by two clinical experts during the course of their supervised clinical experiences.
University of California, Los Angeles	0	432	34	50	140	10 weeks observation and participation, 3 hours a day and 20 weeks student teaching averaging 5 hours a day.

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University of California, Riverside	90	540	10	0	74	Supervised clinical experiences in the UCR program, includes a variety of public school settings, including hard-to-staff and under-performing schools. Candidates receive guidance from a University Supervisor and District Cooperating Teacher (DCT) in a cohort model program. The University Supervisor and DCT collaborate in determining the readiness of each student teacher for advancement to daily whole-class instruction. The University Supervisor visits the classroom at least weekly and confers regularly with both the student teacher and the District Cooperating Teacher as needed. The University Supervisor is also the instructor for relevant seminar with members of the cohort group where discussion and reflection are important aspects of teaching.
University of California, San Diego	140	600	7	2	78	Multiple subject candidates complete 2 student teaching experiences at K-3 and 4-6 grade levels; single subject candidates serve as interns or student teachers in English, math, or science at grades 7-12. Candidates for the Education Specialist credential (Deaf and Hard of Hearing) complete 3 student teaching experiences in a variety of K-6 special education settings. All candidates are supervised by clinical faculty who have significant public school experience.

Appendix B-1: Institutional and Program Report Card - Section 1.c. Supervised Experience

Institution	Average # of clock hours required prior to student teaching	Average # of clock hours required for student teaching	# of full-time equivalent faculty in supervised clinical experience during this academic year	# of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and pre K-12 staff)	# of students in supervised clinical experience during this academic year	Additional information about or descriptions of the supervised clinical experiences
University of California, Santa Barbara	60	1000	0	6.6	86	<p>Section 1.c Supervised Clinical Experiences</p> <p>Terms:TEP=Teacher Education Program at UCSB; ST=Student Teacher;Candidate=Student Teacher;CT=Cooperating Teacher (or master K-12 teacher in the classroom);Supervisor=University supervisor;Faculty=All instructors and supervisors in TEP;</p> <p>One of the most important components of the UCSB program is the clinical experience, which runs concurrent with coursework and lasts the full academic year. Student Teachers (STs) enter their student teaching classrooms before schools begin in the fall, working with Cooperating Teachers (CTs) to prepare the classroom. For the first semester, they stay in schools during the morning and attend university classes in the afternoon and evening. The time on site gradually increases and by spring, STs spend little time at the university (1-2 nights a week). The STs earning elementary credentials (grades K-6) remain at one school site for the entire year, switching placements mid-year to ensure both a lower and upper grade level experience. Spending their full clinical experience in one school allows the STs to become part of the school faculty, participating in meetings, school events, and professional development as schedules permit. The secondary STs on the other hand, begin with 8 weeks in a junior/middle high school placement (grades 7-8) and 8 weeks in a high school environment (grades 9-12). For their second semester they can choose to be placed in a high school or junior high, and for at least one class they are the teacher of record for the semester. For this class they do all planning, teaching, grading, communicating with parents, etc., though the CT is still in the room and supporting all of the ST's activities.</p> <p>The purpose of the concurrent student teaching placement is multifaceted, but it contributes to a solution for one integral problem facing most preparation programs—the theory-practice divide. Throughout the U.S., student teachers report that what they learn in the university has little bearing on what they do in schools (Levine, 2006). But merely composing a program with a continuous or lengthy experience does not solve this problem. The solution requires university experiences that link closely to student teaching experiences. Immersing new teachers in the materials of practice and teaching content and concepts using materials of practice have the potential for being particularly powerful in the process of learning to teach (Ball and Cohen, 1999; Lampert and Ball, 1998). So for example, university assignments such as writing lesson plans should be lesson plans that STs must teach using curriculum guidelines required by their district. Once taught, the university class can help STs reflect on the experiences, analyze student work from the lesson, and plan future steps. UCSB course instructors must root their assignments in the work of schools, not just as a means to learning course content but as a means to developing more sophisticated practice in their student teaching. Assignments given at the beginning of the ST's program differ from those given towards the end when STs are more practiced in teaching. For example, a course at the beginning of a placement will require the ST to describe the context of his/her classroom, including students' abilities, needs, developmental considerations, etc. This is essential for all planning and teaching that ensues, but</p>

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University of California, Santa Cruz	10	668	1.25	5	100	<p>The UCSC Teacher Education Program provides a three quarter student teaching experience that allows candidates to participate in public school classrooms throughout the academic year. During a student's time in the program, he or she will be placed in public school classrooms mentored by at least two cooperating teachers. Students receive experience at two distinct grade levels (Single Subject: High School and Middle School; Multiple Subjects: Primary and Upper grades). Students progress from beginning, to intermediate and advanced student teaching with increasing levels of responsibility.</p> <p>In addition to the support of a cooperating classroom teacher, our program has a unique supervision model in which exemplary classroom teachers are released from local school districts to supervise students in their placements. Supervisors support student teacher development by conducting seminars each quarter while also observing and providing feedback to student teachers in their classroom placements.</p>
University of LaVerne	135	600	14	50	303	
University of Phoenix	100	600	28	32	472	
University of Redlands	75	560	6	19	168	
University of San Diego	150	480	2	3	80	<p>The distinction between the third and fourth question on this page is not clear. Generally, full-time equivalent faculty counts are made by combining counts of full time faculty(with part of their assignment being supervision) and counts of adjunct faculty assignments. It would be helpful if the terminology used in these questions was clarified in the glossary.</p>

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Institution	Average # of clock hours required prior to student teaching	Average # of clock hours required for student teaching	# of full-time equivalent faculty in supervised clinical experience during this academic year	# of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and pre K-12 staff)	# of students in supervised clinical experience during this academic year	Additional information about or descriptions of the supervised clinical experiences
University of San Francisco	36	800	0	2	64	<p>Credential candidates complete two student teaching assignments across the full academic K-12 school year (2+ university semesters): ST I (96 clinical hours in 16 weeks); full-time ST II/III (720 clinical hours in 18 weeks). In addition to being placed with a Master Teacher who provides ongoing mentoring and assessment, a University Supervisor is assigned to visit the candidate 9 times during the year. Each credential candidate is required to provide a complete lesson plan to the University Supervisor 2 days prior to the scheduled observation visit. Supervisors conduct pre- and post-visit debriefs with the candidate. Every third visit is a triangulated conference between the master teacher, credential candidate and university supervisor. There are no full-time supervisors at USF; in addition to a few full-time faculty who supervise as part of their load; most supervisors are part-time adjunct faculty and retired teachers who supervise 3-5 students. In calculating what the supervision load would be for a full-time supervisor, the candidate load would be 32 candidates supervised per 1 supervisor which is what the above number represents. In 2008-2009, 2 full-time faculty and 13 adjunct faculty or retired teachers supervised during clinical placements.</p>
University of Southern California	80	650	4	12	75	<p>During the 2008-09 each student teacher completed two (2), 14-week practicum sessions. During each of these 14-week sessions they were observed, with a written observation, 10 times by a university supervisor and multiple other times by site-based teacher educator. Candidates also observe each other and provide peer feedback.</p>
University of the Pacific	148	640	2.5	2	39	<p>The number of full-time equivalent faculty represents 5 individual faculty members with four who had one-third to one-half of their load assigned to supervision. One person has full-time responsibility to supervise and arrange placements.</p>

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Vanguard University	75	500	0.56	2.62	47	<p>• Concurrently with EDUG 500-551, the candidate must complete Beginning Student Teaching (2 units) consisting of a minimum of three hours a week (45 hours a semester) at a school site, preferably working with the same master teacher who will supervise the student during Advanced Student Teaching experience in the second semester. Students working during the day must plan to allow for the time required at the school site to work with their master teacher, tutor individual students, work with small groups, teach lessons, and complete classroom-based course assignments during the Beginning Student Teaching semester. • EDUG 585 Advanced Student Teaching (10 units) will be completed concurrently with EDUG 545/546 SDAIE and EDUG 557 Health and Exceptionality coursework. Advanced Student Teaching is a full-time experience that requires focus and attention. The EL Preliminary Credential requires experience teaching in a multicultural, multilingual environment under the supervision of a credentialed master teacher and in the subject matter area that will appear on the candidate’s credential. A university supervisor will be assigned to each student teacher for supervision and support. • Single Subject candidates will complete their student teaching in grades 6-12, five days a week (teaching 3 periods and observing 2 periods) for a full high school or middle school semester. • Multiple Subject candidates will complete their student teaching experience in two seven week assignments in grades K-6, teaching a full day, five days a week. Student teaching placements will be made by the department in local partner schools to satisfy EL Authorization requirements.</p>
Western Governors University	50	500	3	3	53	<p>WGU is a truly national University. During the 2008-2009 school year, we placed 621 students in several hundred different school districts nationwide. WGU teacher education candidates are supervised by their Host Teachers, as well as by Clinical Supervisors. WGU hires and trains Clinical Supervisors to regularly observe and evaluate our candidates in the classroom setting throughout their Demonstration Teaching placement. We refer to these employees as “Clinical Faculty.” The percentage of WGU Teachers College students who are members of traditionally underrepresented populations (low SES; minority (by IPEDS), 1st generation college attendees and rural residents) grew from 70% to 83% during the '08-'09 academic year.</p>
Westmont College	70	525	3	0	17	<p>All candidates are supervised by full-time Westmont faculty.</p>
Whittier College	125	480	1	7	39	<p>Adjunct faculty supervise student teachers an average of once a week (observation and conference) for approximately 16 weeks. Each supervisor works with 5 or 6 student teachers during the academic year. Full-time faculty interact with student teachers in a one semester seminar (12 weeks) and visits/observes confers with each student teacher at least once a semester.</p>

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William Jessup University	90	540	1	0	16	

Appendix B-1: Institutional and Program Report Card - Section 1.d. Certified Licensed

Institution	ProgramType	SubjectArea	Number certified/ licensed in 2008-09	Number certified/ licensed in 2007-08	Number certified/ licensed in 2006-07
Alliant International University	Traditional	TOTAL (all areas/subjects)	205	88	72
Alliant International University	Traditional	Art	0	1	1
Alliant International University	Traditional	Business	1	2	1
Alliant International University	Traditional	Cambodian	0	1	0
Alliant International University	Traditional	English	27	24	11
Alliant International University	Traditional	Foreign Language: Filipino	1	0	1
Alliant International University	Traditional	Foreign Language: Spanish	3	2	2
Alliant International University	Traditional	Foundational-Level Mathematics	13	10	5
Alliant International University	Traditional	General Subjects	104	32	29
Alliant International University	Traditional	Health Science	0	0	1
Alliant International University	Traditional	History	1	0	0
Alliant International University	Traditional	Industrial and Technology Education	1	0	0
Alliant International University	Traditional	Mathematics	13	10	7
Alliant International University	Traditional	Mild/Moderate Disabilities	14	2	0
Alliant International University	Traditional	Music	0	2	1
Alliant International University	Traditional	Physical Education	1	1	1
Alliant International University	Traditional	Psychology	1	1	0
Alliant International University	Traditional	Science	0	1	0
Alliant International University	Traditional	Science: Biological Sciences	25	7	7
Alliant International University	Traditional	Science: Chemistry	6	1	2
Alliant International University	Traditional	Science: Geosciences	3	0	2
Alliant International University	Traditional	Science: Physics	6	3	0
Alliant International University	Traditional	Social Science	5	2	8
Alliant International University	Traditional	Sociology	0	0	2
Alliant International University	Traditional	Spanish	0	1	1
Antioch University Los Angeles	Traditional	TOTAL (all areas/subjects)	8	10	15
Antioch University Los Angeles	Traditional	Multiple Subject	8	10	15
Antioch University Santa Barbara	Traditional	TOTAL (all areas/subjects)	16	13	9
Antioch University Santa Barbara	Traditional	multiple subject	16	13	9
Antioch University Santa Barbara	Traditional	ed. spec. m/m	4	3	0
Argosy University	Traditional	TOTAL (all areas/subjects)	24	27	18
Argosy University	Traditional	Multiple Subject	11	14	6
Argosy University	Traditional	Social Science	3	0	1
Argosy University	Traditional	English	3	2	5
Argosy University	Traditional	Math	2	3	2

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Institution	ProgramType	SubjectArea	Number certified/ licensed in 2008-09	Number certified/ licensed in 2007-08	Number certified/ licensed in 2006-07
Argosy University	Traditional	Biological Science	1	3	1
Argosy University	Traditional	FLM	0	1	0
Argosy University	Traditional	Chemistry	0	1	0
Argosy University	Traditional	FLS	0	3	1
Argosy University	Traditional	PE	2	0	2
Argosy University	Traditional	Physics	1	0	0
Argosy University	Traditional	Health Science	1	0	0
Azusa Pacific University	Traditional	TOTAL (all areas/subjects)	495	526	612
Azusa Pacific University	Traditional	Education Specialist: Mild/Moderate	111	137	147
Azusa Pacific University	Traditional	Multiple Subject: General Subjects	203	225	293
Azusa Pacific University	Traditional	Art	6	9	5
Azusa Pacific University	Traditional	Business	3	2	1
Azusa Pacific University	Traditional	Chemistry (Specialized)	1	2	0
Azusa Pacific University	Traditional	English	38	41	43
Azusa Pacific University	Traditional	Foreign Language American Sign Language	1	0	0
Azusa Pacific University	Traditional	Foreign Language: French	1	1	1
Azusa Pacific University	Traditional	Foreign Language: Mandarin	2	0	0
Azusa Pacific University	Traditional	Foreign Language: Spanish	10	6	13
Azusa Pacific University	Traditional	Industrial & Technology	1	0	1
Azusa Pacific University	Traditional	Music	8	9	10
Azusa Pacific University	Traditional	Physical Education	24	14	13
Azusa Pacific University	Traditional	Science: Biology	13	8	8
Azusa Pacific University	Traditional	Science: Chemistry	2	1	2
Azusa Pacific University	Traditional	Science: Geoscience	4	3	0
Azusa Pacific University	Traditional	Social Science	23	31	30
Azusa Pacific University	Traditional	Biological Science: Specialized	1	3	1
Azusa Pacific University	Traditional	Mathematics	11	7	12
Azusa Pacific University	Traditional	Foundational Mathematics	27	13	12
Azusa Pacific University	Traditional	Home Economics	1	1	1
Azusa Pacific University	Traditional	Health Science	2	2	6
Azusa Pacific University	Traditional	Science: Physics	0	2	0
Azusa Pacific University	Traditional	Education Specialist: Moderate/Severe	3	0	0
Azusa Pacific University	Traditional	Geoscience: Specialized	0	3	0
Bethany University	Traditional	TOTAL (all areas/subjects)	20	17	12
Bethany University	Traditional	English	3	2	2

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Institution	ProgramType	SubjectArea	Number certified/ licensed in 2008-09	Number certified/ licensed in 2007-08	Number certified/ licensed in 2006-07
Bethany University	Traditional	Foundational Level Math	1	0	0
Bethany University	Traditional	FLS	0	0	1
Bethany University	Traditional	Art	0	1	1
Bethany University	Traditional	SBS	0	0	2
Bethany University	Traditional	PE	0	1	1
Bethany University	Traditional	Math	1	1	0
Bethany University	Traditional	Music	1	1	0
Bethany University	Traditional	BSS	1	0	0
Bethany University	Traditional	Multiple Subjects	13	11	5
Biola University	Traditional	TOTAL (all areas/subjects)	79	75	71
Biola University	Traditional	General Subjects	49	51	49
Biola University	Traditional	Art	0	1	1
Biola University	Traditional	Chemistry (specialized)	0	1	0
Biola University	Traditional	English	9	7	5
Biola University	Traditional	Foreign Language: Korean	0	0	1
Biola University	Traditional	Foreign Language: Spanish	0	1	0
Biola University	Traditional	Foundational-Level Mathematics	0	1	4
Biola University	Traditional	Mathematics	7	5	2
Biola University	Traditional	Music	3	0	2
Biola University	Traditional	Physical Education	2	1	1
Biola University	Traditional	Science: Biological Science	1	0	1
Biola University	Traditional	Science: Chemistry	0	1	0
Biola University	Traditional	Social Science	7	6	6
Brandman University	Traditional	TOTAL (all areas/subjects)	347	0	0
Brandman University	Traditional	Elementary Education	158	0	0
Brandman University	Traditional	Secondary Education	111	0	0
Brandman University	Traditional	Education Specialist	78	0	0
California Baptist University	Traditional	TOTAL (all areas/subjects)	99	119	125
California Baptist University	Traditional	Multiple Subject	44	69	78
California Baptist University	Traditional	Single Subject	36	27	29
California Baptist University	Traditional	Education Specialist	19	23	18
California Lutheran University	Traditional	TOTAL (all areas/subjects)	115	90	101
California Lutheran University	Traditional	Secondary English	12	5	9
California Lutheran University	Traditional	Secondary Mathematics	7	7	3
California Lutheran University	Traditional	Secondary Biology	3	0	1

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Institution	ProgramType	SubjectArea	Number certified/licensed in 2008-09	Number certified/licensed in 2007-08	Number certified/licensed in 2006-07
California Lutheran University	Traditional	Secondary Social Science	11	12	13
California Lutheran University	Traditional	Secondary Chemistry	0	0	2
California Lutheran University	Traditional	Secondary Physical Education	6	3	3
California Lutheran University	Traditional	Secondary Spanish	4	1	1
California Lutheran University	Traditional	Secondary Music	1	1	1
California Lutheran University	Traditional	Secondary Health Science	0	1	1
California Lutheran University	Traditional	Secondary Business	0	0	1
California Lutheran University	Traditional	Secondary Art	1	0	0
California Lutheran University	Traditional	Secondary Geoscience	0	1	0
California Lutheran University	Traditional	Elementary Education	40	46	45
California Lutheran University	Traditional	Special Education Mild to Moderate Disabilities	11	6	12
California Lutheran University	Traditional	Special Education Moderate to Severe Disabilities	14	7	11
California Lutheran University	Traditional	Special Education Deaf and Hard of Hearing	5	0	0
California Polytechnic State University, San Luis Obispo	Traditional	TOTAL (all areas/subjects)	189	176	157
California Polytechnic State University, San Luis Obispo	Traditional	Multiple Subject	80	82	86
California Polytechnic State University, San Luis Obispo	Traditional	Single Subject - Agriculture	19	21	6
California Polytechnic State University, San Luis Obispo	Traditional	Single Subject - English	13	12	19
California Polytechnic State University, San Luis Obispo	Traditional	Single Subject - Mathematics	16	13	6
California Polytechnic State University, San Luis Obispo	Traditional	Single Subject - Physical Education	7	7	5
California Polytechnic State University, San Luis Obispo	Traditional	Single Subject - Science: Chemistry	2	5	1
California Polytechnic State University, San Luis Obispo	Traditional	Single Subject - Science: Physics	3	1	1
California Polytechnic State University, San Luis Obispo	Traditional	Single Subject - Science: Biology	8	9	7
California Polytechnic State University, San Luis Obispo	Traditional	Single Subject - Social Science	14	9	12
California Polytechnic State University, San Luis Obispo	Traditional	Special Education	19	13	13
California State Polytechnic University, Pomona	Traditional	TOTAL (all areas/subjects)	197	174	223
California State Polytechnic University, Pomona	Traditional	Multiple Subject	91	88	117
California State Polytechnic University, Pomona	Traditional	Single Subject Agriculture	1	0	4
California State Polytechnic University, Pomona	Traditional	Single Subject Art	0	2	0
California State Polytechnic University, Pomona	Traditional	Single Subject Business	3	3	2
California State Polytechnic University, Pomona	Traditional	Single Subject English	9	7	8
California State Polytechnic University, Pomona	Traditional	Single Subject Mathematics	6	6	1
California State Polytechnic University, Pomona	Traditional	Single Subject Foundational Level Math	4	0	2
California State Polytechnic University, Pomona	Traditional	Single Subject Music	0	0	1
California State Polytechnic University, Pomona	Traditional	Single Subject Biological Sciences	0	0	1
California State Polytechnic University, Pomona	Traditional	Single Subject Physical Education	11	9	7

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Institution	ProgramType	SubjectArea	Number certified/ licensed in 2008-09	Number certified/ licensed in 2007-08	Number certified/ licensed in 2006-07
California State Polytechnic University, Pomona	Traditional	Single Subject Chemistry	1	0	0
California State Polytechnic University, Pomona	Traditional	Single Subject Geo Science	0	1	1
California State Polytechnic University, Pomona	Traditional	Single Subject Social Science	17	9	16
California State Polytechnic University, Pomona	Traditional	Education Specialist Mild Moderate	10	4	11
California State Polytechnic University, Pomona	Traditional	Education Specialist Moderate Severe	1	5	3
California State University, Bakersfield	Traditional	TOTAL (all areas/subjects)	324	320	333
California State University, Bakersfield	Traditional	Elementary Education	170	198	187
California State University, Bakersfield	Traditional	Special Education	17	26	26
California State University, Bakersfield	Traditional	Agriculture	1	0	0
California State University, Bakersfield	Traditional	Art	6	4	5
California State University, Bakersfield	Traditional	Biol.Sci. Specialized	4	2	0
California State University, Bakersfield	Traditional	Business	4	1	4
California State University, Bakersfield	Traditional	Chemistry Specialized	1	0	0
California State University, Bakersfield	Traditional	English	26	30	24
California State University, Bakersfield	Traditional	Foreign Language: Spanish	14	19	17
California State University, Bakersfield	Traditional	Foreign Language: French	0	0	2
California State University, Bakersfield	Traditional	Foundation Level Math	12	8	2
California State University, Bakersfield	Traditional	Health Science	1	5	2
California State University, Bakersfield	Traditional	Indust. Technology	1	1	1
California State University, Bakersfield	Traditional	Mathematics	12	13	6
California State University, Bakersfield	Traditional	Music	0	5	3
California State University, Bakersfield	Traditional	Physical Education	11	8	15
California State University, Bakersfield	Traditional	Physics	0	0	1
California State University, Bakersfield	Traditional	Science: Biol. Specialized	5	12	4
California State University, Bakersfield	Traditional	Science: Chemistry	3	3	4
California State University, Bakersfield	Traditional	Science: Geoscience	4	4	3
California State University, Bakersfield	Traditional	Social Science	27	25	30
California State University, Channel Islands	Traditional	TOTAL (all areas/subjects)	65	61	74
California State University, Channel Islands	Traditional	Elementary Education	39	48	54
California State University, Channel Islands	Traditional	Secondary Education	15	10	13
California State University, Channel Islands	Traditional	Education Specialist	11	3	7
California State University, Chico	Traditional	TOTAL (all areas/subjects)	267	303	281
California State University, Chico	Traditional	Agriculture	9	4	5
California State University, Chico	Traditional	Art	15	4	1
California State University, Chico	Traditional	Chemistry (Specialized)	0	0	1

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Institution	ProgramType	SubjectArea	Number certified/licensed in 2008-09	Number certified/licensed in 2007-08	Number certified/licensed in 2006-07
California State University, Chico	Traditional	English	59	25	23
California State University, Chico	Traditional	English Composition	0	0	1
California State University, Chico	Traditional	Foreign Language: French	1	1	1
California State University, Chico	Traditional	Foreign Language: Spanish	5	7	3
California State University, Chico	Traditional	Foundational-Level Mathematics	1	6	2
California State University, Chico	Traditional	General Subjects	149	183	172
California State University, Chico	Traditional	Health Science	3	5	5
California State University, Chico	Traditional	Mathematics	16	13	12
California State University, Chico	Traditional	Mild/Moderate Disabilities	8	14	20
California State University, Chico	Traditional	Moderate/Severe Disabilities	1	4	2
California State University, Chico	Traditional	Music	4	3	1
California State University, Chico	Traditional	Physical Education	21	13	15
California State University, Chico	Traditional	Science: Biological Sciences	4	6	6
California State University, Chico	Traditional	Science: Geosciences	2	3	2
California State University, Chico	Traditional	Social Science	20	34	30
California State University, Chico	Traditional	Science: Chemistry	2	1	1
California State University, Chico	Traditional	Business	1	1	0
California State University, Chico	Traditional	Computer Concepts and Applications	0	1	0
California State University, Chico	Traditional	Psychology	0	2	0
California State University, Chico	Traditional	Spanish	4	2	0
California State University, Chico	Traditional	Home Economics	1	0	0
California State University, Dominguez Hills	Traditional	TOTAL (all areas/subjects)	247	206	241
California State University, Dominguez Hills	Traditional	Multiple Subject (Elementary)	161	167	143
California State University, Dominguez Hills	Traditional	Single Subject (Secondary)	51	37	81
California State University, Dominguez Hills	Traditional	Special Education	35	2	17
California State University, East Bay	Traditional	TOTAL (all areas/subjects)	233	315	276
California State University, East Bay	Traditional	Multiple Subject	154	245	207
California State University, East Bay	Traditional	Single Subject	79	70	69
California State University, Fresno	Traditional	TOTAL (all areas/subjects)	427	497	504
California State University, Fresno	Traditional	Multiple Subject	218	289	304
California State University, Fresno	Traditional	Special Education-Deaf & Hard Hearing	0	9	10
California State University, Fresno	Traditional	Special Education-Mild/Moderate Disabilities	18	35	28
California State University, Fresno	Traditional	Special Education-Moderate/Severe Disabilities	14	7	18
California State University, Fresno	Traditional	Single Subject-Agriculture	8	19	7
California State University, Fresno	Traditional	Single Subject-Art	6	5	6

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Institution	ProgramType	SubjectArea	Number certified/licensed in 2008-09	Number certified/licensed in 2007-08	Number certified/licensed in 2006-07
California State University, Fresno	Traditional	Single Subject-Business	7	3	2
California State University, Fresno	Traditional	Single Subject-English	34	22	29
California State University, Fresno	Traditional	Single Subject-Foundation Level Math	0	0	1
California State University, Fresno	Traditional	Single Subject-French	0	2	1
California State University, Fresno	Traditional	Single Subject-Home Economics	2	0	1
California State University, Fresno	Traditional	Single Subject-Industrial Technology	1	1	3
California State University, Fresno	Traditional	Single Subject-Mathematics	22	22	12
California State University, Fresno	Traditional	Single Subject-Music	12	13	14
California State University, Fresno	Traditional	Single Subject-Physical Education	19	16	17
California State University, Fresno	Traditional	Single Subject-Science: Biological	15	9	6
California State University, Fresno	Traditional	Single Subject-Science: Chemistry	2	4	6
California State University, Fresno	Traditional	Single Subject-Science: Geological Science	3	1	2
California State University, Fresno	Traditional	Single Subject-Science: Physics	1	0	0
California State University, Fresno	Traditional	Single Subject-Social Science	33	34	32
California State University, Fresno	Traditional	Single Subject-Spanish	12	6	5
California State University, Fullerton	Traditional	TOTAL (all areas/subjects)	615	572	627
California State University, Fullerton	Traditional	Art	11	14	9
California State University, Fullerton	Traditional	Biological (Specialized)	2	2	0
California State University, Fullerton	Traditional	Biology	5	4	5
California State University, Fullerton	Traditional	Business	1	1	0
California State University, Fullerton	Traditional	Chemistry	3	2	1
California State University, Fullerton	Traditional	Early Childhood Special Education	14	16	6
California State University, Fullerton	Traditional	English	48	44	48
California State University, Fullerton	Traditional	Foundation Level Mathematics	20	5	5
California State University, Fullerton	Traditional	German	2	0	0
California State University, Fullerton	Traditional	Japanese	1	1	0
California State University, Fullerton	Traditional	Mandarin	6	2	0
California State University, Fullerton	Traditional	Mathematics	17	10	16
California State University, Fullerton	Traditional	Mild/Moderate Disabilities	42	53	58
California State University, Fullerton	Traditional	Moderate/Severe Disabilities	26	9	15
California State University, Fullerton	Traditional	Elementary Education	338	336	378
California State University, Fullerton	Traditional	Music	13	11	13
California State University, Fullerton	Traditional	Physical Education	18	12	20
California State University, Fullerton	Traditional	Social Science	36	45	45
California State University, Fullerton	Traditional	Spanish	20	7	9

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Institution	ProgramType	SubjectArea	Number certified/licensed in 2008-09	Number certified/licensed in 2007-08	Number certified/licensed in 2006-07
California State University, Fullerton	Traditional	French	0	1	1
California State University, Fullerton	Traditional	Geology	0	1	1
California State University, Fullerton	Traditional	Theater Art	0	1	0
California State University, Fullerton	Traditional	Health Sciences	0	0	1
California State University, Fullerton	Traditional	Physics	0	0	2
California State University, Long Beach	Traditional	TOTAL (all areas/subjects)	745	794	833
California State University, Long Beach	Traditional	Education Specialist Mild/Moderate	25	22	38
California State University, Long Beach	Traditional	Education Specialist Moderate/Severe	13	9	10
California State University, Long Beach	Traditional	Multiple Subjects	383	447	464
California State University, Long Beach	Traditional	Single Subject Art	24	29	26
California State University, Long Beach	Traditional	Single Subject English	67	62	76
California State University, Long Beach	Traditional	Single Subject Foreign Language French	2	1	3
California State University, Long Beach	Traditional	Single Subject Foreign Language German	2	2	0
California State University, Long Beach	Traditional	Single Subject Foreign Language Japanese	0	4	5
California State University, Long Beach	Traditional	Single Subject Foreign Language Korean	1	1	0
California State University, Long Beach	Traditional	Single Subject Foreign Language Latin	1	1	1
California State University, Long Beach	Traditional	Single Subject Foreign Language Mandarin	5	5	3
California State University, Long Beach	Traditional	Single Subject Foreign Language Vietnamese	0	1	0
California State University, Long Beach	Traditional	Single Subject Foreign Language Spanish	18	19	13
California State University, Long Beach	Traditional	Single Subject Foundational Level Mathematics	27	26	4
California State University, Long Beach	Traditional	Single Subject Mathematics	31	16	35
California State University, Long Beach	Traditional	Single Subject Health Science	10	12	13
California State University, Long Beach	Traditional	Single Subject Home Economics	4	5	4
California State University, Long Beach	Traditional	Single Subject Music	12	10	13
California State University, Long Beach	Traditional	Single Subject Physical Education	23	18	27
California State University, Long Beach	Traditional	Single Subject Biological Science	20	15	12
California State University, Long Beach	Traditional	Single Subject Chemistry	6	4	2
California State University, Long Beach	Traditional	Single Subject Geoscience	2	6	2
California State University, Long Beach	Traditional	Single Subject Physics	2	2	3
California State University, Long Beach	Traditional	Single Subject Social Science	67	77	79
California State University, Los Angeles	Traditional	TOTAL (all areas/subjects)	301	418	439
California State University, Los Angeles	Traditional	Multiple Subject	160	241	272
California State University, Los Angeles	Traditional	Art	9	10	14
California State University, Los Angeles	Traditional	Biology	5	9	5
California State University, Los Angeles	Traditional	Chemistry	1	1	1

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Institution	ProgramType	SubjectArea	Number certified/licensed in 2008-09	Number certified/licensed in 2007-08	Number certified/licensed in 2006-07
California State University, Los Angeles	Traditional	English	21	30	24
California State University, Los Angeles	Traditional	Foundational Level Mathematics	5	8	9
California State University, Los Angeles	Traditional	Geoscience	2	0	0
California State University, Los Angeles	Traditional	Industrial and Technology Ed	3	4	3
California State University, Los Angeles	Traditional	Mandarin	1	5	3
California State University, Los Angeles	Traditional	Mathematics	14	16	7
California State University, Los Angeles	Traditional	Music	13	6	8
California State University, Los Angeles	Traditional	Physical Education	4	7	9
California State University, Los Angeles	Traditional	Biological Science (Specialized)	1	1	1
California State University, Los Angeles	Traditional	Social Science	26	42	39
California State University, Los Angeles	Traditional	Spanish	13	17	17
California State University, Los Angeles	Traditional	Mild/Moderate Disabilities	12	14	22
California State University, Los Angeles	Traditional	Moderate/Severe Disabilities	9	7	4
California State University, Los Angeles	Traditional	Visual Impairments	2	1	3
California State University, Los Angeles	Traditional	French	0	1	1
California State University, Los Angeles	Traditional	Japanese	0	1	0
California State University, Los Angeles	Traditional	Physics	0	2	0
California State University, Los Angeles	Traditional	Physics (Specialized)	0	1	0
California State University, Los Angeles	Traditional	Health Science	0	0	3
California State University, Monterey Bay	Traditional	TOTAL (all areas/subjects)	205	0	0
California State University, Monterey Bay	Traditional	Multiple Subject	65	0	0
California State University, Monterey Bay	Traditional	Single Subject	59	0	0
California State University, Monterey Bay	Traditional	Education Specialist	81	0	0
California State University, Northridge	Traditional	TOTAL (all areas/subjects)	470	513	590
California State University, Northridge	Traditional	Elementary Education	294	329	359
California State University, Northridge	Traditional	Secondary Education	138	124	144
California State University, Northridge	Traditional	Education Specialist	37	60	87
California State University, Sacramento	Traditional	TOTAL (all areas/subjects)	470	466	549
California State University, Sacramento	Traditional	Art	14	11	7
California State University, Sacramento	Traditional	English	28	22	23
California State University, Sacramento	Traditional	German	1	0	0
California State University, Sacramento	Traditional	Spanish	16	5	10
California State University, Sacramento	Traditional	French	0	1	1
California State University, Sacramento	Traditional	Mandarin	0	0	1
California State University, Sacramento	Traditional	Physical Education	28	23	28

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Institution	ProgramType	SubjectArea	Number certified/licensed in 2008-09	Number certified/licensed in 2007-08	Number certified/licensed in 2006-07
California State University, Sacramento	Traditional	Math	26	15	12
California State University, Sacramento	Traditional	Music	7	4	4
California State University, Sacramento	Traditional	Biological Sciences	11	7	17
California State University, Sacramento	Traditional	Chemistry	1	1	3
California State University, Sacramento	Traditional	Geosciences	3	0	1
California State University, Sacramento	Traditional	Physics	3	0	1
California State University, Sacramento	Traditional	Social Science	38	33	34
California State University, Sacramento	Traditional	Health Science	0	2	3
California State University, Sacramento	Traditional	Home Economics	0	0	1
California State University, Sacramento	Traditional	Elementary Education	264	313	301
California State University, Sacramento	Traditional	Mild/Moderate Special Education	17	21	64
California State University, Sacramento	Traditional	Moderate/Severe Special Education	11	6	22
California State University, Sacramento	Traditional	Early Childhood Special Education	2	4	17
California State University, San Bernardino	Traditional	TOTAL (all areas/subjects)	390	397	428
California State University, San Bernardino	Traditional	Art	7	2	4
California State University, San Bernardino	Traditional	Art History/Appreciation	0	0	4
California State University, San Bernardino	Traditional	Biological Sciences (Specialized)	2	6	0
California State University, San Bernardino	Traditional	Business	0	2	0
California State University, San Bernardino	Traditional	Chemistry (Specialized)	0	1	2
California State University, San Bernardino	Traditional	Computer Concepts and Applications	0	3	0
California State University, San Bernardino	Traditional	Crosscultural, Language & Academic Development	2	2	10
California State University, San Bernardino	Traditional	Early Childhood Special Education	9	14	16
California State University, San Bernardino	Traditional	English	45	37	45
California State University, San Bernardino	Traditional	Foreign Language: French	1	3	6
California State University, San Bernardino	Traditional	Foreign Language: Mandarin	2	1	0
California State University, San Bernardino	Traditional	Foreign Language: Spanish	10	15	12
California State University, San Bernardino	Traditional	Foundational-level General Science	2	0	0
California State University, San Bernardino	Traditional	Foundational-level Mathematics	7	8	2
California State University, San Bernardino	Traditional	General Subjects	235	261	252
California State University, San Bernardino	Traditional	Geosciences (Specialized)	0	2	0
California State University, San Bernardino	Traditional	Health Science	2	2	3
California State University, San Bernardino	Traditional	Mathematics	22	16	22
California State University, San Bernardino	Traditional	Mild/Moderate Disabilities	3	8	20
California State University, San Bernardino	Traditional	Moderate/Severe Disabilities	29	24	35
California State University, San Bernardino	Traditional	Music	7	4	5

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Institution	ProgramType	SubjectArea	Number certified/licensed in 2008-09	Number certified/licensed in 2007-08	Number certified/licensed in 2006-07
California State University, San Bernardino	Traditional	Physical Education	13	12	0
California State University, San Bernardino	Traditional	Physics (Specialized)	1	1	0
California State University, San Bernardino	Traditional	Science: Biological Sciences	7	5	1
California State University, San Bernardino	Traditional	Science: Chemistry	3	2	0
California State University, San Bernardino	Traditional	Science: Geosciences	3	4	0
California State University, San Bernardino	Traditional	Social Science	32	13	2
California State University, San Marcos	Traditional	TOTAL (all areas/subjects)	362	362	436
California State University, San Marcos	Traditional	Multiple Subject (some students enrolled in a dual	271	276	338
California State University, San Marcos	Traditional	English	19	18	24
California State University, San Marcos	Traditional	Foreign Language: Spanish	2	7	10
California State University, San Marcos	Traditional	Mathematics - Foundational-Level	3	4	1
California State University, San Marcos	Traditional	Mathematics	4	5	7
California State University, San Marcos	Traditional	Physical Education	3	4	0
California State University, San Marcos	Traditional	Science: Biological Sciences	4	4	8
California State University, San Marcos	Traditional	Science: Chemistry	2	3	1
California State University, San Marcos	Traditional	Science: Physics	2	1	0
California State University, San Marcos	Traditional	Scocial Science	12	11	18
California State University, San Marcos	Traditional	Special Educations (dual program w/ additional Mu	40	29	26
California State University, San Marcos	Traditional	Foreign Language: American Sign Language	0	0	1
California State University, San Marcos	Traditional	Industrial & Technology Education	0	0	1
California State University, San Marcos	Traditional	Science: Geoscience	0	0	1
California State University, Stanislaus	Traditional	TOTAL (all areas/subjects)	291	323	318
California State University, Stanislaus	Traditional	Multiple Subject	215	258	271
California State University, Stanislaus	Traditional	Art	2	6	4
California State University, Stanislaus	Traditional	Business	2	0	1
California State University, Stanislaus	Traditional	Chemistry - Specialized	1	0	1
California State University, Stanislaus	Traditional	English	20	6	10
California State University, Stanislaus	Traditional	Foreign Language - French	1	0	0
California State University, Stanislaus	Traditional	Foreign Language - Spanish	7	7	2
California State University, Stanislaus	Traditional	Health Science	0	1	0
California State University, Stanislaus	Traditional	Math	7	7	4
California State University, Stanislaus	Traditional	Mild/Moderate	1	4	8
California State University, Stanislaus	Traditional	Music	3	0	4
California State University, Stanislaus	Traditional	Physical Education	8	10	1
California State University, Stanislaus	Traditional	Science: Biological Sciences	4	1	1

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Institution	ProgramType	SubjectArea	Number certified/licensed in 2008-09	Number certified/licensed in 2007-08	Number certified/licensed in 2006-07
California State University, Stanislaus	Traditional	Science: Geosciences	2	1	0
California State University, Stanislaus	Traditional	Social Science	18	14	6
California State University, Stanislaus	Traditional	Foundational Level - Math	0	1	2
California State University, Stanislaus	Traditional	Moderate/Severe	0	4	3
California State University, Stanislaus	Traditional	Science: Chemistry	0	2	0
California State University, Stanislaus	Traditional	Biological Sciences - Specialized	0	1	0
CalState TEACH	Traditional	TOTAL (all areas/subjects)	194	152	101
CalState TEACH	Traditional	Elementary Education	194	152	101
Chapman University	Traditional	TOTAL (all areas/subjects)	51	0	0
Chapman University	Traditional	Elementary Education	20	0	0
Chapman University	Traditional	Secondary Education	25	0	0
Claremont Graduate University	Traditional	TOTAL (all areas/subjects)	2	1	8
Claremont Graduate University	Traditional	Single Subject Credential, Social Science	0	0	2
Claremont Graduate University	Traditional	Multiple Subject Credential	2	1	2
Concordia University	Traditional	TOTAL (all areas/subjects)	63	82	85
Concordia University	Traditional	Single Subject Art	1	0	2
Concordia University	Traditional	Single Subject English	1	6	5
Concordia University	Traditional	Single Subject Foreign Language	0	1	1
Concordia University	Traditional	Single Subject Foundation Math	4	1	2
Concordia University	Traditional	Single Subject Music	1	1	0
Concordia University	Traditional	Single Subject Math	0	2	3
Concordia University	Traditional	Single Subject PE	3	2	5
Concordia University	Traditional	Single Subject Biology	1	1	3
Concordia University	Traditional	Single Subject Chemistry	1	0	0
Concordia University	Traditional	Single Subject Geo Sciences	1	0	0
Concordia University	Traditional	Single Subject Social Science	7	11	7
Concordia University	Traditional	Multiple Subject - Elementary Education	43	57	57
Dominican University of California	Traditional	TOTAL (all areas/subjects)	80	85	90
Dominican University of California	Traditional	Multiple Subjects (Examination)	53	64	60
Dominican University of California	Traditional	Education Specialist	13	16	13
Dominican University of California	Traditional	Multiple Subjects	0	0	4
Dominican University of California	Traditional	Single Subject: Art (Examination)	0	2	1
Dominican University of California	Traditional	Single Subject: Chemistry (Specialized) (Examination)	0	1	1
Dominican University of California	Traditional	Single Subject: English (Examination)	6	9	7
Dominican University of California	Traditional	Single Subject: Geosciences (Specialized) (Examination)	0	0	1

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Institution	ProgramType	SubjectArea	Number certified/licensed in 2008-09	Number certified/licensed in 2007-08	Number certified/licensed in 2006-07
Dominican University of California	Traditional	Single Subject: Health Science (Examination)	0	0	1
Dominican University of California	Traditional	Authorization: Introductory Mathematics	0	0	1
Dominican University of California	Traditional	Single Subject: Introductory Science	0	0	1
Dominican University of California	Traditional	Single Subject: Science: Biological Sciences	0	0	1
Dominican University of California	Traditional	Single Subject: Social Science (Examination)	7	5	8
Dominican University of California	Traditional	Single Subject: Science: Biological Sciences (Exam	5	6	2
Dominican University of California	Traditional	Single Subject: Science: Chemistry	0	0	1
Dominican University of California	Traditional	Single Subject: Science: Geosciences (Examination	1	1	1
Dominican University of California	Traditional	Single Subject: Art	1	2	0
Dominican University of California	Traditional	Single Subject: English	1	1	0
Dominican University of California	Traditional	Single Subject: Social Science	3	1	0
Dominican University of California	Traditional	Single Subject: Biological Sciences (Specialized) (I	0	2	0
Dominican University of California	Traditional	Single Subject: Foundational-Level Mathematics (E	0	1	0
Dominican University of California	Traditional	Single Subject: Mathematics (Examination)	0	1	0
Dominican University of California	Traditional	Single Subject: Science: Chemistry (Examination)	1	2	0
Dominican University of California	Traditional	Single Subject: Foreign Language: Spanish (Exami	1	0	0
Dominican University of California	Traditional	Single Subject: Music	1	0	0
Dominican University of California	Traditional	Single Subject: Physical Education	1	0	0
Dominican University of California	Traditional	Single Subject: Physics (Specialized) (Examination	1	0	0
Fresno Pacific University	Traditional	TOTAL (all areas/subjects)	101	95	88
Fresno Pacific University	Traditional	English	7	2	3
Fresno Pacific University	Traditional	Foreign Language - Spanish	1	0	0
Fresno Pacific University	Traditional	Foundational Level Mathematics	1	0	0
Fresno Pacific University	Traditional	Multiple Subject	80	70	72
Fresno Pacific University	Traditional	Mathematics	1	5	2
Fresno Pacific University	Traditional	Mild/Moderate Disabilities	2	7	4
Fresno Pacific University	Traditional	Moderate/Severe Disabilities	1	2	0
Fresno Pacific University	Traditional	Music	2	0	0
Fresno Pacific University	Traditional	Physical Education	3	0	3
Fresno Pacific University	Traditional	Science: Biological Science	3	3	1
Fresno Pacific University	Traditional	Social Science	3	4	2
Fresno Pacific University	Traditional	Business	0	1	0
Fresno Pacific University	Traditional	Science: Chemistry	0	1	1
Fresno Pacific University	Traditional	Physical & Health Impairments	0	0	0
Hebrew Union College	Traditional	TOTAL (all areas/subjects)	13	0	0

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Institution	ProgramType	SubjectArea	Number certified/ licensed in 2008-09	Number certified/ licensed in 2007-08	Number certified/ licensed in 2006-07
Hebrew Union College	Traditional	Preliminary Multiple Subject	13	0	0
Holy Names University	Traditional	TOTAL (all areas/subjects)	6	18	16
Holy Names University	Traditional	MM	0	2	5
Holy Names University	Traditional	GSX	3	12	6
Holy Names University	Traditional	MATH	1	3	0
Holy Names University	Traditional	SSX	1	1	2
Holy Names University	Traditional	ENGX	1	0	1
Holy Names University	Traditional	BSSX	0	0	1
Holy Names University	Traditional	FLSX	0	0	1
Hope International University	Traditional	TOTAL (all areas/subjects)	24	10	14
Hope International University	Traditional	Multiple Subject	24	10	14
Humboldt State University	Traditional	TOTAL (all areas/subjects)	107	131	143
Humboldt State University	Traditional	Multiple Subjects	51	66	70
Humboldt State University	Traditional	Education Specialist (Mild/Moderate Disabilities)	19	7	22
Humboldt State University	Traditional	Art	3	2	6
Humboldt State University	Traditional	Business	0	0	0
Humboldt State University	Traditional	English	9	10	4
Humboldt State University	Traditional	French	0	1	0
Humboldt State University	Traditional	German	0	0	0
Humboldt State University	Traditional	Industrial Technology	0	4	0
Humboldt State University	Traditional	Math	2	5	10
Humboldt State University	Traditional	Music	2	4	3
Humboldt State University	Traditional	Physical Education	2	3	7
Humboldt State University	Traditional	Science-Biology	5	7	2
Humboldt State University	Traditional	Science-Chemistry	1	0	1
Humboldt State University	Traditional	Science-Geoscience	0	3	1
Humboldt State University	Traditional	Science-Physics	0	0	0
Humboldt State University	Traditional	Social Science	12	17	14
Humboldt State University	Traditional	Spanish	1	1	1
Humboldt State University	Traditional	Foundational Math	0	0	1
Humboldt State University	Traditional	Health Science	0	1	0
InterAmerican College	Traditional	TOTAL (all areas/subjects)	3	2	5
InterAmerican College	Traditional	Multupule Subject	3	2	5
John F. Kennedy University	Traditional	TOTAL (all areas/subjects)	13	10	11
John F. Kennedy University	Traditional	Elementary Education	5	8	6

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Institution	ProgramType	SubjectArea	Number certified/licensed in 2008-09	Number certified/licensed in 2007-08	Number certified/licensed in 2006-07
John F. Kennedy University	Traditional	Biological Science	2	0	2
John F. Kennedy University	Traditional	Social Science	1	1	1
John F. Kennedy University	Traditional	Art	2	0	1
John F. Kennedy University	Traditional	Chemistry	1	0	0
John F. Kennedy University	Traditional	Physics	2	0	0
John F. Kennedy University	Traditional	Spanish	1	0	0
John F. Kennedy University	Traditional	Mathematics	0	1	0
John F. Kennedy University	Traditional	English	0	0	1
La Sierra University	Traditional	TOTAL (all areas/subjects)	27	24	14
La Sierra University	Traditional	Elementary Education	14	17	10
La Sierra University	Traditional	Biology	0	0	1
La Sierra University	Traditional	Chemistry	1	0	1
La Sierra University	Traditional	Chemistry Specialized	0	1	0
La Sierra University	Traditional	English	1	4	1
La Sierra University	Traditional	Foundational-level Mathematics	3	1	0
La Sierra University	Traditional	Music	2	0	0
La Sierra University	Traditional	Physical Education	4	0	0
La Sierra University	Traditional	Social Science	1	1	0
La Sierra University	Traditional	Spanish	0	0	1
La Sierra University	Traditional	Mathematics	1	0	0
Loyola Marymount University	Traditional	TOTAL (all areas/subjects)	129	143	157
Loyola Marymount University	Traditional	Art	1	4	3
Loyola Marymount University	Traditional	Biological Sciences (Specialized)	1	1	1
Loyola Marymount University	Traditional	English	13	14	23
Loyola Marymount University	Traditional	Foreign Language:Spanish	5	7	5
Loyola Marymount University	Traditional	Foundational-Level Mathematics	3	6	2
Loyola Marymount University	Traditional	General Subjects (Examination)	77	88	95
Loyola Marymount University	Traditional	Mathematics	6	1	7
Loyola Marymount University	Traditional	Mild/Moderate Disabilities	3	3	1
Loyola Marymount University	Traditional	Physical Education	0	0	1
Loyola Marymount University	Traditional	Science: Biological Sciences	3	3	5
Loyola Marymount University	Traditional	Science: Chemistry	2	1	1
Loyola Marymount University	Traditional	Science: Geosciences	2	0	0
Loyola Marymount University	Traditional	Science: Physics	1	0	0
Loyola Marymount University	Traditional	Social Science	12	12	13

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Institution	ProgramType	SubjectArea	Number certified/ licensed in 2008-09	Number certified/ licensed in 2007-08	Number certified/ licensed in 2006-07
Loyola Marymount University	Traditional	Foreign Language: French	0	1	0
Loyola Marymount University	Traditional	Music	0	2	0
Mills College	Traditional	TOTAL (all areas/subjects)	31	23	34
Mills College	Traditional	Multiple Subjects	13	13	15
Mills College	Traditional	Single Subject: Art	6	0	1
Mills College	Traditional	Single Subject: Social Studies	4	3	11
Mills College	Traditional	Single Subject: English	5	3	3
Mills College	Traditional	Single Subject: Math	3	4	2
Mills College	Traditional	Single Subject: Science	0	0	2
Mills College	Traditional	Early Childhood Special Education	2	1	1
Mount St. Mary's College	Traditional	TOTAL (all areas/subjects)	33	45	47
Mount St. Mary's College	Traditional	Elementary Education	18	28	26
Mount St. Mary's College	Traditional	Secondary Education	14	15	20
Mount St. Mary's College	Traditional	Education Specialist	1	2	1
National Hispanic University	Traditional	TOTAL (all areas/subjects)	16	10	7
National Hispanic University	Traditional	Education Specialist Instruction	4	0	0
National Hispanic University	Traditional	Multiple Subject Teaching	7	6	4
National Hispanic University	Traditional	Single Subject Teaching/ Foundational-Level Math	1	0	0
National Hispanic University	Traditional	Single Subject Teaching/ Mathematics	2	0	0
National Hispanic University	Traditional	Single Subject Teaching/ Science: Biological Scien	1	0	0
National Hispanic University	Traditional	Single Subject Teaching/ Social Science	1	1	1
National Hispanic University	Traditional	Single Subject Teaching/ Physical Education	0	1	0
National Hispanic University	Traditional	Single Subject Teaching/ Music	0	1	0
National Hispanic University	Traditional	Single Subject Teaching/ Foreign Language: Spanis	0	1	0
National Hispanic University	Traditional	Single Subject Teaching/ English	0	0	1
National Hispanic University	Traditional	Single Subject Teaching/ Biological Sciences (Spec	0	0	1
National University	Traditional	TOTAL (all areas/subjects)	1119	1277	1311
National University	Traditional	AGRICULTURE PROGRAM	0	2	1
National University	Traditional	ART PROGRAM	5	2	7
National University	Traditional	ART EXAM	10	17	10
National University	Traditional	BIO SPEC PROGRAM	0	2	1
National University	Traditional	BIO SPEC EXAM	7	9	0
National University	Traditional	BUS PROGRAM	9	4	0
National University	Traditional	BUS EXAM	2	4	12
National University	Traditional	CHEM SPEC PROGRAM	0	1	1

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Institution	ProgramType	SubjectArea	Number certified/ licensed in 2008-09	Number certified/ licensed in 2007-08	Number certified/ licensed in 2006-07
National University	Traditional	CHEM SPEC EXAM	2	3	1
National University	Traditional	ENG PROGRAM	17	12	24
National University	Traditional	ENG EXAM	85	81	93
National University	Traditional	FRENCH PROGRAM	0	1	0
National University	Traditional	FRENCH EXAM	0	3	1
National University	Traditional	JAPAN EXAM	1	1	0
National University	Traditional	KMER PROGRAM	1	0	0
National University	Traditional	PILIPINO PROGRAM	0	0	1
National University	Traditional	MANDARIN EXAM	1	1	0
National University	Traditional	SPANISH PROGRAM	5	8	4
National University	Traditional	VIETNAMESE EXAM	0	1	0
National University	Traditional	FOUNDATIONAL LEVEL MATH EXAM	44	46	46
National University	Traditional	GEO SPEC EXAM	1	2	0
National University	Traditional	HOME EC EXAM	3	2	7
National University	Traditional	HEALTH PROGRAM	1	1	3
National University	Traditional	HEALTH EXAM	35	27	16
National University	Traditional	IND TECH EXAM	5	4	3
National University	Traditional	MATH PROGRAM	10	5	5
National University	Traditional	MATH EXAM	18	18	16
National University	Traditional	MUSIC PROGRAM	1	2	4
National University	Traditional	MUSIC EXAM	5	7	8
National University	Traditional	PE PROGRAM	18	16	24
National University	Traditional	PE EXAM	43	56	43
National University	Traditional	PHYSICS SPEC PROGRAM	0	0	1
National University	Traditional	PHYSICS SPEC EXAM	1	1	0
National University	Traditional	BIO PROGRAM	2	3	4
National University	Traditional	BIO EXAM	21	30	27
National University	Traditional	CHEM EXAM	11	4	4
National University	Traditional	GEO PROGRAM	1	0	3
National University	Traditional	GEO EXAM	4	6	7
National University	Traditional	PHYSICS PROGRAM	1	0	0
National University	Traditional	PHYSICS EXAM	2	0	2
National University	Traditional	SOC SCI PROGRAM	11	14	14
National University	Traditional	SOC SCI EXAM	96	99	95
National University	Traditional	MILD MODERATE	42	101	179

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Institution	ProgramType	SubjectArea	Number certified/licensed in 2008-09	Number certified/licensed in 2007-08	Number certified/licensed in 2006-07
National University	Traditional	MODERATE SEVERE	27	37	49
National University	Traditional	DEAF AND HARD OF HEARING	3	1	0
Notre Dame de Namur University	Traditional	TOTAL (all areas/subjects)	86	74	70
Notre Dame de Namur University	Traditional	Multiple subjects	40	30	27
Notre Dame de Namur University	Traditional	Educational specialist (mild/mod)	8	7	5
Notre Dame de Namur University	Traditional	Educational specialist (moderate/severe)	1	1	1
Notre Dame de Namur University	Traditional	Biology	2	2	1
Notre Dame de Namur University	Traditional	Chemistry	1	2	1
Notre Dame de Namur University	Traditional	Geoscience	0	0	1
Notre Dame de Namur University	Traditional	Health Science	0	1	1
Notre Dame de Namur University	Traditional	Physics	2	0	1
Notre Dame de Namur University	Traditional	English	11	8	7
Notre Dame de Namur University	Traditional	Art	1	1	0
Notre Dame de Namur University	Traditional	Physical Education	2	2	2
Notre Dame de Namur University	Traditional	Music	2	4	2
Notre Dame de Namur University	Traditional	Spanish	1	1	1
Notre Dame de Namur University	Traditional	Mathematics	4	2	2
Notre Dame de Namur University	Traditional	Social Science	11	13	14
Occidental College	Traditional	TOTAL (all areas/subjects)	16	5	23
Occidental College	Traditional	Geoscience	0	0	1
Occidental College	Traditional	English	2	1	4
Occidental College	Traditional	Math	0	0	3
Occidental College	Traditional	Elementary	10	4	12
Occidental College	Traditional	Spanish	2	0	0
Occidental College	Traditional	Social Science	1	0	3
Occidental College	Traditional	French	1	0	0
Pacific Oaks College	Traditional	TOTAL (all areas/subjects)	20	21	30
Pacific Oaks College	Traditional	Multiple Subject Teaching Credential	14	13	22
Pacific Oaks College	Traditional	Education Specialist Instruction Credential	6	8	8
Pacific Union College	Traditional	TOTAL (all areas/subjects)	14	15	25
Pacific Union College	Traditional	Multiple Subjects	8	8	18
Pacific Union College	Traditional	Single Subject Art	1	0	0
Pacific Union College	Traditional	Single Subject English	3	1	3
Pacific Union College	Traditional	Single Subject Math	0	2	1
Pacific Union College	Traditional	Single Subject Music	0	1	0

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Institution	ProgramType	SubjectArea	Number certified/ licensed in 2008-09	Number certified/ licensed in 2007-08	Number certified/ licensed in 2006-07
Pacific Union College	Traditional	Single Subject Physical Education	0	1	1
Pacific Union College	Traditional	Single Subject Social Science	1	2	1
Pacific Union College	Traditional	Single Subject Spanish	1	0	1
Pacific Union College	Traditional	Single Subject Health	0	0	1
Patten University	Traditional	TOTAL (all areas/subjects)	20	17	21
Patten University	Traditional	Multiple Subjects	9	6	12
Patten University	Traditional	S.S. Mathematics	6	3	3
Patten University	Traditional	S.S. English	2	2	1
Patten University	Traditional	S.S. Physical Education	2	0	1
Patten University	Traditional	S.S. Spanish	0	1	0
Patten University	Traditional	S.S. Science Bio	0	3	0
Patten University	Traditional	S.S. Science Physics	0	1	0
Patten University	Traditional	S.S. Business	0	1	0
Patten University	Traditional	S.S. Health	0	0	1
Patten University	Traditional	S.S. Social Science	0	0	2
Pepperdine University	Traditional	TOTAL (all areas/subjects)	121	135	193
Pepperdine University	Traditional	Mutiple Subject	78	88	140
Pepperdine University	Traditional	Art	1	0	0
Pepperdine University	Traditional	English	16	22	24
Pepperdine University	Traditional	Foreign Language French	0	0	1
Pepperdine University	Traditional	Foreign Language Spanish	1	3	5
Pepperdine University	Traditional	Foreign Language Japanese	0	1	0
Pepperdine University	Traditional	Foundational-Level Mathematics	8	5	7
Pepperdine University	Traditional	Mathematics	4	4	4
Pepperdine University	Traditional	Home Economics	0	0	1
Pepperdine University	Traditional	Science: Chemistry	1	0	0
Pepperdine University	Traditional	Social Science	10	9	11
Pepperdine University	Traditional	Chemistry (Specialized)	0	1	0
Pepperdine University	Traditional	Biological Sciences (Specialized)	0	1	0
Point Loma Nazarene University	Traditional	TOTAL (all areas/subjects)	236	212	270
Point Loma Nazarene University	Traditional	Art	2	0	5
Point Loma Nazarene University	Traditional	BIOLOGICAL SCIENCES	3	5	5
Point Loma Nazarene University	Traditional	BUSINESS	0	1	1
Point Loma Nazarene University	Traditional	CHEMISTRY	1	1	2
Point Loma Nazarene University	Traditional	ENGLISH	15	16	20

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Institution	ProgramType	SubjectArea	Number certified/licensed in 2008-09	Number certified/licensed in 2007-08	Number certified/licensed in 2006-07
Point Loma Nazarene University	Traditional	FRENCH	0	0	2
Point Loma Nazarene University	Traditional	GENERAL SUBJECTS	82	97	117
Point Loma Nazarene University	Traditional	GEOSCIENCES	2	1	3
Point Loma Nazarene University	Traditional	HEALTH SCIENCE	0	4	2
Point Loma Nazarene University	Traditional	HOME ECONOMICS	2	1	0
Point Loma Nazarene University	Traditional	JAPANESE	1	0	0
Point Loma Nazarene University	Traditional	MATHEMATICS	18	12	16
Point Loma Nazarene University	Traditional	MILD/MODERATE DISABILITIES	63	44	54
Point Loma Nazarene University	Traditional	MODERATE/SEVERE DISABILITIES	18	14	14
Point Loma Nazarene University	Traditional	MUSIC	3	3	5
Point Loma Nazarene University	Traditional	PHYSICAL EDUCATION	11	2	9
Point Loma Nazarene University	Traditional	SOCIAL SCIENCE	11	8	13
Point Loma Nazarene University	Traditional	SPANISH	4	3	2
San Diego Christian College	Traditional	TOTAL (all areas/subjects)	12	18	27
San Diego Christian College	Traditional	Multiple Subjects	11	11	9
San Diego Christian College	Traditional	English	1	5	9
San Diego Christian College	Traditional	Social Science	0	0	4
San Diego Christian College	Traditional	Business	0	0	1
San Diego Christian College	Traditional	Foundational Level Mathematics	0	1	1
San Diego Christian College	Traditional	Mathematics	0	1	0
San Diego Christian College	Traditional	Science: Physics	0	0	1
San Diego Christian College	Traditional	Physical Education	0	0	2
San Diego State University	Traditional	TOTAL (all areas/subjects)	465	527	533
San Diego State University	Traditional	Art	7	9	9
San Diego State University	Traditional	Spanish	14	15	14
San Diego State University	Traditional	Biological Sciences	3	3	0
San Diego State University	Traditional	Business	1	0	1
San Diego State University	Traditional	Chemistry (specialized)	1	2	2
San Diego State University	Traditional	English	53	45	50
San Diego State University	Traditional	Foreign Language: French	1	0	2
San Diego State University	Traditional	Foreign Language	0	1	0
San Diego State University	Traditional	Foundations Math	13	10	5
San Diego State University	Traditional	Geo Sciences (Specialized)	1	1	0
San Diego State University	Traditional	Mathematics	26	22	24
San Diego State University	Traditional	Mild/Moderate Disabilities	9	22	29

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Institution	ProgramType	SubjectArea	Number certified/licensed in 2008-09	Number certified/licensed in 2007-08	Number certified/licensed in 2006-07
San Diego State University	Traditional	Moderate/Severe Disabilities	4	10	6
San Diego State University	Traditional	Multiple Subjects	256	292	292
San Diego State University	Traditional	Music	5	8	2
San Diego State University	Traditional	Physical Education	10	10	17
San Diego State University	Traditional	Physics (specialized)	1	1	0
San Diego State University	Traditional	Sciences: Biological Sciences	5	11	13
San Diego State University	Traditional	Sciences: Chemistry	2	2	2
San Diego State University	Traditional	Sciences: Geoscience	1	1	0
San Diego State University	Traditional	Science: Physics	1	0	2
San Diego State University	Traditional	Single Subject	0	6	1
San Diego State University	Traditional	Social Science	51	56	62
San Francisco State University	Traditional	TOTAL (all areas/subjects)	1092	1063	1178
San Francisco State University	Traditional	Single Subject	276	320	324
San Francisco State University	Traditional	Multiple Subject	273	250	357
San Francisco State University	Traditional	Specialist	348	316	346
San Jose State University	Traditional	TOTAL (all areas/subjects)	277	246	383
San Jose State University	Traditional	Multiple Subjects	183	165	233
San Jose State University	Traditional	Single Subjects	83	77	131
San Jose State University	Traditional	Art	13	5	6
San Jose State University	Traditional	Biology	9	7	6
San Jose State University	Traditional	Chemistry	7	4	6
San Jose State University	Traditional	English	23	15	30
San Jose State University	Traditional	French	1	0	3
San Jose State University	Traditional	Mandarin	2	0	0
San Jose State University	Traditional	GeoScience	0	2	2
San Jose State University	Traditional	Math	9	11	19
San Jose State University	Traditional	Music	1	7	2
San Jose State University	Traditional	Physical Education	3	3	9
San Jose State University	Traditional	Physics	1	1	6
San Jose State University	Traditional	Social Science	13	19	42
San Jose State University	Traditional	Spanish	1	3	2
San Jose State University	Traditional	Special Education	11	4	19
Santa Clara University	Traditional	TOTAL (all areas/subjects)	53	62	86
Santa Clara University	Traditional	Multiple Subject	21	30	51
Santa Clara University	Traditional	Single Subject - English	9	8	4

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Institution	ProgramType	SubjectArea	Number certified/licensed in 2008-09	Number certified/licensed in 2007-08	Number certified/licensed in 2006-07
Santa Clara University	Traditional	Single Subject - Spanish	0	4	2
Santa Clara University	Traditional	Single Subject - French	0	0	1
Santa Clara University	Traditional	Single Subject - Math	2	8	4
Santa Clara University	Traditional	Single Subject - Art	0	0	2
Santa Clara University	Traditional	Single Subject - Social Science	4	6	8
Santa Clara University	Traditional	Single Subject - Biology	1	3	2
Santa Clara University	Traditional	Education Specialist - Mild Moderate Disabilities	14	2	2
Santa Clara University	Traditional	Education Specialist - Early Childhood Educ	2	0	5
Santa Clara University	Traditional	Single Subject - Chemistry	0	1	0
Simpson University	Traditional	TOTAL (all areas/subjects)	48	30	49
Simpson University	Traditional	Elementary	33	22	38
Simpson University	Traditional	Art	0	0	1
Simpson University	Traditional	Biological Science	0	1	0
Simpson University	Traditional	Business	1	1	1
Simpson University	Traditional	Chemistry	0	0	0
Simpson University	Traditional	English	6	4	1
Simpson University	Traditional	Foundational Math	3	0	1
Simpson University	Traditional	Health Science	0	0	1
Simpson University	Traditional	Mathematics	2	1	2
Simpson University	Traditional	Music	1	0	0
Simpson University	Traditional	Social Science	2	1	4
Sonoma State University	Traditional	TOTAL (all areas/subjects)	620	691	623
Sonoma State University	Traditional	Art	9	8	10
Sonoma State University	Traditional	Business	1	0	0
Sonoma State University	Traditional	English	29	49	36
Sonoma State University	Traditional	Health Science	2	2	1
Sonoma State University	Traditional	Home Economics	0	2	0
Sonoma State University	Traditional	Industrial Technology	0	1	0
Sonoma State University	Traditional	French	4	3	4
Sonoma State University	Traditional	German	0	1	0
Sonoma State University	Traditional	Spanish	9	20	13
Sonoma State University	Traditional	Mathematics	11	15	17
Sonoma State University	Traditional	Foundational Mathematics	9	10	2
Sonoma State University	Traditional	Music	7	9	4
Sonoma State University	Traditional	Physics (Specialized)	1	2	4

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Institution	ProgramType	SubjectArea	Number certified/licensed in 2008-09	Number certified/licensed in 2007-08	Number certified/licensed in 2006-07
Sonoma State University	Traditional	Biological Sciences (Specialized)	0	0	1
Sonoma State University	Traditional	Chemistry	2	2	5
Sonoma State University	Traditional	Geological Sciences	4	4	4
Sonoma State University	Traditional	Biological Sciences	6	12	14
Sonoma State University	Traditional	Physical Education	15	23	24
Sonoma State University	Traditional	Social Sciences	27	43	27
Sonoma State University	Traditional	Multiple Subjects (Elementary Education)	209	186	213
Sonoma State University	Traditional	Education Specialist Mild/Moderate	115	147	120
Sonoma State University	Traditional	Education Specialist Moderate/Severe	60	59	36
St. Mary's College of California	Traditional	TOTAL (all areas/subjects)	113	92	112
St. Mary's College of California	Traditional	Education Specialist Mild/Moderate	6	4	7
St. Mary's College of California	Traditional	Education Specialist Moderate/Severe	4	1	2
St. Mary's College of California	Traditional	Multiple Subject	59	45	72
St. Mary's College of California	Traditional	Single Subject Art	1	1	1
St. Mary's College of California	Traditional	Single Subject English	6	10	9
St. Mary's College of California	Traditional	Single Subject French	0	1	1
St. Mary's College of California	Traditional	Single Subject Spanish	1	3	1
St. Mary's College of California	Traditional	Single Subject Foundational Mathematics	3	2	1
St. Mary's College of California	Traditional	Single Subject Mathematics	1	3	1
St. Mary's College of California	Traditional	Single Subject Physical Education	4	3	1
St. Mary's College of California	Traditional	Single Subject Science: Biology	3	1	3
St. Mary's College of California	Traditional	Single Subject Science: Chemistry	0	1	0
St. Mary's College of California	Traditional	Single Subject Social Science	9	7	6
Stanford University	Traditional	TOTAL (all areas/subjects)	79	75	86
Stanford University	Traditional	English	18	17	15
Stanford University	Traditional	Mathematics	16	14	15
Stanford University	Traditional	Biology	8	6	8
Stanford University	Traditional	Chemistry	0	3	1
Stanford University	Traditional	Physics	2	1	4
Stanford University	Traditional	Earth Science	0	0	0
Stanford University	Traditional	Social Science	11	17	16
Stanford University	Traditional	Spanish	3	6	5
Stanford University	Traditional	French	0	0	3
Stanford University	Traditional	German	0	0	0
Stanford University	Traditional	Japanese	0	0	2

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Institution	ProgramType	SubjectArea	Number certified/ licensed in 2008-09	Number certified/ licensed in 2007-08	Number certified/ licensed in 2006-07
Stanford University	Traditional	Elementary	21	11	17
The Master's College	Traditional	TOTAL (all areas/subjects)	13	19	32
The Master's College	Traditional	Multiple Subject	5	13	19
The Master's College	Traditional	Single Subject: English	1	2	4
The Master's College	Traditional	Single Subject: Social Science	2	0	6
The Master's College	Traditional	Single Subject: Mathematics	3	3	3
The Master's College	Traditional	Single Subject: Science: Biological	0	2	1
The Master's College	Traditional	Single Subject: Science: Physics	0	1	0
The Master's College	Traditional	Single Subject: Home Economics	1	0	0
The Master's College	Traditional	Single Subject: Foreign Language: Spanish	1	0	0
The Master's College	Traditional	Single Subject: Music	0	1	2
The Master's College	Traditional	Single Subject: Physical Education	0	0	2
The Master's College	Traditional	Single Subject: Business	0	0	1
Touro University	Traditional	TOTAL (all areas/subjects)	6	3	9
Touro University	Traditional	Multiple Subject	5	1	5
Touro University	Traditional	Single Subject Art	0	0	1
Touro University	Traditional	Single Subject Biology	1	0	0
Touro University	Traditional	Single Subject Chemistry	1	0	1
Touro University	Traditional	Single Subject English	0	1	0
Touro University	Traditional	Single Subject Math	0	0	1
Touro University	Traditional	Single Subject Physical Education	0	0	1
Touro University	Traditional	Single Subject Spanish	0	1	0
Touro University	Traditional	Single Subject Social Science	0	2	0
University of California, Berkeley	Traditional	TOTAL (all areas/subjects)	44	47	43
University of California, Berkeley	Traditional	Elementary Education	19	19	22
University of California, Berkeley	Traditional	Science: Biological Science	7	4	4
University of California, Berkeley	Traditional	Science: Chemistry	0	0	1
University of California, Berkeley	Traditional	Mathematics	4	6	1
University of California, Berkeley	Traditional	English	14	18	15
University of California, Davis	Traditional	TOTAL (all areas/subjects)	212	215	201
University of California, Davis	Traditional	Business	1	1	0
University of California, Davis	Traditional	Economics (social science)	2	3	4
University of California, Davis	Traditional	Electronics	0	1	1
University of California, Davis	Traditional	English	21	16	24
University of California, Davis	Traditional	Foreign Language: Spanish	11	6	1

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Institution	ProgramType	SubjectArea	Number certified/ licensed in 2008-09	Number certified/ licensed in 2007-08	Number certified/ licensed in 2006-07
University of California, Davis	Traditional	Foundational-Level Mathematics	3	4	3
University of California, Davis	Traditional	French	1	0	0
University of California, Davis	Traditional	General Subjects: Elementary	58	56	61
University of California, Davis	Traditional	Geography	1	1	0
University of California, Davis	Traditional	Health Science	0	1	0
University of California, Davis	Traditional	History	1	1	4
University of California, Davis	Traditional	Mathematics	9	6	6
University of California, Davis	Traditional	Music	1	0	0
University of California, Davis	Traditional	Physical Education	0	2	0
University of California, Davis	Traditional	Science: Biological Science	10	18	10
University of California, Davis	Traditional	Science: Chemistry	4	7	2
University of California, Davis	Traditional	Science: Geosciences	0	4	2
University of California, Davis	Traditional	Science: Physics	0	1	4
University of California, Davis	Traditional	Social Science	17	14	4
University of California, Irvine	Traditional	TOTAL (all areas/subjects)	235	279	210
University of California, Irvine	Traditional	Art	2	3	3
University of California, Irvine	Traditional	Biological Sciences (Specialized)	4	1	1
University of California, Irvine	Traditional	Business	3	1	1
University of California, Irvine	Traditional	Chemistry (Specialized)	2	0	1
University of California, Irvine	Traditional	Dance	2	1	1
University of California, Irvine	Traditional	English	12	31	13
University of California, Irvine	Traditional	Foreign Language: French	1	2	2
University of California, Irvine	Traditional	Foreign Language: Latin	1	2	2
University of California, Irvine	Traditional	Foreign Language: Latin	0	0	1
University of California, Irvine	Traditional	Foreign Language: Spanish	2	8	2
University of California, Irvine	Traditional	Foundational-Level General Science	1	0	0
University of California, Irvine	Traditional	Foundational-Level Mathematics	16	11	7
University of California, Irvine	Traditional	General Subjects	74	93	75
University of California, Irvine	Traditional	Geography	0	0	1
University of California, Irvine	Traditional	Health Science	0	1	2
University of California, Irvine	Traditional	History	10	4	12
University of California, Irvine	Traditional	Mathematics	17	18	12
University of California, Irvine	Traditional	Music	1	1	5
University of California, Irvine	Traditional	Physical Education	0	1	0
University of California, Irvine	Traditional	Physics (Specialized)	0	2	0

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Institution	ProgramType	SubjectArea	Number certified/licensed in 2008-09	Number certified/licensed in 2007-08	Number certified/licensed in 2006-07
University of California, Irvine	Traditional	Psychology	6	7	7
University of California, Irvine	Traditional	Science	1	0	0
University of California, Irvine	Traditional	Science: Biological Sciences	15	16	9
University of California, Irvine	Traditional	Science: Chemistry	6	5	4
University of California, Irvine	Traditional	Science: Geosciences	2	1	0
University of California, Irvine	Traditional	Science: Physics	4	0	0
University of California, Irvine	Traditional	Social Science	22	27	28
University of California, Irvine	Traditional	Sociology	0	2	0
University of California, Los Angeles	Traditional	TOTAL (all areas/subjects)	166	182	227
University of California, Los Angeles	Traditional	Elementary / Multiple Subject	56	71	109
University of California, Los Angeles	Traditional	Secondary / Single Subject	94	92	118
University of California, Riverside	Traditional	TOTAL (all areas/subjects)	84	99	106
University of California, Riverside	Traditional	Biological Sciences (Specialized)	0	2	0
University of California, Riverside	Traditional	English	9	8	8
University of California, Riverside	Traditional	Foreign Language: Spanish	1	0	0
University of California, Riverside	Traditional	Foundational-Level Mathematics	2	0	1
University of California, Riverside	Traditional	General Subjects	57	64	70
University of California, Riverside	Traditional	Mathematics	4	3	4
University of California, Riverside	Traditional	Mild/Moderate Disabilities	1	4	2
University of California, Riverside	Traditional	Moderate/Severe Disabilities	1	2	3
University of California, Riverside	Traditional	Science: Biological Sciences	3	0	0
University of California, Riverside	Traditional	Science: Chemistry	0	1	0
University of California, Riverside	Traditional	Science: Geosciences	0	1	0
University of California, Riverside	Traditional	Science: Physics	0	0	0
University of California, Riverside	Traditional	Social Science	6	14	18
University of California, San Diego	Traditional	TOTAL (all areas/subjects)	78	96	81
University of California, San Diego	Traditional	Education Specialist	4	4	4
University of California, San Diego	Traditional	Multiple Subject	45	49	41
University of California, San Diego	Traditional	Single Subject	29	43	36
University of California, Santa Barbara	Traditional	TOTAL (all areas/subjects)	85	96	103
University of California, Santa Barbara	Traditional	Multiple Subject Teaching Credential	38	45	50
University of California, Santa Barbara	Traditional	Education Specialist Credential:Moderate/Severe	9	3	9
University of California, Santa Barbara	Traditional	Single Subject Teaching Credential:Art	6	4	3
University of California, Santa Barbara	Traditional	Single Subject Teaching Credential:English	6	15	12
University of California, Santa Barbara	Traditional	Single Subject Teaching Credential:Mathematics	4	6	8

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Institution	ProgramType	SubjectArea	Number certified/licensed in 2008-09	Number certified/licensed in 2007-08	Number certified/licensed in 2006-07
University of California, Santa Barbara	Traditional	Single Subject Teaching Credential:Foundational L	2	1	1
University of California, Santa Barbara	Traditional	Single Subject Teaching Credential:Science:Biolog	6	7	6
University of California, Santa Barbara	Traditional	Single Subject Teaching Credential: Science:Chem	2	2	1
University of California, Santa Barbara	Traditional	Single Subject Teachng Credential:Science:Geosci	2	1	1
University of California, Santa Barbara	Traditional	Single Subject Teaching Credential:Physics	0	1	1
University of California, Santa Barbara	Traditional	Single Subject Teaching Credential:Foreign Langua	4	4	3
University of California, Santa Barbara	Traditional	Single Subject Teaching Credential:Foreign Langua	0	0	1
University of California, Santa Barbara	Traditional	Single Subject Teaching Credential:Social Sciences	8	12	9
University of California, Santa Barbara	Traditional	Single Subject Teaching Credential Physics Special	0	1	1
University of California, Santa Barbara	Traditional	Single Subject Teaching Credential: Physical Educa	0	1	0
University of California, Santa Cruz	Traditional	TOTAL (all areas/subjects)	104	79	94
University of California, Santa Cruz	Traditional	Multiple Subject	51	47	49
University of California, Santa Cruz	Traditional	Single Subject, Science: Biological Sciences (Speci	0	0	1
University of California, Santa Cruz	Traditional	Single Subject, Science: Biological Sciences	10	5	8
University of California, Santa Cruz	Traditional	Single Subject, Science: Chemistry	2	1	2
University of California, Santa Cruz	Traditional	Single Subject, Science: Physics (Specialized)	0	1	0
University of California, Santa Cruz	Traditional	Single Subject, Science: Physics	0	0	1
University of California, Santa Cruz	Traditional	Single Subject, Social Science	22	8	8
University of California, Santa Cruz	Traditional	Single Subject, Mathematics	9	4	8
University of California, Santa Cruz	Traditional	Single Subject, Foreign Language: Spanish	2	0	0
University of California, Santa Cruz	Traditional	Single Subject, English	18	14	16
University of California, Santa Cruz	Traditional	Single Subject, Science: Geosciences	2	0	1
University of LaVerne	Traditional	TOTAL (all areas/subjects)	226	260	280
University of LaVerne	Traditional	Business	2	0	2
University of LaVerne	Traditional	English	23	20	22
University of LaVerne	Traditional	Foundational Mathematics	6	8	14
University of LaVerne	Traditional	General Subjects	146	180	189
University of LaVerne	Traditional	Geoscience Specialized	2	0	0
University of LaVerne	Traditional	Health Science	6	2	1
University of LaVerne	Traditional	Foreign Language: Mandarin	1	0	0
University of LaVerne	Traditional	Mathematics	3	2	2
University of LaVerne	Traditional	Physical Education	6	8	13
University of LaVerne	Traditional	Science: Biology	5	10	8
University of LaVerne	Traditional	Science: Chemistry	2	2	0
University of LaVerne	Traditional	Science: Geoscience	1	1	0

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Institution	ProgramType	SubjectArea	Number certified/ licensed in 2008-09	Number certified/ licensed in 2007-08	Number certified/ licensed in 2006-07
University of LaVerne	Traditional	Biology: Specialized	0	1	0
University of LaVerne	Traditional	Social Science	18	18	21
University of LaVerne	Traditional	Foreign Language: Spanish	5	3	2
University of LaVerne	Traditional	Art	0	4	6
University of LaVerne	Traditional	Foreign Language: French	0	1	0
University of Phoenix	Traditional	TOTAL (all areas/subjects)	446	475	639
University of Phoenix	Traditional	Art	7	1	1
University of Phoenix	Traditional	Business	2	2	3
University of Phoenix	Traditional	English	56	43	61
University of Phoenix	Traditional	Foreign Language	10	6	1
University of Phoenix	Traditional	Foundational-Level Mathematics	41	44	35
University of Phoenix	Traditional	Health Science	5	3	0
University of Phoenix	Traditional	Physical Education	19	7	2
University of Phoenix	Traditional	Science	32	20	33
University of Phoenix	Traditional	Social Science	39	32	56
University of Phoenix	Traditional	Multiple Subject	221	286	443
University of Redlands	Traditional	TOTAL (all areas/subjects)	177	202	224
University of Redlands	Traditional	GS	86	128	128
University of Redlands	Traditional	Art	3	4	5
University of Redlands	Traditional	BSS	4	3	3
University of Redlands	Traditional	BUS	1	2	1
University of Redlands	Traditional	CHS	1	0	0
University of Redlands	Traditional	SC	1	2	2
University of Redlands	Traditional	ENGL	24	10	26
University of Redlands	Traditional	FLF	1	0	1
University of Redlands	Traditional	FLS	8	9	3
University of Redlands	Traditional	FM	7	4	6
University of Redlands	Traditional	FNHE	0	1	0
University of Redlands	Traditional	HS	1	3	2
University of Redlands	Traditional	GES	0	0	1
University of Redlands	Traditional	MATH	15	10	9
University of Redlands	Traditional	MUSI	2	8	9
University of Redlands	Traditional	PE	9	2	5
University of Redlands	Traditional	SBS	1	3	3
University of Redlands	Traditional	SIF	1	0	0

Appendix B-1: Institutional and Program Report Card - Section 1.d. Certified Licensed

Institution	ProgramType	SubjectArea	Number certified/ licensed in 2008-09	Number certified/ licensed in 2007-08	Number certified/ licensed in 2006-07
University of Redlands	Traditional	SP	0	1	0
University of Redlands	Traditional	SS	11	8	17
University of San Diego	Traditional	TOTAL (all areas/subjects)	72	69	77
University of San Diego	Traditional	Biology	5	1	0
University of San Diego	Traditional	English	11	4	8
University of San Diego	Traditional	French	0	0	1
University of San Diego	Traditional	General Subjects	27	30	35
University of San Diego	Traditional	Mathematics	3	1	3
University of San Diego	Traditional	Music	0	2	0
University of San Diego	Traditional	Social Science	15	9	7
University of San Diego	Traditional	Spanish	3	5	3
University of San Diego	Traditional	Special Education (Ed. Specialist)	16	19	22
University of San Diego	Traditional	Business	0	2	0
University of San Diego	Traditional	Art	0	0	1
University of San Diego	Traditional	Physics	1	0	0
University of San Diego	Traditional	German	0	0	1
University of San Diego	Traditional	Health Science	0	1	0
University of San Francisco	Traditional	TOTAL (all areas/subjects)	84	79	117
University of San Francisco	Traditional	Multiple Subjects credentials	54	50	65
University of San Francisco	Traditional	Single Subject credentials (Total)	29	27	50
University of San Francisco	Traditional	Single Subject (English)	7	11	9
University of San Francisco	Traditional	Single Subject (Social Studies)	10	6	21
University of San Francisco	Traditional	Single Subject (Science: Chemistry)	0	2	2
University of San Francisco	Traditional	Single Subject (Science: Biology)	3	3	4
University of San Francisco	Traditional	Single Subject (Science: Physics)	0	1	0
University of San Francisco	Traditional	Single Subject (Foundational Level Math)	3	1	2
University of San Francisco	Traditional	Single Subject (Math)	3	1	1
University of San Francisco	Traditional	Single Subject (Physical Education)	3	1	4
University of San Francisco	Traditional	Single Subject (Health Science)	0	0	1
University of San Francisco	Traditional	Single Subject (Foreign Languages)	0	1	5
University of San Francisco	Traditional	Single Subject (Art)	0	0	1
University of Southern California	Traditional	TOTAL (all areas/subjects)	75	89	118
University of Southern California	Traditional	Multiple Subjects	34	41	59
University of Southern California	Traditional	Sec English	7	10	17
University of Southern California	Traditional	Sec Science	5	9	4

Appendix B-1: Institutional and Program Report Card - Section 1.d. Certified Licensed

Institution	ProgramType	SubjectArea	Number certified/ licensed in 2008-09	Number certified/ licensed in 2007-08	Number certified/ licensed in 2006-07
University of Southern California	Traditional	Sec Soc Science	5	12	13
University of Southern California	Traditional	Sec Mathematics	8	7	8
University of Southern California	Traditional	Single Subject Music	16	10	17
University of the Pacific	Traditional	TOTAL (all areas/subjects)	42	59	80
University of the Pacific	Traditional	Multiple Subject	20	28	40
University of the Pacific	Traditional	Single Subject: English	2	7	3
University of the Pacific	Traditional	Single Subject: Music	8	9	12
University of the Pacific	Traditional	Single Subject: Spanish	2	1	6
University of the Pacific	Traditional	Single Subject: Mathematics	1	4	3
University of the Pacific	Traditional	Single Subject: Social Science	1	2	2
University of the Pacific	Traditional	Single Subject: Science, Biological Science	1	1	2
University of the Pacific	Traditional	Single Subject : Physical Education	0	2	1
University of the Pacific	Traditional	Single Subject: Science, Geosciences	0	0	2
University of the Pacific	Traditional	Single Subject: Biological Sciences	0	0	1
University of the Pacific	Traditional	Single Subject: Science, Chemistry	0	0	1
University of the Pacific	Traditional	Education Specialist: Mild/Moderate	4	3	4
University of the Pacific	Traditional	Single Subject: Foundational Mathematics	2	0	0
University of the Pacific	Traditional	Education Specialist: Moderate/severe	0	2	3
Vanguard University	Traditional	TOTAL (all areas/subjects)	47	55	14
Vanguard University	Traditional	Elementary Education	29	34	10
Vanguard University	Traditional	Secondary Education	18	21	4
Western Governors University	Traditional	TOTAL (all areas/subjects)	59	43	29
Western Governors University	Traditional	Single Subject Area	15	16	6
Western Governors University	Traditional	Single Subject Area	15	16	6
Western Governors University	Traditional	Multiple Subject Area	44	27	23
Westmont College	Traditional	TOTAL (all areas/subjects)	11	14	14
Westmont College	Traditional	Multiple Subject (Elementary)	8	12	11
Westmont College	Traditional	Single Subject English	2	1	2
Westmont College	Traditional	Single Subject Social Science	0	1	0
Westmont College	Traditional	Single Subject Biology	0	0	1
Westmont College	Traditional	Single Subject Physical Education	1	0	0
Whittier College	Traditional	TOTAL (all areas/subjects)	39	28	38
Whittier College	Traditional	Multiple Subject	25	21	29
Whittier College	Traditional	Social Science (examination)	4	0	1
Whittier College	Traditional	Social Science	1	0	0

Appendix B-1: Institutional and Program Report Card - Section 1.d. Certified Licensed

Institution	ProgramType	SubjectArea	Number certified/ licensed in 2008-09	Number certified/ licensed in 2007-08	Number certified/ licensed in 2006-07
Whittier College	Traditional	Physical Education	4	3	0
Whittier College	Traditional	Physical Education (examination)	1	1	1
Whittier College	Traditional	Foundational Math (examination)	1	0	0
Whittier College	Traditional	Foreign Language Spanish (examination)	1	0	0
Whittier College	Traditional	English (examination)	2	1	0
Whittier College	Traditional	English	0	1	6
Whittier College	Traditional	Science:Biological Sciences(examination)	1	1	0
Whittier College	Traditional	Mathematics	0	0	1
Whittier College	Traditional	Science:Geoscience (examination)	0	0	1
William Jessup University	Traditional	TOTAL (all areas/subjects)	11	17	9
William Jessup University	Traditional	Multiple Subject	11	17	9

Appendix B-1: Institutional and Program Report Card - Section 1.e. Program Completers

Institution	ProgramType	Total # of initial teacher certification preparation program completers in 2008-09	Total # of initial teacher certification preparation program completers in 2007-08	Total # of initial teacher certification preparation program completers in 2006-07
Alliant International University*	Traditional	102	165	46
Antioch University Los Angeles	Traditional	7	10	15
Antioch University Santa Barbara	Traditional	18	13	9
Argosy University	Traditional	25	10	46
Azusa Pacific University*	Traditional	468	499	577
Bethany University	Traditional	20	17	12
Biola University	Traditional	69	78	72
Brandman University	Traditional	369	388	0
California Baptist University*	Traditional	82	100	121
California Lutheran University*	Traditional	115	90	101
California Polytechnic State University, San Luis Obispo	Traditional	188	172	171
California State Polytechnic University, Pomona	Traditional	147	146	245
California State University, Bakersfield	Traditional	328	338	324
California State University, Channel Islands	Traditional	72	69	77
California State University, Chico	Traditional	259	275	256
California State University, Dominguez Hills	Traditional	184	199	207
California State University, East Bay	Traditional	195	366	223
California State University, Fresno	Traditional	366	386	401
California State University, Fullerton	Traditional	873	544	568
California State University, Long Beach	Traditional	673	744	778
California State University, Los Angeles	Traditional	317	357	409
California State University, Monterey Bay*	Traditional	155	113	0

Appendix B-1: Institutional and Program Report Card - Section 1.e. Program Completers

Institution	ProgramType	Total # of initial teacher certification preparation program completers in 2008-09	Total # of initial teacher certification preparation program completers in 2007-08	Total # of initial teacher certification preparation program completers in 2006-07
California State University, Northridge	Traditional	446	484	528
California State University, Sacramento	Traditional	470	466	549
California State University, San Bernardino	Traditional	342	228	282
California State University, San Marcos	Traditional	295	340	391
California State University, Stanislaus	Traditional	312	323	322
CalState TEACH	Traditional	263	233	146
Chapman University	Traditional	66	76	0
Claremont Graduate University	Traditional	5	1	8
Concordia University	Traditional	67	86	92
Dominican University of California	Traditional	86	78	83
Fresno Pacific University	Traditional	86	85	94
Hebrew Union College	Traditional	13	0	0
Holy Names University	Traditional	12	19	16
Hope International University	Traditional	24	7	12
Humboldt State University	Traditional	94	127	116
InterAmerican College	Traditional	3	2	5
John F. Kennedy University	Traditional	13	13	9
La Sierra University*	Traditional	36	19	14
Loyola Marymount University	Traditional	146	151	174
Mills College	Traditional	31	23	35
Mount St. Mary's College	Traditional	25	51	47
National Hispanic University	Traditional	16	10	7

Appendix B-1: Institutional and Program Report Card - Section 1.e. Program Completers

Institution	ProgramType	Total # of initial teacher certification preparation program completers in 2008-09	Total # of initial teacher certification preparation program completers in 2007-08	Total # of initial teacher certification preparation program completers in 2006-07
National University	Traditional	1112	1155	1383
Notre Dame de Namur University	Traditional	86	74	70
Occidental College	Traditional	16	5	23
Pacific Oaks College	Traditional	14	30	35
Pacific Union College	Traditional	11	14	31
Patten University	Traditional	9	9	17
Pepperdine University	Traditional	138	183	209
Point Loma Nazarene University	Traditional	205	165	188
San Diego Christian College	Traditional	17	11	31
San Diego State University	Traditional	458	546	658
San Francisco State University	Traditional	748	726	761
San Jose State University	Traditional	308	271	385
Santa Clara University	Traditional	66	63	149
Simpson University	Traditional	56	26	53
Sonoma State University*	Traditional	238	249	214
St. Mary's College of California	Traditional	79	83	113
Stanford University	Traditional	83	75	86
The Master's College	Traditional	17	21	28
Touro University	Traditional	23	19	31
University of California, Berkeley	Traditional	48	47	48
University of California, Davis	Traditional	129	138	141
University of California, Irvine	Traditional	188	201	166

Appendix B-1: Institutional and Program Report Card - Section 1.e. Program Completers

Institution	ProgramType	Total # of initial teacher certification preparation program completers in 2008-09	Total # of initial teacher certification preparation program completers in 2007-08	Total # of initial teacher certification preparation program completers in 2006-07
University of California, Los Angeles	Traditional	150	163	227
University of California, Riverside	Traditional	73	88	100
University of California, San Diego*	Traditional	78	96	81
University of California, Santa Barbara	Traditional	82	101	107
University of California, Santa Cruz	Traditional	99	79	91
University of LaVerne*	Traditional	226	260	280
University of Phoenix*	Traditional	423	297	552
University of Redlands	Traditional	168	207	227
University of San Diego*	Traditional	72	69	77
University of San Francisco	Traditional	72	80	108
University of Southern California	Traditional	68	79	116
University of the Pacific*	Traditional	38	64	67
Vanguard University	Traditional	47	55	14
Western Governors University	Traditional	59	38	32
Westmont College	Traditional	11	14	14
Whittier College	Traditional	39	32	30
William Jessup University	Traditional	11	17	9

**Traditional data includes Alternate Route also.*

Appendix B-1: Institutional and Program Report Card - Section II: Annual Goals for Mathematics

Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal
Alliant International University	2008-09	25 candidates	Yes	Delivery of a credentialing program and collaborative recruitment of career-changers in Mathematics resulted in 40 candidates in this area.	The major lesson learned: To assure that credentialing interns meet subject matter competency in a timely manner so that they can support the beginning of the school year.
Argosy University	2008-09	10	No	Argosy University is developing an undergraduate pool from which we may be able to solicit interested individuals.	
Azusa Pacific University	2008-09	20% increase	Yes	Fifty percent part-time recruiters have been employed. They are able to inform prospective candidates about the job opportunities in the shortage areas. The format of information meetings has been changed to include an enrollment counselor from Graduate Admissions. The enrollment counselor can answer all admission questions. Recruiters, advisers, credential analysts, and enrollment counselors encourage candidates to consider Foundational Mathematics and other shortage areas as their subject area.	It is hoped that the 50% part-time recruiters will be moved to full-time employees. They are learning, as they go, about what recruiting methods work. Teaching jobs in California are currently scarce. Potential candidates are being informed that their best job opportunities will be in the shortage areas.
Bethany University	2008-09	1	Yes	Talked with students about APLE	Personal call from Dept. Chairperson
California Lutheran University	2010-11	Recruit add'l students	No	Continue to develop working relationship with the Math Department, and support assigned professor assigned to mentor math majors who are interested in teaching. Continue to improve pathway we've created from undergrad to graduate work for the students to pursue. Strengthen support for education faculty who are very visible in the math community providing advisement opportunities. The math department has made education courses part of their major requirement thus uniting the two departments. Math is state-approved for subject matter, which is also helpful.	The math department has made education courses part of their major requirement. This partnership has worked well and we are working to maintain it. We plan to pursue joint faculty and student projects in 2010-11 which will further strengthen our efforts in meeting our goal.
California Polytechnic State University, San Luis Obispo	2009-10	10 Candidates	Yes	Efforts to meet this enrollment goal include active recruitment of mathematics majors at Cal Poly and continued conversation with other STEM disciplines about the mathematics credential program. The merger of the School of Education and College of Science and Mathematics has provided new opportunity for collaborative planning for instruction and external funding opportunities.	Mathematics candidates are provided with hands-on experiences through the Center for Excellence in Science & Mathematics Education (CESaME). This exposure creates opportunities for candidates to explore future careers in teaching math.

Appendix B-1: Institutional and Program Report Card - Section II: Annual Goals for Mathematics

Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal
California State Polytechnic University, Pomona	2008-09	See description below	Yes	Cal Poly Pomona leads a Noyce Scholars Program and MSTI (Math Science Teaching Initiative) Program	<p>The Robert Noyce Scholarship Program for Math and Science Teachers seeks to encourage talented Science, Technology, Engineering, and Mathematics (STEM) majors and professionals who might otherwise not have considered the teaching profession, particularly those from underrepresented groups. Cal Poly Pomona provides support to the scholars throughout the period covered by the scholarships and up to four years after to assist the scholars to reach their goal of a credential and a teaching position. During 2008-2009, we accepted an additional 19 Noyce Scholars; 18 others were alumni scholars.</p> <p>Through the College of the Extended University, Cal Poly Pomona Department of Education is offering MSTI (Math Science Teaching Initiative) a program to prepare Pomona USD teachers for authorization to teach mathematics through Algebra II. The program targets middle and elementary school teachers with a multiple subject credential and entails a series of four courses in mathematics designed to teach the content and pedagogy required to pass the CSET I and II, and a secondary methods course. The first of the four-course math series, Algebraic Thinking Part I – Connections between K-12 & CSET Standards, was offered from March-June 2009. Thirty-five teachers enrolled and eight completed the course. The second course, Algebraic Thinking Part II, was offered from August-November 2009. Ten teachers enrolled, eight completed.</p>
California State University, Channel Islands	2008-09	Increase from 3-6	No	: Implement a school-site undergraduate capstone experiential course for prospective single subject mathematics credential students. Disseminate print and web-based information to current students on campus and at local community colleges and to targeted high schools. Provide scholarships for credential students in mathematics education program.	Continue to seek special funding to enhance information dissemination, opportunities and support for students seeking credential in mathematics.
California State University, Dominguez Hills	2008-09	Double the num. from '06	Yes	In 08-09 CSUDH prepared 147 credentialed Math teachers, the highest number in the CSU system. We have a comprehensive plan to recruit, prepare, place, and support Math teachers in hard-to-staff schools. We have developed a true pipeline linking community colleges, undergraduate programs, and credential programs.	Preparing Math teachers has been a focus of the School of Education for some time. We have obtained funding through state and federal grants, including several Transition to Teaching grants, a Math/Science Initiative grant (MSTI), a NOYCE grant, and more recently a TQE grant. We have learned that we must approach this comprehensively, and in direct response to our school partners. We've learned that we must recruit from several populations, including high schools and middle schools. We are expanding our work to professional development for Master Math Teachers in our local district.

Appendix B-1: Institutional and Program Report Card - Section II: Annual Goals for Mathematics

Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal
California State University, Fresno	2008-09	43 by 2010; 50 by 2013	No	Mathematics and Science Teacher Initiative (MASTI), a multi-year systemwide effort to recruit and train Math and Science teachers.	AY 2006 - 13 teachers AY 2007 - 22 teachers AY 2008 - 35 teachers
California State University, Fullerton	2008-09	See below	Yes	Goal: Our goal for 2008-09 was a 5% increase in mathematics credentials, from 55 to 58. Strategies for mathematics candidate recruitment and support include: <ul style="list-style-type: none"> • scholarships • distribution of brochures throughout campus • articulation with undergraduate programs that are math-rich to promote mathematics teaching as a career option • websites for mathematics and foundational-level mathematics credential programs • web-based video about mathematics teaching • community college outreach presentations • outreach in Intro to Teaching courses about job opportunities for teachers of mathematics and science • mentoring and support for students from underrepresented populations in the mathematics major who plan to enter teaching • involvement of local teachers of mathematics in methods coursework to model effective practices • training in the use of technology tools such as Geogebra • funding to attend local mathematics education conferences (CMC-S and NCTM) 	We have learned that it is critical to reach out to students both at community colleges as they are still deciding upon career pathways and at our own IHE in mathematics- and science-rich majors who are early in their program of study to generate interest in teaching. This is followed up with opportunities to get involved with local mathematics and science education activities and scholarship opportunities for juniors/seniors planning to enter the credential programs. We have also learned that web-based media provide a relatively inexpensive way to provide access to program information to a wide audience. Our websites, videos, and blog attract large numbers of visitors and cost little to maintain.
California State University, Los Angeles	2008-09	increase applications 10%	No	We increased our efforts using our MSTI and Noyce resources to increase our applicant pool. We worked very closely with our feeder community colleges to assist us in increasing our applicant pool. However, due to the extraordinary teacher lay-offs in California, we were unable to convince more teacher education applicants to apply in math.	We will write and submit grants for funding a teacher residency program in math to increase our pool and improve our teacher preparation program.
California State University, Monterey Bay	2008-09	# of Math Credentials	Yes	Goal: Increase percentage of number of students who have been certified (credentialed) in Math by 5%. Goal met by increased recruitment efforts.	
California State University, Northridge	2008-09	80	No	Math Science Technology Initiative (MSTI) a grant that supports workshops to help prepare future math and science teachers prepare to pass the California Standards Examination for Teachers exam.	

Appendix B-1: Institutional and Program Report Card - Section II: Annual Goals for Mathematics

Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal
California State University, Sacramento	2010-11	10%			
California State University, San Marcos	2008-09	Increase 5%	No	<ul style="list-style-type: none"> • The College has a Math Science Technology Initiative (MSTI) grant for the CSU system. This program attracts undergraduate math and science majors to work as Teaching Assistants in lower division math and science courses. Those students are encouraged to apply for the Single Subject Program • A second grant from the CSUI system, Teacher Recruitment shares similar aims as the MSTI grant, however these dollars are targeted to financially assist students in prerequisite courses that will help them meet the entry requirements for admission to the College of Education. • The third program is Math for America San Diego. This collaborative program selects 10 of the most qualified mathematics students and provides annual stipends, professional development opportunities and mentoring both in their credential year and four years into their employment. 	<ol style="list-style-type: none"> 1. MSTI: Collaboration with Math and Science faculty in the College of Arts and Sciences has been critical in recruiting and helping train Teacher Assistance. Mentoring has been provided by faculty in CoAS as well. College of Education faculty provide pedagogical training to assist them with their teaching opportunities. The College of Education has learned there are difficulties in recruiting from this pool as these majors have multiple opportunities. 2. Teacher Recruitment: Students are recruited into this program by CoE faculty. These students are then grouped in cohorts as they complete prerequisite courses. This pathway is a very successful method of attracting math and science students into the credential programs. 3. MfA SD: Application to this program is very competitive. Potential fellows for Math for America must complete an application that includes a difficult math problem, must have taken the highest level of mathematics in the course of obtaining their degrees, pass a personal interview with a panel of College and public education professionals, and commit to four years of work in high needs high school. The most difficult part of the program is maintaining the high level of funding that is an essential part of maintaining the program. Also, the primary goal was to cluster fellows in specific schools upon completion of their programs – the current climate for hiring teachers in California has created significant challenges in doing that.
California State University, Stanislaus	2010-11	Increase by 10%		Recruit teachers with various outreach services: workshops, information sessions, informational pamphlets, and advising. The College of Education's Teacher Recruitment and Retention Program (TRRP) and Math and Science Teaching Initiative (MSTI) also assists students in CSET preparation.	
Claremont Graduate University	2008-09	0	Yes	All Mathematics Credential Candidates go through the Internship Program. Our recruitment goals are related to the alternative program only.	
Concordia University	2008-09	0	Yes		

Appendix B-1: Institutional and Program Report Card - Section II: Annual Goals for Mathematics

Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal
Holy Names University	2008-09			Partnership with Teach Tomorrow in Oakland-recruitment of a diverse teaching force. Worked with national recruiting agency, Oakland Teaching Fellows Held webinar which faculty constructed describing our Credential Programs	Continue webinar and evaluate webinar with Oakland Teaching Fellow staff In beginning stages of building pathways from Undergraduate majors (Math) to Teacher Education Programs Teacher Education and Undergraduate faculty have met with K-12 high school (academies) which focus on Math in high schools
Humboldt State University	2008-09	Financial Incentives	Yes	Use NOYCE Scholars Program to provide financial incentives/stipends to candidates.	Write proposal to the National Science Foundation.
InterAmerican College	2009-10	NA		No Mathematics goals were set	In 2010-11, we will be reviewing the market need for Mathematics Certification.
John F. Kennedy University	2008-09	one math	No	In 2007-08 we had a goal of one and made that goal. We attended recruiting fairs and Mt. Diablo Unified School Districts openings. Since other programs near by were also recruiting for the same credential program types, we lost two candidates -one to Project Pipeline and one to Sst. Mary's . JFKU was given almost no marketing support during this time. It is hard to compete with Chaoman, St. Mary's, and the other colleges who do have marketing support.	Because our institution had decided to move toward a teach out of our program, we worked with the candidates already admitted by Fall 2008.
Mills College	2008-09	see below	Yes	Prepare students to acquire, understand, and construct subject matter knowledge Means of Program Assessment (artifacts): Coursework that connects and supports goal; course exams, written assignments, and graduate research project, presentation, and oral defense Satisfactorily complete coursework and maintain a 'B' average; written assignments contain a level of analysis (points are described, elaborated, and exemplified), there is evidence of inquiry and the ability to integrate theoretical and practical components of professional education. The content has (clear thesis, good organization and analysis of subject, references and reflection), and format (spelling, grammar, professional language and APA style). A graduate research project that contains a literature review of relevant studies that frames the theoretical perspectives that inform the study, and a methods, results, and discussion sections.	The completed graduate project is evaluated by the faculty who decides whether the student has met the requirements of a research project and is ready to graduate. There may be recommendations for added revisions. <input type="checkbox"/> <input type="checkbox"/> The credential faculty discusses the curriculum, teaching strategies, and student learning at the monthly meetings, and at an annual retreat. In addition, there is an advisory board of noted educational leaders from the community, to advised ongoing program development. There are also periodic follow-up sessions and surveys with the graduates to gain their input on the program and possible directions for modification.
Mount St. Mary's College	2008-09	Increase math candidates	Yes	Outreach to math department to encourage undergraduate students who wish to teach K-12 to apply for the credential program.	Encourage prospective teacher candidates from outside the college to consider math as a credential option. Continued outreach to inservice teachers in private schools to complete their credentials.
National University	2009-10	Increase MTH enroll.	Yes	50% reduction tuition for the following courses: MATH 311 and MATH 325.	

Appendix B-1: Institutional and Program Report Card - Section II: Annual Goals for Mathematics

Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal
Notre Dame de Namur University	2009-10	5		Increase marketing. □ Individualized attention with program directors.	Increase numbers mean larger class sizes so we capped course the size.
Occidental College	2008-09	1	No	Information meetings held on campus	New NSF grant scholarship for 09-10 year toward increasing Math and Science Candidates
Patten University	2008-09	Increase enrollment	No	Information nights on campus by Associate Dean □ Increased mailing and flyers to districts and schools. Some additional students were realized.	Need an additional person to help with recruitment. Hired a recruiter April 2010.
Pepperdine University	2008-09	10	Yes	Increase efforts to make current Seaver & GSEP students aware of our teacher education program.	Work one on one with prospective students to push dual credentials to include math and science plus their area.
Point Loma Nazarene University	2008-09	13	Yes	Designed, proposed to the university, and were approved to provide course to prepare candidates for passage of the test for Mathematics subject matter competence in the state of California	Offer course to candidates at four teaching sites. Include community members and LEAs in enrollment for this course
San Diego State University	2008-09	Increase by 20%	No	MSTI Program: CSET prep classes, opportunities for tutors, fellowship programs, support for current students, financial assistance	Due to budget cuts, we have reduced the total number of credential candidates so we did not increase the total number of candidates receiving a credential in math and science. However the percent of the total number of credentials recommended that were in math or science did increase.
San Francisco State University	2009-10	20	Yes	Recruitment of potential teachers is conducted by the Center for Math and Science Education the College of Science and Engineering (COSE) from undergraduate population for this post-baccalaureate program. Recruitment efforts Federally funded with MISTI grant.	More systematic coordination needed between COE and COSE is needed to make sure that all mathematics teachers recruited can indeed be prepared in the current budget climate in California. Funding for recruitment is most effective if funds for teacher preparation are also increased, which is not the case at SF State.

Appendix B-1: Institutional and Program Report Card - Section II: Annual Goals for Mathematics

Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal
San Jose State University	2009-10	12	Yes	Primarily undergraduate and collaborations with local job transition programs, which help workers moving out of jobs in the local high tech industry into teaching.	<p>Several additional strategies will be employed for AY 2010-2011. These strategies include, advising more middle level candidates in our Multiple Subjects credential program to complete the requirements for a single subject authorization in math. In order to address the NCLB requirements for middle school mathematics teachers, math education faculty have developed a 32 unit course of study, building on 18 units of existing coursework. We plan to offer tutoring in Summer 2010 for (a) students seeking to gain their middle school authorization, in order to encourage them to take more of our middle school mathematics courses, and (b) students seeking extra study opportunities to pass the CSET exams for the single subject credential in mathematics. □</p> <p>In addition, we have assigned a representative from the College of Education (COE) to help develop a more extensive system of advising and preparing undergraduates to apply to the credential program. The COE representative will help in advising and supporting current credential candidates, so that they can finish their program in a timely fashion. The COE representative will help revise program plans, direct credential candidates to scholarship opportunities available through the COE, and build mechanisms and resources to support science/math candidates who are preparing for a new state-mandated summative assessment of teachers (the Performance Assessment for California Teachers, PACT). □</p> <p>To increase the number of high-quality mathematics credential candidates and make it financially more feasible for our undergraduates to complete a credential in addition to their BA in mathematics, the mathematics education group will plan and develop a blended bachelor's/credential program.</p>

Appendix B-1: Institutional and Program Report Card - Section II: Annual Goals for Mathematics

Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal
Santa Clara University	2008-09	As many as possible	Yes	<p>Santa Clara University’s teaching credential programs have an outstanding reputation in the San Jose/Silicon Valley area. Individuals with strong mathematics and science backgrounds, particularly those leaving careers in the high tech and dot-com industries to pursue careers in education, often initiate contact with our faculty or admissions staff, or find out about our programs by attending an our Information Night session. Another source of teacher candidates in mathematics and science is SCU’s undergraduate population. SCU students who majored in mathematics or the sciences with the intent of joining the teaching profession frequently choose to remain at SCU to pursue their credential.</p> <p>During the 2007-08 academic year, we partnered with colleagues in the College of Arts and Sciences to reach a previously untapped source of potential mathematics and science teachers. We secured a Noyce Foundation grant designed to provide scholarships covering the full cost of our secondary school teaching credential program to Santa Clara University undergraduates majoring in mathematics, science or engineering who had not necessarily considered the possibility of a teaching career. Noyce Scholars do their clinical field placements in under-performing or hard-to-staff schools in highly diverse urban school districts.</p> <p>We spent the 2008-09 academic year recruiting potential Noyce Scholar applicants. Our mathematics education and science education specialists hosted information nights, participated in the undergraduate Major-Minor Fair, sent emails and mailings to all math, science, and engineering majors, ran announcements in the student newspaper, and made connections with all the course instructors in the relevant departments to publicize the Noyce Scholar program and request that they encourage their interested students to apply.</p> <p>The Noyce Scholar Program was successful in attracting the interest of undergraduate mathematics, science, and engineering majors who had previously not considered a teaching career. In Spring 2009, scholarship offers were made to nine individuals. Although five students initially accepted the scholarship, one changed her mind and decided not to enroll in the teacher education program; another dropped out after the first week of credential program classes in August 2009; and a third withdrew in February 2010.</p>	<p>The high attrition rate among our Noyce Scholars is not an anomaly; other institutions that were awarded Noyce teacher education grants for mathematics and science have experienced similar outcomes. At this point it is not clear why the program has not been more successful. We intend to work with the other Noyce Scholar institutions to understand the weaknesses in the program and to develop new strategies for finding candidates who have a better fit with the program.</p>
Simpson University	2011-12	5%		Meet with undergraduate math majors; support internships for math jobs.	

Appendix B-1: Institutional and Program Report Card - Section II: Annual Goals for Mathematics

Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal
Sonoma State University	2008-09	Meet teacher shortage	Yes	Elementary/Multiple Subject: Outreach continues at all field sites as credentialed teachers who are interested in mathematics are encouraged to gain a second credential in the field. Any candidate who has a substantial interest in mathematics is encouraged to switch to the single subject program for a credential in that area. Secondary/Single Subject: Allocate grants and other forms of support to recruit 30 teachers this year. Focus on multiple entry points for the preparation program including high school students, junior college students, current undergraduates, post graduates and re-entry students. Capitalize on existing recruitment efforts through the MESA programs, the university recruitment office, and with other linking organizations.	Elementary/Multiple Subjects: All candidates are advised of the new credentials available in general/foundational mathematics. Secondary/Single Subject: Prepare teachers efficiently and efficaciously depending on their backgrounds and needs; provide financial support for candidates; support and retain teachers in the community by establishing a mathematics professional learning community; and establish networks in the community to provide ongoing support for teachers and students. Establish new and stronger contacts with the participants at local agencies to promote recruitment; for example, send representatives to the local high schools to speak to students in math classes about becoming teachers. Invite students to campus to learn more about education programs.
Stanford University	2008-09	16	Yes	Recruiting sessions at Stanford and events nationwide, informing applicants of the Knowles grant, loan forgiveness options for math teachers for Perkins and Stafford loans, promoting the Avery-Stanford loan and Woodrow Wilson fellowship	
The Master's College	2008-09				The 2010-11 academic year will be the first year for setting goals for increasing prospective teachers trained in this teacher shortage area. The steps we plan to use to achieve the goal of acquiring at least one candidate for this area include: 1) Presenting the program in individual classes within this major. 2) Providing students within this major with information on financial aid that is available for candidates that pursue a credential in this area.

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Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal
Touro University	2009-10	Curriculum & Literacy		<p>Single subject mathematics candidates undertake an intensive study of the state adopted 7-12 Mathematics Content Standards and the Mathematics Framework for California Public Schools(2006) in the curriculum and instruction courses, EDU 775: Secondary Methods 1 and EDU 777: Secondary Methods 2, through a series of observations in EDU 780: Orientation to Student Teaching & Seminar, and through supervised teaching in EDU 781: Student Teaching & Seminar. Candidates identify the connections across major concepts and principles within mathematics and across disciplines throughout the curriculum and instruction classes. Candidates learn the expected progression of conceptual understanding, computational skills, procedural skills, and problem-solving skills throughout the 7-12 grade levels. Thoroughly grounded in understanding the Standards and what constitutes a balanced mathematics program, single subject math candidates follow the Touro University Lesson Plan to design mathematics instruction. Drawing on their subject matter competency upon entering the credential program, with the opportunity to observe exemplary mathematics teachers for 60 hours during EDU 780: Orientation to Student Teaching & Seminar, and in-depth curriculum and instruction courses in teaching their subject matter (EDU 775 and EDU 777), candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in mathematics (7-12).</p> <p>Candidates use their understanding of child and adolescent linguistic and cognitive development learned in EDU 770: Educational Psychology & Classroom Management, to effectively anticipate and clarify mathematical misunderstandings that are common in grades 7-12 students. Single subject candidates review models of instruction first introduced in EDU 770 to model and teach students to solve problems using multiple strategies and to make, create, and select appropriate assignments to develop student understanding. For example, single subject candidates may examine problem-based learning, first introduced in EDU 770, as an approach for teaching 7-12 students to apply learned skills to increasingly complex mathematical problems when they are designing mathematics lessons and units in the curriculum and instruction courses, EDU 775 and EDU 777.</p>	All math candidates need specific instruction in math strategies and literacy in the content area of math.
University of California, Berkeley	2009-10	8	Yes	Recruitment, website information	We aimed for a combined (Math & Science) total of 19, which was achieved by enrolling 8 students in Math and 11 in Science. It is difficult to achieve an even number of students split between Math and Science.

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Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal
University of California, Davis	2008-09	15	No	1. Increased and targeted recruitment 2. Increased faculty contact with applicants/potential applicants 3. Development of a math and science undergraduate teacher pipeline program.	Lessons learned: The number of applicants to the math credential program has increased because of the above steps. Our program is very attractive to these applicants but a portion do not enroll because competing credential programs have higher scholarship endowments. Federal and state financial aid programs such as the "TEACH" grant program includes too many ways that a credential candidate may not meet the Program's employment conditions requirements, particularly in this CA budget climate for schools. If a newly credential teacher is unable to find employment in a qualifying school/district, the "TEACH" grant reverts to an unsubsidized loan. Credential candidates are not willing to take that risk.
University of California, Irvine	2008-09	Increase Undergrad prep.	Yes	a) offer multiple introductory courses related to math teaching and learning; b) increase opportunities for early field experience in K-12 classrooms; and c) target recruiting efforts at freshmen and sophomores.	Successful recruitment of math majors and the development and staffing of new courses has necessitated a strong partnership between deans and faculty representing mathematics and education departments. The availability of special funding from the UC President's Office and from grants has been a significant factor in achieving our goal.
University of California, Los Angeles	2008-09	20	Yes	Implemented Math Initiative as part of UCLA Campus-wide efforts to increase recruitment.	Dedicated recruitment coordinator for Mathematics / Partnership with Undergraduate Program & Mathematics Department. Numbers increased significantly to 30 incoming math teacher candidates for 2010-2011.
University of California, Riverside	2008-09	15	Yes	The Graduate School of Education works closely with the Science Mathematics Initiative program to recruit undergraduates majoring in mathematics. Presentations and workshops are scheduled throughout the year to provide information on a career in teaching. <input type="checkbox"/> Math majors can participate in 60 hours of observation/field experience to explore teaching prior to admission. <input type="checkbox"/> <input type="checkbox"/> Scholarships and loan assumption programs are available to support candidates who pursue high need certification areas such as mathematics.	The Graduate School of Education collaborates with the Academy of Learning for Partnerships for Higher Achievement Center (ALPHA) to develop programs for those seeking math and science careers. This partnership resulted in the award of an NSF scholarship known as the Robert Noyce Teacher Scholarship and will be used to recruit undergraduates into the program. The 2010-2011 academic year will have the first group of candidates who began their journey to teacher education and are scheduled to complete the teacher education program and licensure requirements. <input type="checkbox"/> A partnership with a local school district has resulted in the development of the Pythagoras Program that will help foster professional development of all levels of teachers involved in mathematic curriculum.
University of California, San Diego	2008-09	12 program completers	No	Science Math Initiative (SMI) collaboration with Math department on recruitment for Math Education minor as well as coursework & field placements; financial support for credential/M.Ed program	Continue early outreach through freshman seminars and faculty mentorships

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Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal
University of California, Santa Barbara	2008-09	Recruitment	Yes	Recruit, support, and prepare exceptional secondary mathematics teachers. We have attempted to increase the student diversity in our courses, including underrepresented students and first generation students. 1) We recruited from our own Cal Teach courses, such as ED 3A, ED 130, ED134/Math181A, and ED135/Math181B. 2) We met with individual students, in person and/or on-line. Students also shared information about our program with their peers.	Strategies 1 and 2 worked so well, that they were amplified for recruiting for the 2009 - 2010 and 2010 - 2011 years. Speaking at a STEM junior college transfer meeting sponsored by the UCSB Mathematics Department and teaching more Cal Teach courses are two examples. Also, applying for and getting the NOYCE grant has also helped. □
University of California, Santa Cruz	2010-11	15	No	Promote outreach for Cal Teach program. -STEM Education Minor in place to help support students who are planning to become secondary math or science teachers. -MA/Credential Advisor and Program Director speak to undergraduate classes in math education. -Math Subject Matter Program in place. -Noyce and Bruce Foundation grants to support math students in the MA/Credential program.	-Increase number of selected candidates from applicant pool. -Continue to promote CAL Teach program. - MA/Credential Advisor and Program Director recruit students from classes in math & education. -Actively promote Noyce and Bruce Foundation grants for math students. -Math Subject Matter Program in place to help students meet subject matter requirements. -Further promote STEM Education Minor
University of LaVerne	2008-09	Mathematics waiver	Yes	Mathematics was approved by the credential commission as a subject matter waiver program. Approved STEM program.	Actively pursue STEM students and increase number of STEM scholarships.
University of Phoenix	2009-10	13			
University of San Diego	2008-09	Maintain enrollment	Yes	Although numbers are still small in this area, they have maintained due to Education faculty collaborating with the College of Arts and Sciences on grant activity to support undergraduate students who will enroll in math education programs.	We are seeking external grant funds to provide student scholarships and assistantships.
University of Southern California	2008-09	10	Yes	Recruitment □ Math For America Program supporting 8 candidates □ Summer projects with local schools that provided mutually beneficial, school and university learning experiences.	
University of the Pacific	2008-09	3	Yes	We informed Diversified Majors in the Multiple Subject program who have concentrations in mathematics to take the CSET-Mathematics, subtests 1 and 2 and a single subject methods course so that they can qualify for two credentials (Multiple Subject and Foundational Mathematics, Single Subject).	We continue to recruit Diversified Major students with concentrations in mathematics to take the CSET-Mathematics, tests 1 and 2. We work with a consortium to recruit highschool juniors for careers in math teaching. Students attend the local community college and then apply to transfer to the University of the Pacific to major in mathematics or in liberal studies with a mathematics minor.
Western Governors University	2008-09	Increase graduates 25%	Yes	Graduates increased 37%. We have increased our marketing efforts. We also have used grant money to establish and fund scholarships for rural math teacher candidates.	We continue to seek and apply for additional grants to fund more scholarships. We actively keep tuition costs down, to expand access to post-secondary education and math teacher training.

Appendix B-1: Institutional and Program Report Card - Section II Annual Goals for Science

Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal
Alliant International University	2008-09	40	Yes	Delivery of a credentialing program and collaborative recruitment of career-changers in Science resulted in 53 candidates in this area.	The major lesson learned: To assure that credentialing interns meet subject matter competency in a timely manner so that they can support the start of the school year.
Argosy University	2008-09	10	No	Argosy University is developing an undergraduate pool from which we may be able to solicit interested individuals.	
Azusa Pacific University	2008-09	20% increase	Yes	Fifty percent part-time recruiters have been employed. They are able to inform prospective candidates about the job opportunities in the shortage areas. The format of information meetings has been changed to be more convenient for prospective candidates. Recruiters, advisers, credential analysts, and enrollment counselors encourage candidates to consider Foundational Science and other shortage areas as their subject area.	It is hoped that the 50% part-time recruiters will be moved to full-time employees. They are learning, as they go, about what recruiting methods work. Teaching jobs in California are currently scarce. Potential candidates are being informed that their best job opportunities will be in the shortage areas.
Bethany University	2008-09	1	Yes	Talked with students about APLE	Personal call from Dept. Chairperson
California Lutheran University	2010-11	Recruit add'l students	No	We have created a seamless pathway from undergrad to graduate work for the students to pursue. We are always available for advising for the students and consultation with the faculty.	We have much to do to improve our relationship with the science department. We are in discussion about creating Subject Matter State approval, working with science faculty to support future teachers, and create joint projects for students and faculty.
California Polytechnic State University, San Luis Obispo	2009-10	19 Candidates	Yes	Efforts to meet this enrollment goal include active recruitment of science majors at Cal Poly and continued conversation with other STEM disciplines about the science credential program. The merger of the School of Education and College of Science and Mathematics has provided new opportunity for collaborative planning for instruction and external funding opportunities. Science candidates also complete SCM 300, an introduction to science teaching course that includes 45 hours in local schools. □	Science candidates are provided with hands-on experiences through three on-campus programs: Center for Excellence in Science & Mathematics Education (CESaME), Science Teacher and Researcher Program (STAR), and Noyce Scholarship. This exposure creates opportunities for candidates to explore future careers in teaching science.
California State Polytechnic University, Pomona	2008-09	See description below	Yes	Cal Poly Pomona leads a Noyce Scholars Program	The Robert Noyce Scholarship Program for Math and Science Teachers seeks to encourage talented Science, Technology, Engineering, and Mathematics (STEM) majors and professionals who might otherwise not have considered the teaching profession, particularly those from underrepresented groups. Cal Poly Pomona provides support to the scholars throughout the period covered by the scholarships and up to four years after to assist the scholars to reach their goal of a credential and a teaching position. During 2008-2009, we accepted an additional 19 Noyce Scholars; 18 others were alumni scholars.

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Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal
California State University, Channel Islands	2008-09	Increase from 2-4	No	Implement an on-site undergraduate service learning course for prospective single subject science credential students. Disseminate print and web-based information to current students on campus and at local community colleges and target high schools. Participate on science teacher events at local community colleges. Provide scholarships for credential students in science education program.	Continue to seek special funding to enhance information dissemination, opportunities and support for students seeking credential in science.
California State University, Dominguez Hills	2008-09	Double the num. from '06	No	This goal is ongoing, yet numbers remain low. □ We have a new Natural Science Option in the undergraduate Liberal Studies program to steer candidates into science teaching. We have a newly-approved Subject Matter Preparation Program (SMPP) in Biology. We are expecting to hear about a Chemistry SMPP very soon.	As in Math, we have focused on this goal for some time. The numbers are low because science majors have many other career options, and frequently choose those instead of teaching. We have obtained grant funding to support recruitment, and to support candidates through stipends and regular advising.
California State University, Fresno	2008-09	40 by 2010; 53 by 2013	No	Mathematics and Science Teacher Initiative (MASTI), a multi-year systemwide effort to recruit and train Math and Science teachers.	AY 2006 - 12 teachers □ AY 2007 - 25 teachers □ AY 2008 - 27 teachers
California State University, Fullerton	2008-09	See below	Yes	Goal: Our goal for 2008-09 was a 5% increase in science credentials, from 41 to 43. Strategies for science candidate recruitment and support include: <ul style="list-style-type: none"> • scholarships • distribution of brochures throughout campus • articulation with undergraduate programs that are science-rich to promote science teaching as a career option • web-based video about science teaching • website and blog for science credential program • monthly SciNet newsletter with scholarship and intern opportunities • community college outreach presentations • outreach in Intro to Teaching courses about job opportunities for teachers of mathematics and science • summer internships with local informal science centers 	We have learned that it is critical to reach out to students both at community colleges as they are still deciding upon career pathways and at our own IHE in mathematics- and science-rich majors who are early in their program of study to generate interest in teaching. This is followed up with opportunities to get involved with local mathematics and science education activities and scholarship opportunities for juniors/seniors planning to enter the credential programs. We have also learned that web-based media provide a relatively inexpensive way to provide access to program information to a wide audience. Our websites, videos, and blog attract large numbers of visitors and cost little to maintain.
California State University, Los Angeles	2008-09	increase applications 10%	No	We increased our efforts using our MSTI and Noyce resources to increase our applicant pool. We worked very closely with our feeder community colleges to assist us in increasing our applicant pool. However, due to the extraordinary teacher lay-offs in California, we were unable to convince more teacher education applicants to apply in science.	We will write and submit grants for funding a teacher residency program in science to increase our pool and improve our teacher preparation program.

Appendix B-1: Institutional and Program Report Card - Section II Annual Goals for Science

Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal
California State University, Monterey Bay	2008-09	# of Science Credentials	Yes	Goal: Increase percentage of number of students who have been certified (credentialed) in Science by 5%. □ Goal met by increased recruitment efforts.	n/a
California State University, Northridge	2008-09	80	No	Math Science Technology Initiative (MSTI) a grant that supports workshops to help prepare future math and science teachers prepare to pass the California Standards Examination for Teachers exam.	We continue with the MSTI grant and increased efforts to recruit math and science teachers. In addition, we offer sizeable scholarships ranging from 2500 to 5000 for single subject math and/or science teacher candidates.
California State University, Sacramento	2010-11	10%			
California State University, San Marcos	2008-09	Increase 5%	Yes	<ul style="list-style-type: none"> The College has a Math Science Technology Initiative (MSTI) grant for the CSU system. This program attracts undergraduate math and science majors to work as Teaching Assistants in lower division math and science courses. Those students are encouraged to apply for the Single Subject Program A second grant from the CSUI system, Teacher Recruitment shares similar aims as the MSTI grant, however these dollars are targeted to financially assist students in prerequisite courses that will help them meet the entry requirements for admission to the College of Education. 	<ol style="list-style-type: none"> MSTI: Collaboration with Math and Science faculty in the College of Arts and Sciences has been critical in recruiting and helping train Teacher Assistance. Mentoring has been provided by faculty in CoAS as well. College of Education faculty provide pedagogical training to assist them with their teaching opportunities. The College of Education has learned there are difficulties in recruiting from this pool as these majors have multiple opportunities. Teacher Recruitment: Students are recruited into this program by CoE faculty. These students are then grouped in cohorts as they complete prerequisite courses. This pathway is a very successful method of attracting math and science students into the credential programs.
California State University, Stanislaus	2010-11	Increase by 10%		Recruit teachers with various outreach services: workshops, information sessions, informational pamphlets, and advising. The College of Education's Teacher Recruitment and Retention Program (TRRP) and Math and Science Teaching Initiative (MSTI) also assists students in CSET preparation.	
Claremont Graduate University	2008-09	0	Yes	All Science Credential Candidates go through the Internship Program. Our recruitment goals are related to the alternative program only.	
Concordia University	2008-09	0	Yes		
Holy Names University	2008-09			Partnership with Teach Tomorrow in Oakland-recruitment of a diverse teaching force. Worked with national recruiting agency, Oakland Teaching Fellows Held webinar describing our programs	Continue webinar and evaluate webinar with Oakland Teaching Fellows staff In beginning stages of building pathways from undergraduate majors (Science) to Teacher Education Programs Teacher Education and Undergraduate faculty have met with K-12 high school (academies) which focus on Science in high schools.

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Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal
Humboldt State University	2008-09	Approved Program	Yes	Biology Program document has been written to receive an approved program from the Commission on Teacher Credentialing. Document has been reviewed and will be revised to gain approval.	Write proposal with assistance of Biology faculty.
InterAmerican College	2009-10	NA		No Science goals were set	In 2010-11, we will be reviewing the market need for Science Certification.
John F. Kennedy University	2008-09	2	Yes	We were able to obtain four candidates who wanted to be biology, chemistry, and physics teachers by responding to districts we work with who had candidates wanting to be interns. □ These happened to be excellent students.	
Mills College	2008-09		Yes		
Mount St. Mary's College	2008-09	Increase science candidat	No	Outreach to biology, chemistry, nursing, and physics departments to encourage undergraduate students who wish to teach K-12 to apply for the credential program.	More outreach to science departments at MSMC to encourage teaching as an option. Encourage prospective teacher candidates from outside the college to consider science as a credential option. Continued outreach to inservice teachers in private schools to complete their credentials.
National University	2009-10	Increase SCI enroll.	Yes	50% reduction for the following course: SCS 331.	
Notre Dame de Namur University	2009-10	6		Increase marketing. □ Individualized attention with program directors.	Increase numbers mean larger class sizes so we capped course the size.
Occidental College	2008-09	1	No	Information meetings held on campus	New NSF grant scholarship for 09-10 year toward increasing Math and Science Candidates
Patten University	2008-09	Increase enrollment	No	Information nights on campus by Associate Dean. □ Increased mailing and flyers to districts and schools. Some additional students were realized.	Need an additional person to help with recruitment. Hired a recruiter April 2010.
Pepperdine University	2008-09	3		Increased efforts to make current Seaver & GSEP students aware of our teacher education program.	Work one on one with prospective students to push dual credentials to include math and science plus their area.
Point Loma Nazarene University	2008-09	7	No	Encouraged current single subject candidates to consider added authorization in science. Encouraged current multiple subject candidates to consider added authorization in science	Work with LEAs to identify current teachers to add authorization in science
San Diego Christian College	2008-09	1	No	Encourage advisees/prospective students to pursue this area if they have sufficient background to pass the subject matter exam.	Providing CSET information for this subject area to students who have some background and wish to pursue studying for the CSET in Science.
San Diego State University	2008-09	Increase by 20%	No	MSTI Program: CSET prep classes, opportunities for tutors, fellowship programs, support for current students, financial assistance	Due to budget cuts, we have reduced the total number of credential candidates so we did not increase the total number of candidates receiving a credential in math and science. However the percent of the total number of credentials recommended that were in math or science did increase.

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San Francisco State University	2009-10	10	Yes	Recruitment of potential teachers is conducted by the Center for Math and Science Education in the College of Science and Engineering (COSE) from undergraduate population for this post-baccalaureate program. Recruitment efforts Federally funded with MISTI grant to COSE	More systematic coordination needed between COE and COSE is needed to make sure that all mathematics teachers recruited can indeed be prepared in the current budget climate in California. Funding for recruitment is most effective if funds for teacher preparation are also increased, which is not the case at SF State.
San Jose State University	2009-10	23	Yes	Primarily undergraduate advising and collaborations with local transition programs, which help workers moving out of jobs in the local high tech industry into teaching.	Several additional strategies will be employed for AY 2010-2011. These strategies include, advising more middle level candidates in our Multiple Subjects credential program to complete the requirements for a single subject authorization in science. □ In addition, we have assigned a representative from the College of Education (COE) to help develop a more extensive system of advising and supporting current credential candidates, so that they can finish their program in a timely fashion. The COE representative will help revise program plans, direct credential candidates to scholarship opportunities available through the COE, and build mechanisms and resources for identifying and supporting struggling math/science candidates so that they successfully complete the program. Finally, the COE representative will spearhead the development of online resources to support science, math candidates who are preparing for the new state-mandated summative assessment of teachers (the Performance Assessment for California Teachers, or PACT).
Santa Clara University	2008-09	As many as possible	Yes	The Noyce Scholar Program was successful in attracting the interest of undergraduate mathematics, science, and engineering majors who had previously not considered a teaching career. In Spring 2009, scholarship offers were made to nine individuals. Although five students initially accepted the scholarship, one changed her mind and decided not to enroll in the teacher education program; another dropped out after the first week of credential program classes in August 2009; and a third withdrew in February 2010, after completing four weeks of student teaching. □	The high attrition rate among our Noyce Scholars is not an anomaly; other institutions that were awarded Noyce teacher education grants for mathematics and science have experienced similar outcomes. At this point it is not clear why the program has not been more successful. We intend to work with the other Noyce Scholar institutions to understand the weaknesses in the program and to develop new strategies for finding candidates who have a better fit with the program.
Simpson University	2011-12	5%		Meet with undergraduate science majors; support internships for science jobs.	

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Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal
Sonoma State University	2008-09	Meet teacher shortage	Yes	Elementary/Multiple subject: Outreach continues at all field sites as credentialed teachers who are interested in the sciences are encouraged to gain a second credential in the field. Any candidate who has a substantial interest in the sciences is encouraged to switch to the single subject program for a credential in those areas. Secondary/Single Subject: Allocate grants and other forms of support to recruit 30 teachers this year. Focus on multiple entry points for the preparation program including high school students, junior college students, current undergraduates, post graduates and re-entry students. Capitalize on existing recruitment efforts through the MESA programs, the university recruitment office, and with other linking organizations.	Elementary/Multiple Subjects: All candidates are advised of the new credentials available in integrated/general science. Secondary/Single Subject: Prepare teachers efficiently and efficaciously depending on their backgrounds and needs; provide financial support for candidates; support and retain teachers in the community by establishing a sciences professional learning community; and establish networks in the community to provide ongoing support for teachers and students. Establish new and stronger contacts with the participants at local agencies to promote recruitment; for example, send representatives to the local high schools to speak to students in science classes about becoming teachers. Invite students to campus to learn more about education programs.
Stanford University	2008-09	16	No	Recruiting sessions at Stanford and events nationwide, informing applicants of the Knowles grant, loan forgiveness options for math teachers for Perkins and Stafford loans, promoting the Avery-Stanford loan and Woodrow Wilson fellowship	Will continue recruiting sessions at Stanford and events nationwide, informing applicants of the Knowles grant, loan forgiveness options for math teachers for Perkins and Stafford loans, more contact with Science depts at local universities, promoting the Avery-Stanford loan and Woodrow Wilson fellowship
The Master's College	2008-09				The 2010-11 academic year will be the first year for setting goals for increasing prospective teachers trained in this teacher shortage area. The steps we plan to use to achieve the goal of acquiring at least one candidate for this area include: 1) Presenting the program in individual classes within this major. 2) Providing students within this major with information on financial aid that is available for candidates that pursue a credential in this area.

Appendix B-1: Institutional and Program Report Card - Section II Annual Goals for Science

Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal
Touro University	2009-10	Curriculum & Literacy		<p>Single subject science candidates undertake an intensive study of the state adopted 7-12 science Content Standards and the Science Framework for California Public Schools (2004) in the curriculum and instruction courses, EDU 775: Curriculum and Instruction: Secondary Methods 1 and EDU 777: Curriculum and Instruction: Secondary Methods 2, through a series of observations in EDU 780: Orientation to Student Teaching & Seminar, and through supervised teaching in EDU 781: Student Teaching & Seminar. Candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted content standards. Candidates identify the connections across major concepts and principles within science and across disciplines throughout the curriculum and instruction classes. Candidates learn the expected sequence of instruction designed to provide students with opportunities to reinforce foundational skills and knowledge and to revisit concepts, principles, and theories previously taught throughout the 7-12 grade levels. Thoroughly grounded in understanding the Standards and what constitutes a balanced science program, single subject science candidates follow the Touro University Lesson Plan to design science instruction. Drawing on their subject matter competency upon entering the credential program, with the opportunity to observe exemplary science teachers for 60 hours during EDU 780: Orientation to Student Teaching & Seminar, and in-depth curriculum and instruction courses in teaching their subject matter (EDU 775 and EDU 777), candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in science (7-12). Candidates use their understanding of child and adolescent linguistic and cognitive development learned in EDU 770: Educational Psychology & Classroom Management to effectively anticipate and clarify science misunderstandings that are common in grades 7-12 students. Single subject candidates review models of instruction first introduced in EDU 770 to teach students in science. For example, single subject candidates may examine problem-based learning and constructivism, first introduced in EDU 770, as an approach for</p>	<p>All science credential candidates need specific instruction in both life and physical science curriculum strategies along with instruction on incorporating literacy in the content area of science.</p>
University of California, Berkeley	2009-10	11	Yes	Recruitment, website information	<p>We aimed for a combined (Math & Science) total of 19, which was achieved by enrolling 8 students in Math and 11 in Science. It is difficult to achieve an even number of students split between Math and Science.</p>

Appendix B-1: Institutional and Program Report Card - Section II Annual Goals for Science

Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal
University of California, Davis	2008-09	20	No	1. Increased and targeted recruitment 2. Increased faculty contact with applicants/potential applicants 3. Development of a math and science undergraduate teacher pipeline program.	Lessons learned: 2009-10 science enrollment increased to 85% of the goal. Persistence over times is an important factor for a payout from outreach and recruitment activities. In addition, see above issue about Federal and State financial aid programs for teachers
University of California, Irvine	2008-09	Increase Undergrad prep.	Yes	a) offer multiple introductory courses related to science teaching and learning; b) increase opportunities for early field experience in K-12 classrooms; and c) target recruiting efforts at freshmen and sophomores.	Successful recruitment of biology, chemistry, earth science, and physics majors, and the development and staffing of new courses, has necessitated a strong partnership between deans and faculty representing the science and education departments. The availability of special funding from the UC President's Office and from grants has been a significant factor in achieving our goal.
University of California, Los Angeles	2008-09	20	No	Implemented Science Initiative as part of UCLA Campus-wide efforts to increase recruitment.	Dedicated recruitment coordinator for Science / Partnership with Undergraduate Program Cal Teach & Science Department.
University of California, Riverside	2008-09	10	No	The Graduate School of Education works closely with the Science Mathematics Initiative program to recruit undergraduates majoring in the various science majors. Presentations and workshops are scheduled throughout the year to provide information on a career in teaching. Science majors can participate in 60 hours of observation/field experience to explore teaching prior to admission. Scholarships and loan assumption programs are available to support candidates who pursue high need certification areas such as science.	The Graduate School of Education collaborates with the Academy of Learning for Partnerships for Higher Achievement Center (ALPHA) to develop programs for math and science careers. This partnership resulted in the award of an NSF scholarship known as the Robert Noyce Teacher Scholarship and will be used to recruit undergraduates with an interest in teaching science. The 2010-2011 academic year will have the first group of candidates who began their journey to teacher education as undergraduates and are scheduled to complete the teacher education program and licensure requirements. A partnership with a local school district has resulted in the development of the Pythagoras Program that will help foster professional development of teachers who can work to mentor future science candidates.
University of California, San Diego	2008-09	12 program completers	No	Science Math Initiative (SMI) collaboration with Science departments on recruitment for Science Education minor in specific subject areas as well as coursework & field placements; financial support for credential/M.Ed program	Continue early outreach through freshman seminars and faculty mentorships; consider ways to streamline Science Education minor and to collaborate with departmental advisors

Appendix B-1: Institutional and Program Report Card - Section II Annual Goals for Science

Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal
University of California, Santa Barbara	2008-09	Recruitment	Yes	Recruit, support, and prepare exceptional secondary science and mathematics teachers. We have attempted to increase the student diversity in our courses, including underrepresented students and first generation students. □ We went into introductory chemistry and physics classes and described our program. We also sent out information through undergraduate advisors in the various science departments and through program advisors to groups such as SACNAS. We met with individual students. Students also shared information about our program with their peers and that was also a very fruitful recruitment tool. We also made fliers that were posted around campus and had an advertisement in the student newspaper.	Description of steps to improve performance in meeting goal or lessons learned in meeting the goal: □ Interestingly we found that students who were thinking about becoming K-6 teachers also took some of our courses, so we made some adjustments such as separating a course that talked about teaching science and mathematics in grades k_6 to separate courses for science and mathematics. □ We also found that some of the students, especially those who were first generation or from underrepresented groups found the financial burden of a fifth year certification program to be too great, so we applied for a Noyce grant and are able to give out fifteen \$10,000 scholarships to students who will then work in high needs districts.
University of California, Santa Cruz	2010-11	15	No	-Promote outreach for Cal Teach program -STEM Education Minor in place to help support students who are planning to become secondary math or science teachers. -MA/Credential Advisor and Program Director speak to undergraduate classes in math education: current students also promote the program. -Noyce Grant to support science students in the MA/Credential program.	-Increase number of selected candidates from applicant pool. □ -Continue to promote CAL Teach program. □ -MA/Credential Advisor and Program Director recruit students from classes in science education: current students also promote the program. □ -Actively promote Noyce Foundation grant for science students. □ -Further promote STEM Education Minor □
University of LaVerne	2008-09	Science waiver	Yes	Approval of science subject matter waiver. Approved STEM program. Actively pursue STEM students and increase number of STEM scholarships.	Actively pursue STEM students and increase number of STEM scholarships.
University of Phoenix	2009-10	6			
University of San Diego	2008-09	Maintain enrollment	Yes	There were three teacher candidates who completed in science areas which was consistent with previous years. There are fewer M.Ed. students for the science specialization in 08-09 than in previous years.	Faculty are seeking external grant funds to provide undergraduate and graduate student scholarships and assistantships in collaboration with the College of Arts and Sciences. Students are more likely to apply to private institutions when financial assistance is available.
University of Southern California	2008-09	10	No	We are working on building this program. □	We have recruited and hired 2 full time Science educators to assist in meeting our goals, revised and updated our course curricula, and increased practicum experiences.
University of the Pacific	2008-09	1	Yes	We recruited students from biological sciences to pursue teaching.	We will continue to meet with faculty in the sciences and to provide information to students in these fields to consider teaching as a career.
Western Governors University	2008-09	Increase enrollments 25%	Yes	Enrollment increased 77%. We have increased our marketing efforts. We also have used grant money to establish and fund scholarships for rural science teacher candidates.	We continue to seek and apply for additional grants to fund more scholarships. We actively keep tuition costs down, to expand access to post-secondary education and science teacher training.

Appendix B-1: Institutional and Program Report Card - Section II: Annual Goals for Special Education

Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal
Alliant International University	2008-09	20	Yes	Collaboration with high-needs local districts and local district credentialing programs brought students into a credentialing intern program and into a summative credentialing program to assure maintenance and continuation of special education teachers. 47 candidates were enrolled in special education during 2008-09.	Support is necessary to maintain employment and engagement of these teachers in this profession. Our mentors are trained to work with interns and employers on sustainability goals.
Antioch University Los Angeles	2008-09	2 candidates in Special E	Yes	We began offering the Education Specialist Mild/Moderate credential in July 2008. Recruitment was essentially by word of mouth and two candidates enrolled. Our institution has a small recruitment and advertising budget and therefore individual programs are included in general outreach. Currently we have seven candidates in the credential, a significant increase over our first year.	The university is in the process of identifying enrollment targets for the 2011-2012 academic year for special education and committing resources to recruiting for this high need area. □
Antioch University Santa Barbara	2009-10	Increase over 2008-09	Yes	Antioch SB is only in its 3rd year of offering the Ed. Spec. MM program. More students are responding to advertising and counseling efforts	More students see the Ed. Spec. credential as a way to improve employment prospects
Azusa Pacific University	2008-09	20%	Yes	A 50% part-time recruiter has been employed to target Special Education recruitment. Information meetings and the admission process has been revised and improved. New credential programs and added authorization programs have been written and approved by the Commission on Teacher Credentialing. They include a new clear credential program, and added authorizations in autism, emotional disturbance, and resource specialist.	Advertising the availability of the new programs and authorizations is currently in process. The recruiter is connecting with local school districts to inform them of our new programs. Potential teacher education candidates are being informed of the need for dedicated special education teachers in our public schools.
California Baptist University	2010-11	Improve autism pedagogy	No	Create a new professional methods course on characteristics of autism and interventions.	
California Lutheran University	2010-11	Increased enrollment	No	We are currently working on a redesign of our special education program. We are expanding recruitment efforts.	Continue to strengthen this aspect of our program.
California Polytechnic State University, San Luis Obispo	2009-10	20 Candidates	Yes	A Special Education faculty member conducts orientation and individual information meetings, responds to email and telephone inquiries, and makes presentations to classes where there may be potential applicants. Once applications are received, they are reviewed by Special Education faculty, and individual interviews are conducted with applicants. A rubric is applied to each application, and the top 20 applicants are admitted.	With increased budget, the program intends to hire additional faculty to support more than 20 candidates per cohort.

Appendix B-1: Institutional and Program Report Card - Section II: Annual Goals for Special Education

Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal
California State Polytechnic University, Pomona	2008-09	See description below	Yes	Increase the number of MS and SS credential holders who add an ES credential. Description of strategies used to achieve goal: emailed information to BTSA Regional participants; local area school districts; MS and SS candidates already in Cal Poly Pomona's program. Posted flyers in campus buildings. Email information to relevant undergraduate programs (Liberal Studies, EWS).	1) continue to disseminate information; 2) information dissemination regarding revisions to ES program and new Autism authorization /certificate
California State University, Channel Islands	2008-09	Increase from 4-8	Yes	Recruited Multiple Subject teachers who have been laid off from their teaching positions to return to school and pursue special education credential. Recruited full-time cohort of students.	None Needed
California State University, Dominguez Hills	2008-09	Recruit one TTT cohort	No	This is a relatively new project, and is still being developed with faculty in Special Education. CSUDH has many Special Education Interns, however the TTT grant is aiming to recruit one cohort of 25 students who will be placed as teachers of record in specially-selected local schools.	As collaboration improves between general education and special education programs, we expect this program to grow as well.
California State University, Fresno	2008-09	85% by 2015	No	Use data from annual CTQ survey to make continual improvements in SPED.	Secondary Ed: 06-07 = 69%, 07-08 = 77% Elementary Ed: 06-07 = 76%, 07-08 = 77%
California State University, Fullerton	2008-09	See below	Yes	Goal: To increase the number of trained teachers in the field of special education by 5%. The goal was met in the area of moderate/severe disabilities. The following strategies were used: <ul style="list-style-type: none"> • Recruitment at local conferences and school districts • Improved, user-friendly website • Coordinator-model of support where students meet the candidates at the admissions interview and follow their progress throughout the program • Pre-orientations held each semester as well as program overviews for candidates that have an interest in applying 	The number of teachers trained in early childhood special education was slightly down and comparable to the number of teachers trained for mild/moderate. To improve in these areas, we plan to do more recruiting in undergraduate majors – Child and Adolescent Studies, Liberal Studies, Nursing, etc.
California State University, Los Angeles	2008-09	increase applications 10%	No	We increased our collaboration with schools and school districts to increase our applicant pool with para-educators. However, due to the extraordinary teacher lay-offs in California, we were unable to convince more teacher education applicants to apply in special education.	We will write and submit grants for funding a teacher residency program in special education to increase our pool and improve our teacher preparation program.

Appendix B-1: Institutional and Program Report Card - Section II: Annual Goals for Special Education

Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal
California State University, Monterey Bay	2008-09	# of Education Specialist	Yes	Goal: Increase percentage of number of students who have been certified (credentialed) in Special Education by 5%. □ Goal met by increased recruitment efforts.	n/a
California State University, Sacramento	2010-11	5%			
California State University, San Marcos	2008-09	See Description below.		Goal: Improve performance on CSU Exit Survey so that fewer graduating candidates and their supervisors indicate they are less prepared to meet the needs of students with special needs in the regular education classrooms. Goal met? Unknown – we do not see the impact of curricular changes until at least two years after change is implemented. Strategies: 1. Special education and teaching and learning faculty spent considerable time and effort in creating signature assignments and class activities that focus on developing regular education teachers' skills sets to work with special needs students within a year long sequence of credential classes. 2. Faculty continue to collaborate to monitor candidate progress in these areas as measured through the Teacher Performance Assessment. 3. Faculty are currently engaged in another directed collaboration in order to integrate Response to Intervention skills and knowledge base within the targeted credential courses.	1. Curriculum development must include a plan for constant reflection, update and revision. 2. Time and space must be devoted to support faculty in these endeavors. 3. Mentoring of adjunct faculty is essential to maintain fidelity to the course structure and outcomes.
California State University, Stanislaus	2010-11	Inc. # of qualified apps		To increase the number of qualified applicants, we will revise website and hold informational meetings for undergraduates	
Claremont Graduate University	2008-09	0	Yes	All Education Specialist Credential Candidates go through the Internship Program. Our recruitment goals are related to the alternative program only.	

Appendix B-1: Institutional and Program Report Card - Section II: Annual Goals for Special Education

Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal
Holy Names University	2008-09			Continued collaboration with our Special Education Community Advisory Council	Special Education Community Advisory Committee made recommendations to provide services to children with Autism courses to begin Fall 2010.(for new Education Specialist program standards - August 2010) Exploring possibility of offering Autism Authorization for current Education Specialist Mild/Moderate credential holders. Courses to begin Fall 2010 Spring 2010 meeting is scheduled to publicize courses
Humboldt State University	2008-09	Increase Numbers	Yes	Increase number of Special Education teachers in the Moderate/Severe program area by implementing summer program.	Secured additional funding from Humboldt County Office of Education.
InterAmerican College	2009-10	NA		No Special Education goals were set	In 2010-11, we will be reviewing the market need for Instruction of Limited English Proficient Certification.
Mills College	2008-09	see below	Yes	Prepare teachers to work as part of a team and to develop collegial relationships and to serve as agents of change Portfolios of significant assignments and of the student teaching experience; professional journals, evaluation and self-evaluation of student teaching fieldwork and seminar. Student portfolios emphasize a reflective process of their classroom and student teaching experiences. Students respond to specific performance questions about the student teaching. Students can document and analyze a sequence of 3 to 5 related lessons in the categories of planning, teaching, assessment, and reflection. Trained scorers using valid and reliable rubrics score these lessons. All of the credential students are required to complete portfolios, journal entries of their student teaching, and attend a Teaching Event, which helps to measure all 13 of the Teacher Performance Expectations required by the State of California. Additionally, there is a formal evaluation and self-evaluation of the student teaching experience.	The Teacher Performance Expectations are correlated with the California Standards for the Teaching Profession, which are also correlated with the goals of the Mills Teachers for Tomorrow's Schools Credential Program. All of the students must meet these performance expectations to graduate. The credential faculty discusses the curriculum, teaching strategies, and student learning at the monthly meetings, and at an annual retreat. In addition, there is an advisory board of noted educational leaders from the community, to advised ongoing program development. There are also periodic follow-up sessions and surveys with the graduates to gain their input on the program and possible directions for modification.

Appendix B-1: Institutional and Program Report Card - Section II: Annual Goals for Special Education

Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal
Mount St. Mary's College	2008-09	Develop performance	Yes	Initially, the faculty met as a group and were debriefed regarding the overall expectations and changes needed in the fall semester. Together, we brainstormed ideas on how we can enhance and increase candidate performance and discussed the baseline competency for our current candidates. We further brainstormed ideas on how we can eliminate and/or reduce any duplication of assignments and potential areas to be tracked. Then, I had individual meetings with each adjunct faculty to examine their courses, course objectives, and assignments to determine when and which assignment we could track as a demonstration of the candidate's performance outcomes. Each adjunct faculty was given the task to create their own rubric based on the CTSP outcomes. As the program director, I contacted them after a month to follow-up and provide assistance as needed. The main purpose of these follow-up calls was to ensure that the tasks were completed. At the end of the course semester, I debriefed with each adjunct faculty to assess the use of the rubric and if needed, revise the rubric to improve its effectiveness.	Although this goal has been met, it will need to be revised within the next two years. It is important to note that the standards for Special Education in the State of California have been changed; therefore, we will need to revise and update our rubrics accordingly to reflect the new standards. In addition, we will also need to revisit our OT outcome goal when the CTSP is revised, which we understand will be in the near future. Furthermore, it is extremely important that we are aware and are able to keep up with these changes. As a result, the program director will need to attend necessary meetings and be allotted the time to research and understand the updated information and how it impacts our programs. It is also important to maintain open communication with all candidates, staff, adjuncts and advisory board members to ensure that everyone is informed of any changes, is given opportunities to debrief and have their questions addressed, and is involved with the creation of transition plan.
Notre Dame de Namur University	2009-10	22		Increase marketing. <input type="checkbox"/> Individualized attention with program directors.	Increase numbers mean larger class sizes so we capped course the size.
Occidental College	2008-09	0	No	No Special education program	
Pacific Oaks College	2008-09	30	No	Increased advisor office hours; increased tutoring resources; increased student services availability	Increase marketing and admissions outreach and counseling; increase networking opportunities; increase contact with local school districts
Point Loma Nazarene University	2008-09	61	Yes	Worked with LEAs to provide instruction to current, in-service classroom teachers to add authorization to teach special education	Continue to work with LEAs to increase numbers of participants in these programs
San Diego State University				The special education program has a goal of 30 Mild to Moderate, 15 Moderate to Severe, and 15 Early Childhood Level I credential candidates per year. At this time the program is not able to increase the number of candidates.	
San Francisco State University	2009-10	100	Yes	No recruitment is needed for this program. Special Education is always filled to capacity.	
San Jose State University	2009-10	73	Yes	Recruitment fairs, orientation information sessions.	

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Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal
Santa Clara University	2008-20	as many as possible	Yes	The School of Education and Counseling Psychology deploys its new Recruitment and Outreach Coordinator to recruitment events throughout the State. These include visits to specific universities within close proximity to Santa Clara University as well as fairs highlighting professional programs in education. Our recruitment officer focuses attention on all programs and academic awards within the Department of Education.	Moving forward, we are examining our recruitment goals and hope to adjust our strategy as necessary.
Sonoma State University	2008-09	Meet teacher shortage	Yes	The Education Specialist program is intent on providing the most comprehensive program available to the targeted service area. Demand is increasing for qualified, fully-credentialed special education teachers and the intent is to provide those teachers. The program will study the conversion rate of applicants to those admitted and work to increase that number through the thoughtful targeting of specific and sympathetic populations.	Target prior multiple and single subject credential recipients with information describing the benefits of adding the special education credential through the accelerated program available for second credential candidates; increase faculty presence at university information workshops; examine pre-applicant advising information; examine conversion data from application through admittance to acceptance.
University of California, Riverside	2008-09	10	No	The faculty has worked to create two new graduate degree programs in special education so the teaching credential can be combined with a masters degree. The curriculum is also being restructured to eliminate program prerequisites that could hinder entry into the program.	Additional measures will be made to include bilingual education for the special education candidates. Work has already been done to identify future school site placements for these candidates and the curriculum has been updated to include this content. There has been better communication with the local districts and county offices of education to promote our special education program in hopes of attracting general education teachers to special education.
University of California, San Diego	2008-09	6 program completers	No	Nationwide recruitment of qualified candidates; financial support for two-year MA program	Continue to identify high quality field placement settings; early outreach to candidates regarding exams required for CA credentials
University of California, Santa Barbara	2008-20	Recruitment	Yes	The Special Education Program has an OSEP grant to recruit, retain and train 40 new teachers including, underrepresented groups in the profession, of students with severe disabilities. These teachers will serve a multicultural population of students with severe disabilities educated in low-income schools including individuals from culturally and linguistically diverse groups and individuals with disabilities who will be highly prepared to serve the growing population of students with autism in the state. The program will train teachers with a M.Ed. who can conduct action research in their inclusion programs and have knowledge and skills to implement science based practices.	Two objectives we have are the appointment and meeting of a new community advisory board to include more participation of master teachers who work with our student teachers. The second objective is an annual evaluation. In all the program continues to be highly successful in producing well-trained teachers of students with low incidence disabilities. Our supervision of trainees in their public school practicum sites continues to be one of the strongest aspects of the program. In addition, our students are well prepared for teaching English Language Learners and we have a very strong program in Positive Behavior Support. <input type="checkbox"/>
University of LaVerne	2008-09	Added EL Authorization	Yes	The Special Education program was approved by the credential commission as having the EL authorization embedded in the Level I program.	Ongoing analysis of EL during student fieldwork will determine effective strategies and areas of improvement.

Appendix B-1: Institutional and Program Report Card - Section II: Annual Goals for Special Education

Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal
University of San Diego	2008-09	Maintain enrollment	Yes	Enrollment level in some specializations has been dropping for two years and decisions are being made to reduce the number of specializations to only include deaf and hard of hearing and mild/moderate special education programs beginning Fall 2009.	By focusing on limited areas of specialization, we expect to maintain viable programs with consistent enrollment.
University of San Francisco	2011-12	Joint credential option		We are currently working on a credential pathway that would allow K-12 credential candidates to simultaneously complete a mild/moderate special education credential.	1) Create program and receive approval from Curriculum Committee; 2) Submit program document for approval by the California Commission on Teacher Credentialing; 3) Recruit for and implement program
University of the Pacific	2008-09	4	Yes	We include undergraduates in pursuing a special education teaching credential.	We will continue to inform undergraduates in liberal studies and in single subject fields of the option to take courses in the special education credential program.
Western Governors University	2008-09	Increase enrollments 25%	Yes	Enrollments increased 479%. Increased marketing efforts.	Improvement in the content of the learning community as well as adding conference call review sessions for each of the Praxis exams that are required.

Appendix B-1: Institutional and Program Report Card - Section II: Annual Goals for Instruction of limited English proficient students

Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal
Alliant International University	2008-09	Train all candidates	Yes	Delivery of a credentialing program with special attention to strategies that help ELL students become proficient in English while keeping up with grade-level coursework. Additionally, university field supervisors work with each new teacher to target and differentiate instruction for effective advancement of English language learners.	The major lesson learned: To assure that credentialing interns meet subject matter competency in a timely manner so that they can support the beginning of the school year.
Antioch University Los Angeles	2008-09	23	Yes	Our department infuses instruction for second language learners throughout. In addition, we offer a stand-alone language acquisition course and expect our candidates to novice teach in schools where there are significant numbers of second language learners. Our reputation in this area is strong but our institution has a small recruitment and advertising budget and therefore individual programs are included in general outreach. Our enrollment has grown significantly during the past year.	The university is in the process of identifying enrollment targets and creating a plan for the 2011-2012 academic year that will encourage additional candidates to attend who are committed to working with universal academic principles.
Argosy University	2008-09	all students	Yes		
Azusa Pacific University	2008-09	20%	Yes	English Language Learner Authorization is included in all of the preliminary teacher education credential programs that are offered at Azusa Pacific University. California Teacher of English Learners (CTEL) is available for teachers who do not have an English language authorization connected to their credential. Information about our CTET program has been distributed to school districts surrounding our seven campuses.	Combining sections of the CTET exam and coursework was approved this last year. This gives the candidates more options in obtaining the CLAD Certificate more quickly. We continue to make teachers in our local districts aware of our CTET program.
Bethany University	2008-09	All	Yes	Embedded into coursework	
California Baptist University	2010-11	SIOP Instruction		Implement enhanced training in SIOP for pre-service Education Specialists in Mild/Moderate and Moderate/Severe Disabilities	

Appendix B-1: Institutional and Program Report Card - Section II: Annual Goals for Instruction of limited English proficient students

Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal
California Polytechnic State University, San Luis Obispo	2009-10	All	Yes	<p>MATHEMATICS & SCIENCE: Strategies to make science and math content available to limited English proficient students are emphasized in all courses. Early field observations, along with student teaching, provide opportunities for our candidates to experience diverse populations, including EL students. Candidates must also complete a Context for Learning (demographic profile of each classroom) as part of their summative teaching performance assessment (PACT Teaching Event).</p> <p>SPECIAL EDUCATION: In the first quarter of the program, students take EDUC 588, Education, Culture, and Learning. The Diaz and Weed text, "The Crosscultural, Language, and Academic Development Handbook: A Complete K-12 Reference Guide," provides the framework for course content. In the second quarter, candidates are required to use the Sheltered Instruction Observation Protocol to design and implement lessons in the field; candidates who do not hold an English Language Authorization are placed in fieldwork settings where there are English language learners. In the third quarter, during student teaching, candidates are expected to refine their skills for designing and implementing lessons for English language learners and to demonstrate competence.</p>	The School of Education will hold at least one workshop in the coming year that specifically supports content area learning in mathematics and science for ELLs.
California State Polytechnic University, Pomona	2008-09	See description below	Yes	Continue mapping ELL strategies into the courses in a developmental sequence. In fall 2009-a faculty member was hired with expertise in English Language Learners.	Continue to examine learning outcomes in all courses to ensure appropriateness, consistency, clarity, rigor and adherence to credential program expectations with respect to infusion of ELL strategies across each program.
California State University, Channel Islands	2008-09	Continue with EL prep	Yes	All credential teachers prepared have knowledge and skills associated with instruction for limited English proficient students. □ Prerequisite course on English language development and assessment, intensive infusion of strategies for teaching ELL in literacy and other courses. English learners must be addressed on lesson plans and in student teaching. Teacher performance assessment includes competency with English learners.	none needed, but on-going review of candidate and first year graduate competence in this area is measured every year. □ CSU CI has added a Bilingual credential to elementary level credential for more in-depth work for Spanish speakers. □
California State University, Dominguez Hills				CSUDH does not have a stand-alone preparation program for instruction of limited English proficient students. Instead, it is embedded in each credential program.	

Appendix B-1: Institutional and Program Report Card - Section II: Annual Goals for Instruction of limited English proficient students

Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal
California State University, Fresno	2008-09	85% by 2015	No	Use data from annual CTQ survey to make continual improvements in EL.	SPED: 06-07 not assessed, 07-08 = 90% (goal met) <input type="checkbox"/> Secondary Ed: 06-07 = 75%, 07-08 = 80% <input type="checkbox"/> Elementary Ed: 06-07 = 78%, 07-08 = 80% <input type="checkbox"/>
California State University, Fullerton	2008-09	See below	Yes	Goal: Exit survey results and CSU Center for Teacher Quality year-out results will show an increase of 5% of new teachers who are prepared or well- prepared to teach English learners. Recent surveys show an increase in the number of supervisors who report that their CSUF first year teachers meet the instructional needs of students who are English language learners. Strategies used include the implementation of the California Teaching Performance Assessment (TPA) in our multiple subject (elementary) and single subject programs; community websites for faculty to share EL learning strategies/instructional ideas/resources; using full-time faculty with specific research and teaching expertise in the area of working with English Language Learners to teach diversity and EL courses; candidates interview an EL student to learn their perspectives and experiences and relate these to course readings and discussions; candidates demonstrate the use of specific sheltered instruction strategies; guest speakers with an expertise in working with EL students provide presentations; podcasts are used to support candidates' understanding; candidates are provided with online resources.	SPED 425 has been developed as a prerequisite to our new Special Education program and is designed to assist special education teachers with English Language Learners in the classroom. Year out data from the CSU has not yet been reported for 2008-09, but recent data show gains in our general education candidates' ability to teach EL students.
California State University, Monterey Bay	2008-09	Intro. of LEP students	Yes	Although there is not a stand-alone certification program, instruction of LEP students is infused in all general and special education programs.	n/a

Appendix B-1: Institutional and Program Report Card - Section II: Annual Goals for Instruction of limited English proficient students

Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal
California State University, San Marcos	2008-09	See Description below.		<p>Goal: Reduce the percentage of candidates who indicate they are less prepared to meet the needs of English learners on the CSU Exit Survey.</p> <p>Goal met? Unknown – we do not see the impact of curricular changes until at least two years after change is implemented.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Program area faculty regularly meet to review the readings and assignments for foundational multicultural/multilingual credential classes across all programs. 2. Adjunct faculty are mentored by tenure-line faculty in order to assure fidelity to the course content and goals. 3. We began collaboration with WestEd on a study of our best practices in this area because we were designated as a stellar CSU campus in preparing teachers to work with English learners. 	<ol style="list-style-type: none"> 1. Curriculum development must include a plan for constant reflection, update and revision. 2. Time and space must be devoted to support faculty in these endeavors.
Claremont Graduate University	2008-09	0	Yes	Each one of our candidates received authorization to work with English Learners after doing extensive work in that area. Our recruitment goals are related to the alternative program only. Only candidates who cannot find a job do student teaching	
Holy Names University	2008-09			Students in all Credential programs have a strong component of learning to teach English Learners in all coursework	Faculty meetings have focused on strengthening of this component of all coursework. (Sample topics-academic language, English Language Development standards.)
InterAmerican College	2009-10	NA		No Special Education goals were set	In 2010-11, we will be reviewing the market need for Instruction of Limited English Proficient Certification.
John F. Kennedy University	2008-09	13	Yes	All Elem. and Secondary Students must be able to work with LEP students. Our TPA's require that all students work with Limited English Students as the obtain a CLAD embedded credential- the SB2042 preliminary Credential in California.	All students must whos competence in this area in order to obtain a credential at JFKU.

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Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal
Mills College	2008-09	see below	Yes	<p>Student portfolios emphasize a reflective process of their classroom and student teaching experiences. Students respond to specific performance questions about the student teaching. Students can document and analyze a sequence of 3 to 5 related lessons in the categories of planning, teaching, assessment, and reflection. Trained scorers using valid and reliable rubrics score these lessons. All of the credential students are required to complete portfolios, journal entries of their student teaching, and attend a Teaching Event, which helps to measure all 13 of the Teacher Performance Expectations required by the State of California. Additionally, there is a formal evaluation and self-evaluation of the student teaching experience.</p>	<p>The Teacher Performance Expectations are correlated with the California Standards for the Teaching Profession, which are also correlated with the goals of the Mills Teachers for Tomorrow's Schools Credential Program. All of the students must meet these performance expectations to graduate.</p> <p>□</p> <p>The credential faculty discusses the curriculum, teaching strategies, and student learning at the monthly meetings, and at an annual retreat. In addition, there is an advisory board of noted educational leaders from the community, to advised ongoing program development. There are also periodic follow-up sessions and surveys with the graduates to gain their input on the program and possible directions for modification.</p>
Mount St. Mary's College	2008-09	Prepare to instruct ELL	Yes	<p>The Mount St. Mary's College 2042 credential programs are designed to prepare candidates to meet the California Teacher Performance Expectations (TPEs) which are formatively assessed throughout the coursework and summatively assessed in the California Teacher Performance Assessment (Ca-TPA) and in the Final Reports of Supervised Teaching. The Teacher Performance Expectation (TPE) 7: Teaching English Language Learners specifically measures the candidates' competence at meeting the needs of limited English proficient students including:</p> <p>Understanding and applying theories, principles, and instructional practices for English Language Development; Understanding how to adapt instructional practices to provide access to the state-adopted student content standards; and Drawing upon student backgrounds and language abilities to provide differentiated instruction.</p> <p>The program's coursework and field experiences include multiple systematic opportunities for candidates to understand and use instructional practices that promote English language development, including management of first and second languages, classroom organization, and participation by specialists and paraprofessionals. The professional preparation courses build on the knowledge of first and second language acquisition gained in the prerequisite</p>	<p>We regularly monitor teacher candidates' performance on TPE 7 throughout our coursework and on the Teacher Performance Assessment (TPA) and Final Reports of Supervised Teaching as part of our ongoing assessment of student learning outcomes. We continue to enhance our instructional strategies to meet candidates' needs. For example, we modified our SDAIE lesson plan design to include a section for candidates to explain their rationale for their strategies to meet the specific needs of English Language Learners. Our students have a very high passing rate for the California Teacher Performance Assessment, which specifically measures adaptations for English Language Learners. □</p>
Occidental College	2008-09	All	Yes	On going coursework & fieldwork	

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Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal
Pacific Oaks College	2008-09	30	No	Increased advisor office hours; increased tutoring resources; increased student services availability	Increase marketing and admissions outreach and counseling; increase networking opportunities; increase contact with local school districts. Note: The English Learner authorization is embedded in the Education Specialist Program.
Pepperdine University	2008-09	138	Yes	We provide information on the instruction of limited English proficient students to every credential candidate. All GSEP courses have an ELD component. □	
Point Loma Nazarene University	2008-09			The Multiple, Single and Special Education Credentials are all required to include an authorization to teach English language learners.	
San Diego Christian College	2008-09	5	Yes	Our program only offers the SB2042 credential which contains the authorization to teach English Learners. 100% of our program completers will therefore possess this authorization.	We continue to examine new strategies for reaching English Learners in the classroom. We stay informed by reading and seeking out the most current information on this topic and teaching candidates how to implement new strategies in the classroom.
San Diego State University	2008-09			All students receiving a credential in CA must be prepared to work with LE students.	
San Jose State University		N/A		All candidates in our teacher preparation program must meet the state standards for teaching English Learners. We do not have a specialization within our teacher preparation programs focusing on English Language Learner student population.	
Simpson University	2010-12	5%		Marketing to undergraduate students and to surrounding universities. EL authorization is embedded in the credentialing program.	
Sonoma State University	2008-09	Embed Eng learner content	Yes	The demand for teachers qualified to teach those students for whom English is a second language has increased dramatically over the last ten years. The university has redesigned all credential programs to ensure that any graduate will be completely equipped to ensure a quality educational experience for all students regardless of literacy background or country of origin.	English language learner content has been embedded in all three credential programs and has been recognized as successful by the state credentialing body. Students interested in earning a fully-bilingual certification are advised using a combination of classes and state exams.
St. Mary's College of California	2008-09	100%	Yes	California state law mandates that all teacher preparation programs include instruction to teach limited English proficient students and that all program completers have competence in this area	
Stanford University	2008-09	80	Yes	In the state of California the SB 2042 credential includes an English learner authorization. All students credentialed for single or multiple subject will have this certification. It covers ELD and SDAIE. STEP also offers a bilingual authorization (formerly called BCLAD) at the elementary level.	

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Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal
Touro University	2009-10	Effective Teaching of ELL		In Touro University's College of Education Teacher Credential program, candidates learn the purposes, goals, and content of the adopted instructional program for the effective teaching and support of English learners; and candidates understand the local and school organizational structures and resources designed to meet English learner students' needs.	<p>In EDU 780: Orientation to Student Teaching & Seminar, candidates spend sixty hours observing in local public schools, under the guidance of master teachers demonstrating adopted instructional programs for the effective teaching and support of English learners. Candidates record their observed lessons in the basic lesson format before discussing in seminar the local and school organizational structures and resources designed to meet English learner students' needs.</p> <p>Candidates are provided with multiple, systematic opportunities to demonstrate knowledge and application of pedagogical theories, principles, and practices for (a) English Language Development leading to comprehensive literacy in English; and (b) for the development of academic language, comprehension and knowledge in the subjects of the curriculum, making grade-appropriate or advanced curriculum content comprehensible to English learners. Beginning in the introductory courses EDU 770: Educational Psychology & Classroom Management, EDU 771: Teaching Diverse Learners, and EDU 772 or EDU 773: Elementary/Secondary Literacy & Planning Instruction, candidates learn the pedagogical theories and principles of English Language Development. Candidates observe best practices in teaching English learners while observing in local public school classrooms as a course requirement in EDU 780: Orientation to Student Teaching & Seminar. Additional grade-appropriate and academic language specific to advanced curriculum is learned in the curriculum and instruction courses EDU 774 and EDU 776 (multiple subject) and EDU 777 and EDU 778 (single subject). Candidates learn how to teach advanced literacy skills, including academic language of the content areas in EDU 778 (multiple subject) and EDU 779 (single subject).</p> <p>All Touro Lesson Plans written throughout the program include an adaptation for at least one English learner, with a rationale for why the</p>
University of California, Berkeley	2009-10	76	Yes	Recruitment, website information	This number reflects the fact that, per State credentialing requirements, all of our credential programs address the instruction of limited English proficient students.
University of California, Davis	2008-09	All credential student	Yes	In California, upon completing credential requirements, all credential students are certified to instruct LEP students	
University of California, Irvine	2008-09	Serve LE Proficient Pop.	Yes	It is embedded in the program and no special strategies were used to achieve this goal	Enforcement of the mandates required by the State.

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Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal
University of California, Riverside	2008-09	10	Yes	<p>The Graduate School of Education works closely with our Liberal Studies majors to advise those who are proficient in a second language with pathways to obtain an elementary credential that includes an emphasis in bilingual education. Courses offered at the undergraduate level allow students to observe in bilingual classrooms prior to program entry.</p> <p>A survey has been created to query applicants about their proficiency in languages other than English so alternate pathways and opportunities are made available to them in bilingual education. The program has also developed a partnership with a charter school that has a dual immersion program. Two-way immersion programs, integrate language minority students (English learners) and language majority students (English speakers) in order to develop their bilingualism and bi-literacy in English and another language. In two-way programs, the model selected generally prescribes the amount of time spent in the target (non English) language.</p> <p>As the number of candidates continue to work in this setting, GSOE is hopeful that interest in bilingual education will grow as our candidates discuss their experience.</p>	<p>The Graduate School of Education goal is to enhance it partnerships that will include Hispanic Studies and Spanish majors who may wish to pursue elementary or secondary teaching track in bilingual education. Students who pursue the secondary track are often late deciders so it will be important to make information available to them early in the undergraduate career.</p>
University of California, San Diego	2008-09	All program completers	Yes	<p>Both MS and SS candidates are placed in classrooms with English learners, beginning with foundations/prerequisite year; support for EL integrated throughout coursework; data on candidate performance in teaching academic language as part of the PACT assessment required for licensure is reviewed by faculty on an on-going basis</p>	<p>Outreach to increase applicant pool for SS credential program</p>

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Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal
University of California, Santa Barbara	2008-09	Course Instruction	Yes	<ul style="list-style-type: none"> • <input type="checkbox"/> Added the “Linguistics for Teachers” course to the summer foundation curriculum so that candidates would have the basic knowledge before entering courses that focused on supporting limited English proficient students. These courses include Reading/Language Arts Methods, Multicultural Literacy Methods, and ELD/SDAIE Methods. <input type="checkbox"/> • <input type="checkbox"/> Changed the curriculum in the “Culture, Language and Learning” course to better connect with the next course in the sequence on supporting English Learners, the “ELD/SDAIE Methods” course. <input type="checkbox"/> • <input type="checkbox"/> Required Special Education Credential Candidates to take the “Culture, Language and Learning” course (they had already been required to take the “ELD/SDAIE Methods” course). <input type="checkbox"/> • <input type="checkbox"/> Increase recruitment efforts into the added BCLAD authorization. We provide multiple opportunities to become more proficient in a second language, provide options for pathways (by exam, by course-work sequence), and work with candidates individually all year to help them meet requirements for this authorization. <input type="checkbox"/> 	Instruction will continue in the 2009-10 academic year.
University of California, Santa Cruz	2008-09	%100	Yes	Approved SB2042 Program.	
University of LaVerne	2008-09	Program EL Authorized	Yes	Incorporated EL strategies throughout program to fulfill state requirements. Strategies embedded throughout program allow for instruction of diverse strategies and practice of instruction.	Lessons learned - students are very well prepared for diverse instruction immediately upon completing program.
University of San Diego	2008-09	Maintain enrollment level	Yes	In conjunction with a grant from the Longview Foundation, all faculty in the teacher credential program updated their course syllabi to include student learning outcomes related to limited English proficient students.	Wrote a CTEL certificate.
University of San Francisco	2010-11	Recruit		During information meetings with prospective candidates we inform them that there is a teacher shortage in this area. Bilingual candidates are encourage to add the BCLAD emphasis.	1) Develop more focused marketing/recruiting information related to this area
University of Southern California	2008-09	70	Yes	We have revisited all course syllabi to weave strategies for teaching English Language Learners throughout each course.	We have added a Teaching English Language Learners course that runs parallel to practicum experience. This is intended to assist candidates in applying strategies from this concurrent course.
University of the Pacific	2008-09	N/A		We do not have a specific credential for teaching limited English proficient students. However, all teacher education candidates complete credentials to provide services to English language learners.	

Appendix B-1: Institutional and Program Report Card - Section II: Annual Goals for Instruction of limited English proficient students

Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal
Vanguard University	2008-20	100%	Yes	Imbedded in SB2042 preliminary credential	
Western Governors University	2008-09	Increase enrollments 10%	Yes	Enrollments increased 11.8%. Increased marketing efforts.	We actively keep tuition costs down, to expand access to post-secondary education and ELL teacher training.

Appendix B-1: Institutional and Program Report Card - Section II: Annual Goals - Other

Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal	Other Goal Specify	Comments
Antioch University Santa Barbara	2009-10	na				na	CTC policy allows for a holder of a multiple subject credential to apply for and receive a single subject credential by providing evidence of passage of the CSET in the subject AND a 4 quarter unit course in single subject methodology. This course is offered once per year at Antioch SB
Argosy University						N/A	All Argosy University teacher candidates receive training in the Instruction of Limited English proficient students. This begins with the Cultural Diversity course (E6900), at which time candidates learn SDAIE and ELD strategies. This instruction continues throughout the program with assignments geared toward modifying lessons so that content is easily accessible to EL students. By the end of the program, candidates are capable of designing lessons that meet the needs of all students via the Teacher Performance Assessments.
California Baptist University	2010-11	Design new program		Redesign current Education Specialist programs to align with new program standards from the Commission on Teacher Credentialing		Program Evaluation	
California State Polytechnic University, Pomona	2008-09	see description below	Yes	One of the components of the new clinical practice model includes better linkage between the Teaching Performance Expectations (TPE's) and the supervision process. One of the early activities requires candidates to explore the resources in the community and through the school that address meeting the needs of at-risk students.	Series of professional development sessions on New Teacher Center Supervision Model	Focus on new Clinical Practice Supervision Model	
California State University, East Bay							For 2008-2009, specific goals were not set by the listed shortage areas. The university is in the process of setting enrollment goals for the 2011-2012 admissions cycle and will include specifics for the listed teacher shortage areas.

Appendix B-1: Institutional and Program Report Card - Section II: Annual Goals - Other

Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal	Other Goal Specify	Comments
California State University, Sacramento							Per the California State law, Sacramento State, College of Education teaching credential program candidates are required to learn how to effectively instruct limited English proficient students. This requirement is met through the infusion of language acquisition theory and culture into and across all coursework for multiple and single subject candidates, as well as through a required course entitled, Bilingual Education: Introduction to Educating English Learners (EDBM 170).
California State University, San Bernardino							Please Note: This section was not completed at this time as this is a new reporting requirement for the IPRC and thus we are not able to report out for 2008-2009. This information will be included in next year's report.
CalState TEACH							All elementary education programs in CA are required to embed the English Language Authorization in the preliminary program; therefore, we do not have a stand alone program in instructing English Learners. It is in every aspect of our program.
Claremont Graduate University							Because our program has historically been based 100% on the alternative internship model, all pass rates will be reported on the alternative program report for the Claremont Graduate University.
Hebrew Union College							HUC is accredited to issue Preliminary Multiple Subject Credentials. Therefore the information requested on this page does not apply to our institution.
Holy Names University							Our Field Supervisors are in regular contact with Program Coordinators so we can be responsive to the needs in the field
John F. Kennedy University	2008-09	At least one	Yes	We worked hard to recruit s candidate in Foreign Language-Spanish.	The last student we admitted in the Fall Of 2008 was a Physics candidate.	Foreign Language - Spanish	We stopped recruiting students after the Summer of 2008 due to a decision made to shut down the program due to decreasing numbers <input type="checkbox"/> . We committed ourselves to teach out the program to all students <input type="checkbox"/> who we had accepted and who had met all requirements to advance to student teaching or were in the process of meeting such requirements.

Appendix B-1: Institutional and Program Report Card - Section II: Annual Goals - Other

Institution	Academic Year	Goal	Goals met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goals or lessons learned in meeting goal	Other Goal Specify	Comments
Pepperdine University	2008-09		Yes	The TPA and PACT submissions demonstrate our success.		TPA & PACT	
San Francisco State University							All candidates in every program are required to learn to support LEP students. This is not a separate goal.
University of San Diego							For the current year and the foreseeable future, because of the economic conditions, we are less able to set goals and ensure achievement of those goals than in the past. In addition, Schools of Education are affected by changes in the State budgets for K-12. The reduction in the state budget has resulted in a decrease in the number of internships in Special education. Undoubtedly this is the case for all Schools of Education Across the country.
University of San Francisco	2010-11	Recruit		During information meetings with prospective students we inform them that there are teacher shortages in the high need areas. We encourage Multiple Subject candidates to add a Single Subject credential, especially in subject areas where there is a shortage. We encourage Single Subject candidates to add a second Single Subject credential in a high need area. We currently are beginning two pathways to a credential that focus specifically on teaching in high need urban school settings.	Continue focused advertising and recruitment; provide assistance for candidates in terms of subject matter competence resources and financial support.	Recruit in high need areas	
University of Southern California							We have also woven technology strategies throughout all course syllabi that exceed teacher preparation standards.
Western Governors University	2008-09	Develop new programs	Yes	We continue to develop new programs in high need program areas.		New programs	
Westmont College							Next year we will have more to report under this area.

Appendix B-1: Institutional and Program Report Card - Section II: Assurances

	Training provided to prospective teachers responds to the identified needs of the local educational agencies or states where the institution's graduates are likely to teach, based on past hiring and recruitment trends.	Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom	Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects	General education teachers receive training in providing instruction to children with disabilities	General education teachers receive training in providing instruction to limited English proficient students	General education teachers receive training in providing instruction to children from low-income families.	Prospective teachers receive training how to effectively teach in urban and rural schools, as applicable.	Describe your institution's most successful strategies in meeting the assurances listed above.
Alliant International University	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes	Alliant's teacher education program includes intensive summative seminars that, in collaboration with fieldwork, address the need for appropriate training. A unique facet of the program pairs experienced local practitioners with candidates as mentors, utilizing the expertise of local teachers and their knowledge of the area to provide close one-on-one field supervision during the teaching experience. Additionally, classroom topics specifically address each of the areas described above. For example, the instruction on teaching English language learners explores explicit and systematic English Language Development (ELD) instruction best practices, with a focus on highlighting misunderstandings about what is and is not ELD instruction, where to find ELD standards, and how CELDT data can inform instruction. Candidates are shown how consistency and calm contribute to successful implementation of ELD programs. Classroom instruction topics are closely matched to the needs of today's teachers and students in their focus on geographic, socio-economic and learning diversity. Alliant also collaborates, both in planning and delivery, with local school districts that employ Alliant-prepared teachers, addressing the specific needs and climate of each district, its community and its families.
Antioch University Los Angeles	Yes	Yes	Yes	Yes	Yes	Yes	No	The emphasis for a Los Angeles-based teacher education program focuses primarily on urban concerns, however rural issues are discussed throughout the program.
Antioch University Santa Barbara	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Teacher candidates participate in at least two placements while fulfilling their field experience and student teaching requirements. Each student teacher plans, under the supervision of university faculty and cooperating teacher, a two-week "takeover" of the class. Student teaching is paired with a professional seminar. PACT is also required.

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Institution	Training provided to prospective teachers responds to the identified needs of the local educational agencies or states where the institution's graduates are likely to teach, based on past hiring and recruitment trends.	Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom	Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects	General education teachers receive training in providing instruction to children with disabilities	General education teachers receive training in providing instruction to limited English proficient students	General education teachers receive training in providing instruction to children from low-income families.	Prospective teachers receive training how to effectively teach in urban and rural schools, as applicable.	Describe your institution's most successful strategies in meeting the assurances listed above.
Argosy University	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes	Argosy University has moved to a new delivery platform which utilizes “real-time” webcam-based instruction. Known as Class Live Pro (CLP), this system allows for all candidates at each of our four California locations to learn together in extended classrooms. Candidates attach a webcam to the top of their computers, and utilize a USB headset with microphone attached. Instructors receive thorough training in the usage of CLP, so that students can be engaged as if they were all in the same room. Accordingly, candidates may be anywhere in the world while taking the courses (i.e., on vacation or traveling for business purposes) and still fully participate, as long as they have Internet access.
Azusa Pacific University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	The University has NCATE accreditation and both teacher preparation programs general and special education, are aligned diversity per NCATE standards. The syllabi include diversity goals for the programs. In order for candidates to qualify for intern credential, they must complete pre service hours which are based on effective strategies to teach children who are culturally and linguistically diverse. The departments collaborate with school districts in order to provide and prepare teacher candidates who are prepared to address the specific needs of the school's demographics.
Bethany University	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes	Embedded into coursework
Biola University	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes	The certification program ensures that coursework includes specific instruction and assignments on differentiation of instruction for children with disabilities, English learners, and children from low-income families. This is reinforced in 120 hours of fieldwork where candidates experience both urban and rural school settings and interact with experienced professionals in these diverse settings.

Appendix B-1: Institutional and Program Report Card - Section II: Assurances

Institution	Training provided to prospective teachers responds to the identified needs of the local educational agencies or states where the institution's graduates are likely to teach, based on past hiring and recruitment trends.	Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom	Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects	General education teachers receive training in providing instruction to children with disabilities	General education teachers receive training in providing instruction to limited English proficient students	General education teachers receive training in providing instruction to children from low-income families.	Prospective teachers receive training how to effectively teach in urban and rural schools, as applicable.	Describe your institution's most successful strategies in meeting the assurances listed above.
Brandman University	Yes	Yes	Yes	Yes	Yes	Yes	No	<p>Each campus has an Advisory Council composed of members of local education agencies. The council provides input to the campus on the needs of local education agencies.</p> <p>Many of the course instructors are practitioners in local school districts who help candidates explore the instructional decisions they may face in the classroom.</p> <p>Candidates participate in fieldwork experiences and student teach in local school districts so they are able to examine instructional issues while participating in these field-based experiences.</p> <p>All credential candidates take EDUU 511 Collaboration for Inclusive Schools which prepares candidates to address the needs of students with disabilities. The course addresses disabilities, strategies for working with students and with families as well as the legal aspects of special education. The course involves extensive fieldwork. Core content courses also incorporate strategies for universal access as a part of lesson and unit planning.</p> <p>Strategies for meeting the needs of limited English proficient students are embedded into all credential courses. Candidates work one-on-one with an English learner in their literacy courses to gain experience assessing student performance and developing appropriate instructional interventions based on student need.</p>
California Baptist University	Yes	Yes	Yes	Yes	Yes	Yes	No	

Appendix B-1: Institutional and Program Report Card - Section II: Assurances

Institution	Training provided to prospective teachers responds to the identified needs of the local educational agencies or states where the institution's graduates are likely to teach, based on past hiring and recruitment trends.	Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom	Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects	General education teachers receive training in providing instruction to children with disabilities	General education teachers receive training in providing instruction to limited English proficient students	General education teachers receive training in providing instruction to children from low-income families.	Prospective teachers receive training how to effectively teach in urban and rural schools, as applicable.	Describe your institution's most successful strategies in meeting the assurances listed above.
California Lutheran University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	During the past two years, the Department of Teacher Education has focused on purposeful placement of our candidates in (2) professional development school (PDS) settings and what are termed "School Leadership Centers (SLCs)." Schools which were approached to become SLCs were chosen specifically because of their diverse student population, integration of technology, a strong collaborative culture, and administrative and teacher leadership. In addition, the PDS school relationships are very strong; teachers on those campuses serve as adjuncts as well as evaluators for the Teacher Performance Assessments (TPAs).

Appendix B-1: Institutional and Program Report Card - Section II: Assurances

	Training provided to prospective teachers responds to the identified needs of the local educational agencies or states where the institution's graduates are likely to teach, based on past hiring and recruitment trends.	Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom	Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects	General education teachers receive training in providing instruction to children with disabilities	General education teachers receive training in providing instruction to limited English proficient students	General education teachers receive training in providing instruction to children from low-income families.	Prospective teachers receive training how to effectively teach in urban and rural schools, as applicable.	Describe your institution's most successful strategies in meeting the assurances listed above.
California Polytechnic State University, San Luis Obispo	Yes	Yes	Yes	Yes	Yes	Yes	Yes	<p>The Single Subject Program embeds strategies for general education teachers in coursework, providing multiple and systematic instruction for children with disabilities, with limited English proficiency, and from low-income families in urban and rural schools. The PACT Teaching Event provides a culminating experience that includes the context for learning, which impacts planning and instruction in each subject area.</p> <p>The Multiple Subject Program courses present all subjects with a multicultural perspective that specifically integrates teaching limited English proficient students. The School of Education is currently reviewing all teacher education programs with an emphasis on meeting 21st Century professional teaching standards. Review efforts are focused on addressing standards as they relate to teacher leadership, assessment, differentiation of instruction, diversity, and classroom management.</p> <p>The Special Education Program tracks the identified needs of graduates' employers to monitor the types of positions graduates obtain and the requirements of those positions. Candidates work in schools every quarter. In addition to methods coursework, candidates are required to complete a reading course and its fieldwork component. During coursework and student teaching, candidates demonstrate their ability to plan and design academic learning experiences for students with mild/moderate disabilities.</p>

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California State Polytechnic University, Pomona	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Successful strategies are embedded in our curriculum. Teacher candidates in the Multiple and Single Subjects credential programs are required to take TED 551 (Special Populations) as part of their preliminary credential course requirements. Courses cover standard curriculum and instruction in academic content areas, as well as methods and procedures for modifying curriculum and instruction to meet the unique needs of students with disabilities and English learners. □ All candidates also are required to take TED 407 (Education in a Diverse Society) which covers first and second language acquisition, strategies for teaching English learners in K-12 settings, as well as legal mandates regarding English learners. TED 407 has been moved to the pre-requisite category. This change is in direct response to the data that revealed a need to provide a strong foundation for embedding pedagogy with strategies for differentiated instruction for English Learners, at-risk students, and students with special needs. In TED 443 (Theory and Practice in Reading Education) focuses on teaching K-12 students (including English learners) reading strategies.
California State University, Bakersfield	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Field placement in school sites where these students are enrolled for course activities and student teaching. Students develop and implement assessment protocols for English Language Learners. Students participating in LEA's professional development workshops on teaching students with disabilities; LEP, low income and rural issues

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California State University, Channel Islands	Yes	Yes	Yes	Yes	Yes	Yes	Yes	All programs include a core set of prerequisite courses that emphasize students who are English learners, students with disabilities and students from the rural and urban areas in our county. Fieldwork and student teaching is associated with every semester of the credential program including prerequisite semester. Fieldwork and student teaching competencies are integrated with coursework throughout the programs. Academic language and universal design are emphasized in lesson planning for all programs and candidates are expected to implement the principles in their planning.

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California State University, Chico	Yes	Yes	Yes	Yes	Yes	Yes	Yes	<ul style="list-style-type: none"> • <input type="checkbox"/> Our programs are kept advised about the needs of regional LEAs through the participation of K-12 faculty and staff on program advisory boards and on the leadership team of our National Network for Educational Renewal (NNER) consortium. • <input type="checkbox"/> The California State University System-wide Evaluation of First Year Teachers and their Employers provides critical information regarding the extent to which our programs are supporting new teachers in the classroom. • <input type="checkbox"/> The CSU System-wide Evaluation, along with the Performance Assessment for California Teachers (PACT) have provided valuable information on the preparation of teacher candidates in teaching core subjects and working with English learners and students with special needs. • <input type="checkbox"/> Rurality and poverty are topics in program coursework, and our candidates complete clinical experiences in high-need rural schools. <p>Concurrent/Education Specialist Program</p> <p>The Concurrent/Education Specialist Program fuses general education and special education competencies and knowledge bases, the creation of cohort training groups, the formation of faculty/public school teaching teams, a continuous immersion in public school classrooms, and an integration of curriculum content with field practicum and teaching experiences.</p> <p>The CSU, Chico Special Education Advisory Board meets bi-annually to discuss the specific regional hiring needs and of the local educational agencies. Board members include all regional LEAs, regional special education teachers, and special education program faculty.</p> <p>An Advisory Board Needs-Assessment to determine regional hiring and instructional needs in the area of special education is conducted annually. The structure and design of the program reflects the unique rural needs of a region that covers 12 counties.</p> <p>To serve the needs of teacher candidates who often working in rural, isolated regions,</p>

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California State University, Dominguez Hills	Yes	Yes	Yes	Yes	Yes	Yes	Yes	CSUDH maintains close partnerships with local districts and schools. Members of our Advisory Council give us feedback and insight into our programs. Employer surveys allow us to respond to local needs for teachers. Coursework in the General Education programs emphasizes strategies for teaching children with special needs, and children who are learning English as a second language. Specific assignments require candidates to become familiar with community resources, families, and school cultures. We are located in an urban area, and this is the focus of our programs. We place student teachers and interns in local urban schools, and they are supported by Field Supervisors who guide their observations and instruction along these lines.
California State University, East Bay	Yes	Yes	Yes	Yes	Yes	Yes	Yes	As an admissions requirement for the special education credential programs, applicants must already possess a teaching credential, therefore, special education-trained individuals are not considered program completers for the purpose of our Title II reporting. The most successful strategies we employ in meeting the assurances is to stay well-connected to our school partners through district partnership programs in high-need districts and by holding regular meetings with our advisory councils which consist of members from school, community, and university partners.
California State University, Fresno	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Enrolling students in cohorts and placing them in "Partner Schools" for coursework and field experience.

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California State University, Fullerton	Yes	Yes	Yes	Yes	Yes	Yes	Yes	We have close partnerships with our local educational agencies (LEA), helping us to identify how we can best prepare our prospective teachers to meet student needs. In addition, an advisory board consisting of LEA representatives meets each semester to discuss needs and provide input into our program. The CSU also conducts year-out surveys with the employers of our credential graduates to provide our program with how well we are meeting instructional needs and decisions. Our partnerships, collaborations, and data demonstrate that our general education candidates are well or adequately prepared to provide instruction to children with disabilities, limited English proficient students, and to children from low-income families. Strategies that ensure this include offering specific courses in diversity and methods for teaching English learners, tying fieldwork experiences and assignments directly to meeting the needs of English language learners and students with special needs, requiring students to pass the California Teaching Performance Assessment (TPA), and providing collaborative work opportunities among interdisciplinary groups of faculty.
California State University, Long Beach	Yes	Yes	Yes	Yes	Yes	Yes	Yes	CSU Long Beach basic credential programs have specific courses dedicated to providing coursework and fieldwork experiences for general education teacher candidates and special education teacher candidates to prepare them to work with special learning needs students, English learners, children from low income families, and children in urban settings. In addition, teaching methods courses address these four important areas of teacher preparation as they pertain to the specific content of the course. Early fieldwork and the culminating field experience (student teaching) provide over 400 hours of authentic classroom experience that supports and reinforces what candidates learn in program courses.

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California State University, Los Angeles	Yes	Yes	Yes	Yes	Yes	Yes	Yes	The Charter College of Education (CCOE) at California State University, Los Angeles (CSULA) is committed to producing educators with the knowledge, skills, and disposition necessary to facilitate the closing of a persistent achievement gap in urban schools. The Core Values of the CCOE are illustrated in its Conceptual Framework and are integral parts of the coursework in the credential programs. Specific attention is given to educational equity, professionalism, collaboration, and reflective practice. Credential programs provide a sequence of coursework and supervised clinical fieldwork experiences that particularly prepares teacher candidates to work in urban schools with students from low-income families, students who are English Language (EL) learners, and students with disabilities. All general education candidates complete a course specifically addressing the needs of students with disabilities. All special education candidates complete general education methodology coursework and supervised clinical experiences with students with and without disabilities.
California State University, Monterey Bay	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Compliance with the following assurances is met by State and National accreditations.
California State University, Northridge	Yes	Yes	Yes	Yes	Yes	Yes	Yes	All teacher preparation programs at CSUN are designed to meet state standards.

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California State University, Sacramento	Yes	Yes	Yes	Yes	Yes	Yes	Yes	The needs of local educational agencies and schools (in particular, urban schools serving low-income, culturally and linguistically diverse students) are identified and communicated to Sacramento State, College of Education through regular meetings of the Capital Region Teacher Preparation Network, which is a formally sanctioned collaborative organization governed by a signed Memorandum of Understanding. Participating Network members include all area school districts, county offices and universities; we all agree to: share Network activities, staff development, and learning throughout local programs; share program information such as written criteria, roles and responsibilities, selection process, etc. to assure alignment; share knowledge and understanding of credential requirements as well as professional development practices for teacher preparation for the preliminary and professional credentials; examine content delivery systems and alternatives to satisfy teacher candidate and participating teacher professional growth and development; participate in mutual program evaluation and sharing of data to provide for continuous program improvement and enhancement and share program information in order to develop a clear understanding of each agency's program and client expectation.
California State University, San Bernardino	Yes	Yes	Yes	Yes	Yes	Yes	Yes	NOTE: training to provide instruction to children from low-income families and how to effectively teach in urban and rural schools is not specifically covered in course curriculum; however, supervision experiences in our diverse and vast service area addresses these issues. Additionally, these issues may also be addressed through coursework (i.e., Family, Culture & School). CSUSB's successful strategies in meeting these assurances include: supervision experiences (including guidance and feedback); and, the Teaching Performance Assessment (TPA) which requires adaptation of instruction for special education students and English Language Learner students.

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California State University, San Marcos	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Instructional faculty are closely connected and engaged in research and service to the local public schools which allows them to sustain their skills and knowledge base regarding the educational success of all students. Furthermore, we are recognized as highly effective in the preparation of teachers to work with English learners. The curriculum is built around a foundational credential class with best practices regarding language acquisition and literacy acquisition integrated into all credential classes.
California State University, Stanislaus	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Collaboration with school districts to address specific needs in their districts; input from advisory committee; feedback from employer and graduate surveys.

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CalState TEACH	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes	<p>To ensure that CalState TEACH prepares teachers to meet the needs of local educational agencies and school partners the program consults with its stakeholders at its advisory board meetings, attends monthly meetings at regionally specific County Offices of Education, participates in Beginning Teacher Support and Assessment (Induction)/IHE Collaborative by region, and consults regularly with the Directors and Assistant Superintendents of Human Resources. These collaborations ensure that the program is aware of local staffing trends, curriculum initiatives, and other needs of the schools. □</p> <p>CalState TEACH provides a standards based teacher preparation program utilizing as its frameworks the California Standards for the Teaching Profession, the California Academic Content Standards, and the California Curriculum Frameworks. Candidates study specific modules on content pedagogy, use an academic content standards based lesson and unit planner, and demonstrate their teaching proficiency in the eight content areas of the elementary curriculum in supervised clinical practice and the four core content areas in the California Teacher Performance Assessment.</p> <p>CalStateTEACH candidates complete a number of activities that provide opportunities to develop the knowledge, skills, and strategies for teaching English Learners and special populations in a general education classroom in a spiraling, reiterative curriculum. Their readings in Echevarria and Graves (Sheltered Content Instruction: Teaching English Language Learners with Diverse Abilities), Herrell and Jordan (Fifty Strategies for Teaching English Language Learners) and Lewis and Doorlag (Teaching Special Students in General Education Classrooms) and thirteen electronic IRIS modules (http://iris.peabody.vanderbilt.edu/index.html) containing print materials, streaming video, and activities form the foundation of their understandings. The focus of these studies is three-fold: 1) to promote the concept that educating English Learners and special needs student is a general education function, 2) to utilize instructional strategies, materials, resources, and technologies to make subject matter</p>

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Chapman University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Not Applicable.
Claremont Graduate University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	<p>The CGU TEIP has been preparing teachers to work with low-income, diverse populations, including English Learners, since 1992. Not only do we equip our candidates with successful research-based strategies, we also help them develop positive attitudes relating to students' potential and their own ability, as teachers, to impact student performance. Our graduates know that if they work hard, plan instruction based on student needs, and use performance data to modify their instruction, they can make a difference in each students' life.</p> <p>Students complete a modified ethnographic narrative project throughout their program to examine how differentiated instruction for struggling learners, based on knowing students academic and personal history, can make a difference in academic achievement. Students are required to select five students to study in their first year of teaching including at least one EL student and one student with special needs.</p>
Concordia University	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes	

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Dominican University of California	Yes	Yes	Yes	Yes	Yes	Yes	Yes	<p>The School of Education and Counseling Psychology uses assessment data and the California Commission on Teacher Credentialing (CCTC) accreditation process to measure success. The primary assessment data come from two sources. The first is the Teacher Performance Assessment data. Data from Teacher Performance Assessment and the related Teacher Performance Expectations (TPE's) are obtained and analyzed for program strengths and weaknesses. Making adaptations was identified for the most recent review based on assessment data. As a result, the lesson plan format used by teacher candidates was changed to include specific sections on second language learning and children with special needs. The result was a higher score by teacher candidates on their TPA tasks related to this topic. In addition, the School of Education has joined a number of private universities and colleges using the Center for Teacher Quality (CTQ) to gather information about the program from Dominican credential completers. When compared to our peer institutions, these data have confirmed that we are doing a good job in preparing candidates to work with students of diverse family backgrounds both sociologically and economically including ESL and students with special needs. The percent of credential completers hired within one year of completion exceeds the percent of the other private universities using the Center for Teacher Quality data. The Committee on Accreditation Board of Institutional Reviewers commended our Blended Liberal Studies Program for the strong connection between the students' core academic subjects and the liberal studies seminars in relating content and pedagogy. In addition, the Ukiah program was supported by the Board of Institutional Reviewers for its quality and commitment to meeting the needs of rural schools in Mendocino and Lake Counties. Dominican completers are in demand for teaching positions. One-third of all new first and second year teachers in Marin County are Dominican credential completers.</p>

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Fresno Pacific University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	<p>Three Exemplary strategies:</p> <p>Local educational agency personnel participate annually in Fresno Pacific University's teacher candidates' Exit Interviews in order to assess the quality of preparation these candidates have received at FPU. Following the Exit Interviews, these personnel participate in an evaluation of the program with respect to the needs of local schools. The Teacher Education program, which prepares general education teachers, has developed courses in reading methods, math methods, and teaching English Learner, in collaboration with the Special Education Department. All prospective teachers, general education and special education teachers, take these courses. In addition, all candidates take the same course which addresses the needs of students with disabilities. Moreover, the university supports a strong articulation agreement between both divisions, thus allowing many students to complete both the general and special education credentials concurrently. In so doing, the university has developed a shared vision that all graduates will be prepared to work effectively with all students. The teacher education program is committed to preparing candidates to teach effectively in low-income schools, in both rural and urban areas. To this end, all students are required to complete field-based assignments such as the "School and</p>
Hebrew Union College	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes	<p>We provide course work and field work opportunities that allow our candidates to understand the cultural, socio-economic and emotional needs of students in Jewish Day Schools in Northern and Southern California. Additionally, we provide opportunities for our students to learn about the needs of public school students in the area adjacent to HUC in downtown Los Angeles</p>

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Holy Names University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	<p>*Our programs are accredited by the California Commission on Teacher Credentialing. We address specific program requirements in all the above areas. We provide extensive documentation and evidence for meeting the above assurances.</p> <p>*Community Advisory Council meets regular times twice a year</p> <p>*Credential Programs administer a Survey Monkey to Graduates, Employers, Supervisors, and Instructors once a year</p> <p>* Regular Intern Seminars are held. Supervisors are in contact with Seminar Instructors. Seminar Instructors, Supervisors, and Full-time Faculty all supervise in the field and are well acquainted with challenges in the field.</p> <p>*Special Education teachers, in both Multiple and Single Subject, must take courses in Core Subjects in general education programs.</p> <p>*Specific courses designated for this specific purpose, in addition, all other coursework supports providing instruction</p> <p>*There is a specific course that provides Theory and Practice in Second Language Acquisition. In addition, all other coursework supports providing instruction for English Learners. Assignment and field work are included.</p> <p>*Our mission of the university is aligned with the mission of the Education Department which is preparation for Urban schools. Values and strategies are in every course.</p>
Hope International University	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes	

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Humboldt State University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Graduates of the credential programs are trained to meet the needs of the local region and the state of California. Candidates receive extensive training in teaching the state adopted curriculum, the assessment system and overall issues related to student academic achievement. Training is designed to enable candidates to: know and understand the subjects of the curriculum at grade level(s); organize and manage a class or a group of pupils for instructional activities; organize and manage student behavior and discipline satisfactorily; prepare lesson plans and make prior arrangements for class activities; use an effective mix of teaching strategies and instructional activities; meet the instructional needs of students who are English language learners; meet the instructional needs of students from diverse cultural backgrounds; meet the instructional needs of students with special learning needs; communicate effectively with the parents or guardians of students; maintain positive rapport and foster students' motivation and excitement; think about problems that occur in teaching and try out various solutions; understand child development, human learning and the purposes of schools; understand how personal, family and community conditions may affect learning; learn about students' interests and motivations, and how to teach accordingly; get students involved in engaging activities and to sustain on-task behavior; use computer-based applications to help students learn curriculum subjects; use computer-based technology in class activities and to keep class records; monitor student progress by using formal and informal assessment methods; assess pupil progress by analyzing a variety of evidence including test scores; assist

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InterAmerican College	Yes	Yes	No	Yes	Yes	Yes	Yes	<p>Since the College is in a very diverse section of the inter city, serving a predominately Hispanic area, we place and train our student teachers to meet the needs of all students. From the course instruction they receive through the student teaching they do.</p> <p>Each course in the Teaching Credential Program has a Student Learning Outcomes (SLO) which is assessed through its Signature Assignment (SA). IAC's objective is to focus on a clear understanding and use of Student Learning Outcomes (SLO) by faculty, and a great weight has also been placed on communicating to students that an SLO is a skill a student develops during the course to later use and/or apply in other situations. Being aware of the SLOs makes it easier for students to 'know what they know' and give them a language to communicate what they know to others. SLOs give students a way to think and talk about what they have learned. Being able to state – either verbally or in writing – what they now can do that they could not do previously helps students organize their own learning for themselves and for external audiences, such as job interviews. The use of rubrics as an objective instrument of assessment is also being stressed at IAC. The SLOs are aligned with the Program Learning</p>
John F. Kennedy University	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes	<p>JFKU has worked with Superintendents of rural and urban districts in identifying their needs and matching needs with our candidates. Several superintendents have taught key courses here and can speak to our candidates with experience in diversity and real life experiences working with low-income or disadvantaged youth. We attempt to match our students with needs that district personnel desire. Since 1989 JFKU has earned a reputation for providing high quality holistically oriented teacher/leadership preparation programs. Our student teachers have experience in two different school settings, over three 11 week quarters. Human Resource Directors are invited in to help candidates in the interviewing experience as part of our teaching seminars. Our English Learner are taught by a leader in that field.</p>

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La Sierra University	Yes	Yes	Not applicable	No	Yes	Yes	Yes	
Loyola Marymount University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Candidates receive training in the above through coursework, field experience and clinical practice
Mills College	Yes	Yes	Yes	Yes	Yes	Yes	Yes	The Mills credential programs focus on the development of a paradigm consistent with the challenges of an increasingly diverse society, the changing demands of the profession, newly emerging and revisionary conceptions of schooling, and knowledge of professional behavior, including understandings that reflect a philosophy of collaboration and reflection in teaching and learning. Building on the Mills teacher preparation model, nationally acknowledged for its non-traditional and effective program of professional preparation, the Early Childhood Specialist program has also been developed in the context of Constructivist theory and inquiry that undergirds the professional teacher preparation program. Mills does not wish to replicate old models of professional training, but infuses its programs with a philosophy of reform that will create the most effective professionals for a new era. (Please see attached documents: Response to Program Standards, Biennial Report, Response to Common Standards)

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Institution	Training provided to prospective teachers responds to the identified needs of the local educational agencies or states where the institution's graduates are likely to teach, based on past hiring and recruitment trends.	Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom	Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects	General education teachers receive training in providing instruction to children with disabilities	General education teachers receive training in providing instruction to limited English proficient students	General education teachers receive training in providing instruction to children from low-income families.	Prospective teachers receive training how to effectively teach in urban and rural schools, as applicable.	Describe your institution's most successful strategies in meeting the assurances listed above.
Mount St. Mary's College	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Our program meets the above assurances through a variety of means. One of our foundations courses requires students to do fieldwork in local schools and consider the needs of that community and school. They complete a textbook inquiry wherein they examine a State adopted textbook to ensure that they understand not only the State standards, but also the expectations and needs of local agencies and what instructional decisions they will face when they enter the classroom. Our programs use a standardized lesson plan that they practice using throughout the program and the Teacher Performance Expectations, adopted by the State, anchor all of our coursework. Our candidates in Special Education also take select courses from our General Education program, and we recently received a College grant to augment our General Education coursework to include additional focus on children with disabilities. Due to the requirements of our SB2042 program, we offer training in regards to working with limited English proficient students throughout our coursework. Fieldwork placements and coursework is designed to support candidates' abilities to work with a diverse student body, an essential focus for us since our candidates teach primarily in urban Los Angeles. □
National Hispanic University	Yes	Yes	Yes	Yes	Yes	No	No	Students develop a lesson plan integrating the use of technology. Students complete 60 hours of required coursework. The items mentioned with a "no" just need more in-depth coverage as the course discusses data & analysis

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National University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	<p>In July 2008, we implemented the Teacher Performance Assessment (TPA) for all candidates in the Teacher Education credentialing programs. All the Tasks involve reacting to given written scenarios describing a particular set of students (diverse, challenged, or English language learners). TPA Task 1 Content Specific: the candidates must identify subject-specific instruction and assessment plans, and then differentiate instruction for these students. TPA Task 2 Designing Instruction: the candidates must write to a five-step set of prompts, which requires them to identify students' characteristics and learning needs; then designs appropriate instruction. TPA Task 3: the candidate must use a specific standards-based lesson of the candidate's choice, then demonstrate the ability to design appropriate standards-based student assessment activities in the context of a small group of students. TPA Task 4: working within an actual K12 classroom, the candidate designs a standards-based lesson for a class of students, then teaches the lesson to these students; the assessment is video taped and measured on whether the candidate makes appropriate use of class time and instructional resources, meets the differing needs of individual students, manage instruction and interactions and assesses student learning, and, following the lesson, the candidate demonstrates the ability to analyze strengths and weaknesses of the lesson. TPA Task 1 must be passed during the foundations courses; TPA Task 2 and 3 must be passed before student teaching; TPA Task 4 must be passed before the conferring of the credential. Our candidates have been very successful as indicated by the percentages of the pass rate for first attempt: TPA Task 1, 97%; TPA Task 2, 95%; TPA Task 3, 96%; and TPA Task 4, 99%. □</p>
Notre Dame de Namur University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Working closely with schools. Specific special education course in general education programs. Methods course in Special education program. EDU 4107 Teaching English language learners in both

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Occidental College	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes	Through fieldwork, coursework and student teaching assignments
Pacific Oaks College	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Our program currently contracts with approximately 25 local school districts. Within these districts, we have identified a number of schools that we have deemed as being sound philosophical matches, with varying demographics, in which our students can complete their fieldwork. Students are required to complete their four fieldwork placements in schools that meet the following criteria: public school settings (three placements must be in public schools) schools that serve English Learners (at least one placement), students with special needs(at least one placement), Low Academic Performance Index (API) scores(at least one placement), Title I schools, etc...
Pacific Union College	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes	
Patten University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Recruitment and acceptance of diverse candidates committed to teaching in their local schools.
Pepperdine University	Yes	Yes		Yes	Yes	Yes	Yes	Deliberate coordination of fieldwork with university coursework in our most successful strategy in meeting the assurances listed.

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Point Loma Nazarene University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	<p>Inclusion of LEAs</p> <p>During the 2009-2010, the School of Education (SoE) interviewed various Local Education Agencies (LEAs) through site based Advisory Councils. At each of the SoE's four teaching locations, members of the Advisory Council are members of LEAs. These stakeholders provided specific input regarding program need, context for instruction and proposed effective program design to best serve self identified needs.</p> <p>Providing General Education Teachers with Training to Service SWD</p> <p>In order to equip general education teaching candidates with the requisite skills for providing service to students with disabilities (SWD), the SoE revised the sequence of coursework for these candidates and added a requirement that they must take EDU 602 Foundations of Special Education.</p>
San Diego Christian College	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes	<p>SDCC credential candidates student teach in San Diego area public school settings where diversity is high and includes Special Needs as well as a high population of English Learners and students from low income families. Strategies for teaching students with these backgrounds are embedded throughout the program.</p>
San Diego State University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	<p>We hire faculty with expertise in the areas they teach. We have strong ties to the local community and school districts. The teaching credential programs collaborate with the local districts and work in high needs schools.</p>

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San Francisco State University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Faculty in all departments undertake research (funded and unfunded), community-based training or dissemination projects and/or participate on advisory boards in the largest local urban school districts; the districts' needs are well-known and faculty infuse them into credential candidate curricula. Several faculty in general education and special education co-teach courses to make sure their knowledge about teaching special needs and limited English proficient students is shared. Credential candidates are regularly placed in urban districts in classrooms with LEP, special needs and low income students.
San Jose State University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
Santa Clara University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
Simpson University	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes	Students have field experiences that include EL, poverty and special needs students.

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Sonoma State University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	<p>Elementary/Multiple Subjects: The program addresses the needs of all students. Special populations of students and their needs are addressed throughout the program. Specifically, the needs of limited English proficient students are met through the course EDMS 411: Teaching Second Language Learners and in EDMS 470: Multicultural Pedagogy. In addition, EDMS 463: Reading for Young Students and EDMS 464: Teaching Reading to the Older and Struggling Students, include strategies for limited English proficient students. In the field component of the program student populations reflect the growing need for teaching skills addressing the needs of children from low-income families. Courses and supervision are designed to meet the needs of students who qualify under special education guidelines, learners of English, or those who are low-income. Secondary/Single Subject: The program has close ties with local and state agencies where graduates are likely to be hired. Forty-five hours of experience in an educational setting is an admissions requirement and students are placed in local classrooms for observation and student teaching experiences. A Community Advisory Board is comprised of teachers and administrators who advise our program on needs from the school sites which is fed back to instructors who adjust their curricula to meet the needs of the site and to help inform candidates of the need new teachers are facing in the classroom. Newly credentialed teachers are invited to participate in panel discussions and are asked to give individual presentations in program courses about issues they face in the field. All students take EDSS 433: Teaching Adolescents With Special Needs. This is an introductory course which presents a survey of theory, program concepts, and teaching practices related to students with special needs. Emphasis is placed on understanding and addressing the educational and social needs to secondary-aged students with disabilities as well as gifted and talented students. Our program coursework focuses on issues related to developmental needs of students from all socioeconomic backgrounds, races, and ethnic groups. Our approach to instruction focuses on English language learner</p>

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St. Mary's College of California	Yes	Yes	No	Yes	Yes	Yes	Yes	<p>Single Subject – in addition to PACT coursework, candidates are required to experience part of their student teaching placement in a Title 1 type of school. Education Specialists receive specific training in coursework which requires a fieldwork placement.</p> <p>Multiple Subject – Coursework is provided concurrent with the first student teaching placement on teaching children with disabilities and children who are English learners. Coursework is provided concurrent with the second student teaching placement that focuses on teaching children from urban, rural and low-income families. All coursework and field placement support focuses on the needs of the learner, the school and on learning how to make appropriate instructional decisions, as does the PACT Teaching Performance Assessment (distributed among 5 courses). Finally, the second student teaching placement takes place in a low performing or hard-to-staff school in a classroom with at least 25% English learners.</p>

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Stanford University	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes	<p>STEP seeks to prepare and support teacher leaders working with diverse learners to achieve high intellectual, academic, and social standards by creating equitable and successful schools and classrooms. STEP works to expand the goal of diversity among candidates, faculty, and P-12 students to include goals of equity and excellence. Demographic diversity in itself is not sufficient. To narrow the achievement gap among students from different socio-economic, racial, ethnic, linguistic, and cultural backgrounds, students with exceptionalities, and students of different sexual orientation, candidates learn to create equitable classrooms and to recognize the strengths, interests, and needs of all students. Beyond understanding the curricular and pedagogical challenges of teaching in diverse classrooms, candidates learn how to capitalize upon the diverse intellectual contributions, ideas, and perspectives that emerge in heterogeneous groups of students.</p> <p>To meet these goals, candidates are supported in developing the following proficiencies: designing learning segments where students can access information relevant to the task through multiple representations, via different media, and in different ways; developing assessments that allow students to demonstrate their knowledge and understanding in multiple formats, orally and in writing; using different participant structures in the classroom to maximize student engagement; and engaging in inquiry and reflecting on their practice. Candidates develop the empathy and vision to see their students for who they are, the skills to address student learning strengths, interests and needs, and the commitment to continue working for students</p>

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The Master's College	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes	Teacher candidates are first provided with a conceptual foundation for teaching and learning through coursework in each of the credentialing classes. During this time they also participate in public school classrooms through observation and teaching experience, such as a few lessons from a unit. This includes differentiated lessons for both English Learners and students with special needs. During their student teaching experience, candidates are required to develop and implement lessons to a wide range of diverse students represented by local school districts. Their culminating experience is the successful completion of the Teaching Performance Assessments.

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Touro University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	<p>The design of all three teacher preparation programs (Multiple Subject, Single Subject, Education Specialist) in the College of Education are grounded in a well-reasoned rationale and are anchored in the knowledge base of teacher education. The clear intent expressed in both the Standards of Quality and Effectiveness for Educational Specialist Credential Programs and in the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs under SB 2042 is to close the historic divisions between general education teachers and special education teachers in both professional preparation and in organizational structures and program delivery at the district and school levels. At the same time, Education Specialists must acquire the specialized knowledge and skills in educating students with disabilities, as authorized by the credential. □</p> <p>Consistent with the intent to close the divisions between general education and special education teachers, the Educational Specialist/Mild-Moderate and Moderate/Severe Preliminary Level I preparation programs mirror the Preliminary Multiple Subject and Preliminary Single Subject programs in the essential aspect of providing an integrated preparation curriculum wherein candidates have the opportunity to examine and learn the elements of teaching in coursework based on thematic, comprehensive, multi-dimensional ideas, integrated with field experiences throughout the duration of the program. To teach effectively in general education and specialized settings demands</p>
University of California, Berkeley	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes	<p>Close adherence to State standards which require imbedding these elements throughout the curriculum, and include a culminating performance assessment. Small programs allow for close advising and supervision. Our programs expose students to a variety of student teaching experiences so that they can successfully handle different school and classroom settings.</p>
University of California, Davis	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes	

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University of California, Irvine	Yes	Yes	No	Yes	Yes	Yes	Yes	<p>1. Training Related to District/School Needs <input type="checkbox"/></p> <p>We work closely with our local and regional school districts to assure that our teacher preparation programs are responding to their needs in terms of state standards, curriculum and student achievement goals. We have established an Advisory Council for our intern and student teaching programs that includes our school district partners who are district and school site administrators with responsibilities for certificated personnel, student teacher placement and professional development, as well as teacher association and community representatives. We meet regularly with this Council to ask for their input, to plan programs of mutual benefit, and for program improvement purposes. We also survey our alumni and their employers to assess candidate competence and program effectiveness and analyze and use data for ongoing program improvement. <input type="checkbox"/></p> <p>2. Instruction for General Education Teachers in the Areas of Special Education, English Language Learners, Children from Low-Income Families, Urban and Rural Schools includes the following coursework for MS and SS Teacher Candidates: ED328/248 Theory and Methods of Instruction of Special Populations in the General</p>
University of California, Los Angeles	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes	Partnerships with local school district LAUSD involving program faculty working closely with school administrators.
University of California, Riverside	Yes	Yes	Yes	Yes	Yes	Yes	Yes	All UCR teacher education candidates are required to complete coursework that covers multicultural education, language development and acquisition, and teaching the exceptional child. Our candidates complete observation and teaching practicum experiences in public schools that have students from diverse backgrounds that include low socio-economic families, second language learners, English language learners, and those with special needs. School site data is reviewed each year and administrators provide the School Accountability Report Cards as part of our review of local education agency trends.

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University of California, San Diego	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Partnerships with urban school districts; partnerships with professional development providers; intensive clinical practice in urban settings including large numbers of English learners; cohort approach for methods courses that include multiple-subject/education specialist candidates; clinical faculty who teach methods and supervise candidates are experienced K-12 teachers. All candidates complete PACT (Performance Assessment For California Teachers) which is aligned with California academic content standards as well as teaching performance expectations set by the state.

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University of California, Santa Barbara	Yes	Yes	Yes	Yes	Yes	Yes	Yes	<p>Terms: TEP=Teacher Education Program at UCSB ST=Student Teacher CT=Cooperating Teacher (or master K-12 teacher in the classroom) Supervisor=University supervisor Faculty=All instructors and supervisors in TEP</p> <p>The design of the UCSB Teacher Education Program may be understood in terms of the changing interplay between the four "practical common places" of teaching articulated by Schwab (1983): the teacher (understanding of self), the student (understanding of the personal, social and academic qualities of students), the subject matter (understanding the structure and substance of academic disciplines, including how they may be taught), and the milieu (the practical contexts of activities, classrooms, schools, etc., in which teaching is undertaken). All of these elements are at play in every stage of teacher development. For example, we assume that teachers' perceptions of students are continuously filtered through their feelings, ideas and understanding of their own identities-particularly with regard to experiences with race, social class, gender, sexual orientation, and (dis)ability. Teacher's perceptions of what students need to know, and how that subject matter should be taught, are also affected by their own (continually developing) understanding of subject matter, the identities and experiences of their students, and the kinds of activities and experience which are afforded by the norms, routines, and policies of the classroom, the school and the community. One way of understanding the process of learning to teach is as one in which these four "practical" elements are continuously integrated and re-integrated in</p>

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University of California, Santa Cruz	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes	<p>Special Education/English Language Learners: All candidates enroll in specific courses to meet the needs of children with disabilities in the general education classroom (Education 211) and limited English proficient students in the general classroom (Education 203 Multiple Subject and Education 204 Single Subject). In these courses, students are taught to identify students with specific learning needs and English language development needs respectively. Candidates understand the procedures and processes for identifying students for special instructional services.</p> <p>Teacher candidates are also taught the principles and methodology of effective processes designed to provide students with full access to the core curriculum. In their student teaching placements, candidates work with identified special education and English Language Learner students to implement and reflect on these principles and methods. Relevant assignments include case studies, informal assessments and lesson planning to meet student needs (e.g. accommodations and adaptations for special education students and the Sheltered Instructional Observational Protocol for English Learners).</p> <p>Identified needs of Local Education Agencies/Training linked with the needs of schools and the instructional decisions new teachers face: In addition to reading about how best to address the needs of low-income students in rural and urban settings through coursework, all of our students gain experience in low-income rural schools. Many of the schools in which students are placed are identified as "low-performing" schools. Therefore, the local educational agencies have strict requirements to ensure that teachers implement the following: standards-based instruction, use of benchmark assessments and district instructional pacing guides. The student teacher supervisors work closely with the candidates as they work to incorporate these and other processes into their daily instruction. In addition, through student teaching seminar, candidates have multiple opportunities to reflect on the demands of working in low-income, rural settings.</p>

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University of LaVerne	Yes	Yes	Yes	Yes	Yes	Yes	Yes	The University of La Verne provides two courses to teacher education students instructing them on strategies and techniques to work with limited English proficient students. The RICA exam is required for all Multiple Subjects teacher credential candidates.
University of Phoenix	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes	University of Phoenix's College of Education implements strategies at the program level, as well as at the course level, to successfully meet the assurances listed above. The College builds its programs on research conducted by its Academic Affairs staff and by campuses concerning state and national standards, current policies, and national/state/local trends, issues, and needs. College Academic Affairs staff are in continuous communication with state education officials, campus administrators, and faculty members to address the implications of policies, trends, and issues for new programs, or for revision of programs and courses. The College believes that it has professional accountability to its candidates and to the students whose lives they impact. Candidates learn from experienced practitioners who are knowledgeable about research, issues, and best practices in the field. In addition, the College is committed to preparing teachers for a diverse community of students. Candidates are supported in designing, implementing, and reflecting on effective instruction for all students. The College offers dedicated courses that address diverse learners, and threads instruction of diverse learners throughout its courses in content, assignments, and field experiences. In field experiences and in student teaching, selecting and teaching in varied demographic settings is emphasized.
University of Redlands	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes	Our SB2042 credential program integrates the above assurances throughout all courses.

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University of San Diego	Yes	Yes	Yes	Yes	Yes	Yes	Yes	We are working closely with Balboa Elementary School, an innovative inner city urban school, in providing high quality, focused practicum experiences for our candidates. We have diversified our pool of university supervisors of candidates' field experiences. In order to attain the credential, all candidates are required to demonstrate competence in teaching limited English speaking and special needs students in the PACT capstone assessment.
University of San Francisco	Yes	Yes	Yes	Yes	Yes	Yes	Yes	The University of San Francisco's emphasis on social justice is exhibited in the Teacher Education program by the placement of our candidates in urban schools where they encounter students of many different cultural and linguistic backgrounds and socioeconomic levels. Through these placements, credential candidates see models of instruction currently practiced by successful teachers. This training prepares our candidates to serve students with varying backgrounds and instructional needs. Teacher candidates enrolled in the Master of Arts in Teaching Reading receive extensive reading instruction situated within urban, low-income schools. Teacher candidates enrolled in the Master of Arts in Teaching in Urban Education and Social Justice program receive further training in identifying and meeting the needs of students in urban schools.
University of Southern California	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes	Our program first priority is to meet the needs of under-served classroom students and schools. This theme has been addressed in all course syllabi, as is the teaching of students whose first language is not English, teaching to all students' human differences and integrating technology into the curriculum.
University of the Pacific	Yes	Yes	Yes	Yes	Yes	Yes	Yes	All candidates take courses in teaching English Language Learners, Teaching Exceptional Learners, and teaching in urban and rural settings. Field experiences prior to student teaching give first-hand experiences in classrooms and to experience the curriculum. All special education candidates receive training in adapting core subjects in the curriculum for the general classroom.

Appendix B-1: Institutional and Program Report Card - Section II: Assurances

	Training provided to prospective teachers responds to the identified needs of the local educational agencies or states where the institution's graduates are likely to teach, based on past hiring and recruitment trends.	Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom	Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects	General education teachers receive training in providing instruction to children with disabilities	General education teachers receive training in providing instruction to limited English proficient students	General education teachers receive training in providing instruction to children from low-income families.	Prospective teachers receive training how to effectively teach in urban and rural schools, as applicable.	Describe your institution's most successful strategies in meeting the assurances listed above.
Vanguard University	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes	One of our institution's most successful strategies is the partnering our with a local elementary school in an after school reading program. We are partnered with College Park Elementary School in Newport Mesa Unified School District which has a student population of 63% English Language Learners and 81% of their students are classified as Socioeconomically Disadvantaged (2008-2009 school statistics). As part of our multiple subject reading courses, our teacher candidates are partnered with two elementary students. Once a week, the teacher candidates tutor two elementary students in reading, while being supervised by our reading faculty and other reading support providers. After the tutoring sessions, teacher candidates meet with the reading instructors to discuss the elementary students' progress and to strategize for the following week. Teacher candidates have the opportunity to learn how to teach reading and then given the opportunity to practice what they have learned on the weekly basis at the elementary school site. As a result, the reading skills of the elementary students are improving and the teaching of reading skills of our teacher candidates are solid as reflected in their passing scores on the RICA examination.
Western Governors University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	We have designed Courses of Study that include materials covering all of the aforementioned areas, and we then assess students' knowledge, skills, and dispositions towards them via our competency-based assessments. We support students' learning via online Learning Communities, facilitated by subject matter experts in those fields of study.

Appendix B-1: Institutional and Program Report Card - Section II: Assurances

	Training provided to prospective teachers responds to the identified needs of the local educational agencies or states where the institution's graduates are likely to teach, based on past hiring and recruitment trends.	Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom	Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects	General education teachers receive training in providing instruction to children with disabilities	General education teachers receive training in providing instruction to limited English proficient students	General education teachers receive training in providing instruction to children from low-income families.	Prospective teachers receive training how to effectively teach in urban and rural schools, as applicable.	Describe your institution's most successful strategies in meeting the assurances listed above.
Westmont College	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes	<p>Response to local needs: Compliant. Local teachers, principals, and key district officials are on our Teacher/Principal Advisory Board, and regularly contribute suggestions on how we can serve the local community even more effectively. The fact that all full-time faculty serve as supervisors for student teachers in the local schools helps to ensure that we are in at least weekly direct contact with local schools and local students, and are constantly in conversation with our own teacher candidates about how to address local needs most effectively. Local principals and teachers consistently point to this area as a strength of the Westmont program, in contrast to larger programs where several layers of bureaucracy potentially interfere with the kind of direct communication described above.</p> <p>Link to needs of schools: Compliant. In addition to the above, we survey our graduates and their employers each year, and ask for ways to align even more effectively candidates' professional preparation with the felt needs and current conditions of schools in the local area and beyond.</p> <p>Special Education Teachers: Non-applicable. Westmont does not prepare Special Education teachers.</p> <p>Training for disabilities: Compliant. All teacher candidates complete a course in Special Education for the Classroom teacher. Westmont's course is regularly taught by a local practicing and experienced professional with a graduate degree. Among other evidence considered, all candidates demonstrate their preparedness to work with students with disabilities on the California Teaching Performance Assessment.</p> <p>Training for LEP: Compliant. This is a major and pervasive theme in our program, unsurprising given the demographics of Santa Barbara-area schools, where over half the student body is classified Latino and significant numbers of students with limited English proficiency are present in all schools where candidates are assigned to student teach. All teacher candidates complete a course on theories and practices relevant to working with students for whom English is a Second Language. All methods courses</p>

Appendix B-1: Institutional and Program Report Card - Section II: Assurances

	Training provided to prospective teachers responds to the identified needs of the local educational agencies or states where the institution's graduates are likely to teach, based on past hiring and recruitment trends.	Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom	Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects	General education teachers receive training in providing instruction to children with disabilities	General education teachers receive training in providing instruction to limited English proficient students	General education teachers receive training in providing instruction to children from low-income families.	Prospective teachers receive training how to effectively teach in urban and rural schools, as applicable.	Describe your institution's most successful strategies in meeting the assurances listed above.
Whittier College	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes	<p>Whittier College teacher candidates must complete coursework that is integrated with fieldwork experiences which address the above assurances and meet program standards identified by the California Commission on Teacher Credentialing. Some of our most successful strategies include:</p> <p>Whittier College teacher credentialing programs use local school districts and communities in the East Los Angeles County region for fieldwork placements. These communities are culturally and linguistically diverse giving our candidates multiple opportunities to connect theory and practice. One definite strength of our program is having situated learning settings in communities that are ethnically, socio-economically, and linguistically diverse.</p> <p>A second successful strategy is to recruit students, faculty and staff that are representative of our rich cultural environment. Future teachers take coursework with peers and from instructors who mirror the K-12 populations in local schools.</p>
William Jessup University	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes	

Appendix B-1: Institutional and Program Report Card - Section IV: Low-Performing

Institution	Is your teacher preparation program currently approved or accredited?	Accredited?	Accredited by state?	Accredited by NCATE?	Accredited by TEAC?	Accredited by other?	Other Accreditation agency	Is your teacher preparation program currently under a designation as "low-performing" by the state?
Alliant International University	Yes	Yes	Yes			Yes	WASC	No
Antioch University Los Angeles	No	Yes	Yes			Yes	WASC	No
Antioch University Santa Barbara	Yes	Yes	Yes			Yes	WASC	No
Argosy University	Yes	Yes				Yes	California Commission on Teacher Credentialing	No
Azusa Pacific University	Yes	Yes	Yes	Yes				No
Bethany University	Yes	Yes	Yes			Yes	WASC and ACSI	No
Biola University	Yes	Yes	Yes			Yes	Association of Christian Schools International	No
Brandman University	No	Yes	Yes					No
California Baptist University	No	Yes	Yes					No
California Lutheran University	Yes	Yes		Yes		Yes	WASC	No
California Polytechnic State University, San Luis Obispo	Yes	Yes	Yes					No
California State Polytechnic University, Pomona	Yes	Yes	Yes					No
California State University, Bakersfield	Yes	Yes	Yes	Yes				No
California State University, Channel Islands	Yes	Yes	Yes					No
California State University, Chico	Yes	Yes	Yes	Yes				No
California State University, Dominguez Hills	Yes	Yes	Yes	Yes				No
California State University, East Bay	Yes	Yes	Yes	Yes				No
California State University, Fresno	Yes	Yes		Yes				No
California State University, Fullerton	Yes	Yes	Yes	Yes				No
California State University, Long Beach	Yes	Yes	Yes	Yes				No
California State University, Los Angeles	Yes	Yes	Yes	Yes				No
California State University, Monterey Bay	Yes	Yes	Yes	Yes				No
California State University, Northridge	Yes	Yes	Yes	Yes				No
California State University, Sacramento	Yes	Yes	Yes					No
California State University, San Bernardino	Yes	Yes	Yes	Yes				No
California State University, San Marcos	Yes	Yes	Yes	Yes				No
California State University, Stanislaus	Yes	Yes	Yes	Yes				No
CalState TEACH	Yes	Yes	Yes					No

Appendix B-1: Institutional and Program Report Card - Section IV: Low-Performing

Institution	Is your teacher preparation program currently approved or accredited?	Accredited?	Accredited by state?	Accredited by NCATE?	Accredited by TEAC?	Accredited by other?	Other Accreditation agency	Is your teacher preparation program currently under a designation as "low-performing" by the state?
Chapman University	Yes	Yes	Yes		Yes			No
Claremont Graduate University	Yes	Yes	Yes					No
Concordia University	Yes	Yes	Yes					No
Dominican University of California	Yes	Yes	Yes					No
Fresno Pacific University	Yes	Yes	Yes			Yes	Western Association of Schools and Colleges	No
Hebrew Union College	Yes	Yes	Yes					No
Holy Names University	Yes	Yes	Yes					No
Hope International University	Yes	Yes	Yes					No
Humboldt State University	Yes	Yes	Yes					No
InterAmerican College	Yes	Yes	Yes			Yes	CCTC	No
John F. Kennedy University	Yes	Yes	Yes			Yes	California Commission on Teacher Credentialing	No
La Sierra University	Yes	Yes	Yes			Yes	WASC	No
Loyola Marymount University	Yes	Yes	Yes	Yes				No
Mills College	Yes	Yes	Yes					No
Mount St. Mary's College	Yes	Yes	Yes			Yes	WASC	No
National Hispanic University	No	Yes	Yes			Yes	WASC	No
National University	Yes	Yes	Yes			Yes	WASC	No
Notre Dame de Namur University	Yes	Yes	Yes			Yes	WASC	No
Occidental College	Yes	Yes	Yes					No
Pacific Oaks College	Yes	Yes	Yes					No
Pacific Union College	Yes	Yes	Yes			Yes	North American Division of Seventh-day Adventists Office of Education	No
Patten University	Yes	Yes	Yes			Yes	WASC & CTC	No
Pepperdine University	Yes	Yes	Yes			Yes	WASC	No
Point Loma Nazarene University	Yes	Yes	Yes					No
San Diego Christian College	Yes	Yes	Yes			Yes	WASC & Association of Christian Schools International	No
San Diego State University	Yes	Yes	Yes	Yes				No

Appendix B-1: Institutional and Program Report Card - Section IV: Low-Performing

Institution	Is your teacher preparation program currently approved or accredited?	Accredited?	Accredited by state?	Accredited by NCATE?	Accredited by TEAC?	Accredited by other?	Other Accreditation agency	Is your teacher preparation program currently under a designation as "low-performing" by the state?
San Francisco State University	Yes	Yes		Yes		Yes	WASC	No
San Jose State University	Yes	Yes	Yes	Yes				No
Santa Clara University	Yes	Yes	Yes			Yes	WASC	No
Simpson University	Yes	Yes	Yes					No
Sonoma State University	Yes	Yes		Yes				No
St. Mary's College of California	Yes	Yes	Yes			Yes	WASC	No
Stanford University	Yes	Yes	Yes	Yes				No
The Master's College	Yes	Yes	Yes					No
Touro University	Yes	Yes	Yes					No
University of California, Berkeley	Yes	Yes	Yes					No
University of California, Davis	Yes	Yes	Yes					No
University of California, Irvine	Yes	Yes	Yes			Yes	WASC	No
University of California, Los Angeles	Yes	Yes	Yes			Yes	WASC	No
University of California, Riverside	Yes	Yes	Yes					No
University of California, San Diego	Yes	Yes	Yes					No
University of California, Santa Barbara	Yes	Yes	Yes					No
University of California, Santa Cruz	Yes	Yes	Yes					No
University of LaVerne	Yes	Yes	Yes					No
University of Phoenix	Yes	Yes		Yes				No
University of Redlands	Yes	Yes	Yes					No
University of San Diego	Yes	Yes	Yes	Yes				No
University of San Francisco	Yes	Yes	Yes					No
University of Southern California	Yes	Yes	Yes					No
University of the Pacific	Yes	Yes	Yes	Yes				No
Vanguard University	Yes	Yes	Yes			Yes	WASC	No
Western Governors University	Yes	Yes	Yes	Yes		Yes	NWCCU	No
Westmont College	Yes	Yes	Yes					No
Whittier College	Yes	Yes	Yes					No
William Jessup University	Yes	Yes	Yes			Yes	WASC	No

Appendix B-1: Institutional and Program Report Card - Section V: Technology

Does your program prepare teachers to:					
Institution	integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning	Technology Comments
Alliant International University	Yes	Yes	Yes	Yes	Each Teacher education candidate is required to take a course on Technology in the Classroom before recommendation for a credential from Alliant. The Technology 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.
Antioch University Los Angeles	Yes	Yes	No	No	Candidates develop skills and knowledge to enable them to use technology as a teaching and learning tool in the K-8 classroom. Candidates learn to 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 throughout all lessons, making the learning goals achievable by individuals with wide differences in their abilities to see, hear, speak, move, read, write, understand English, attend, organize, engage and remember.
Antioch University Santa Barbara	Yes	Yes	Yes	Yes	A 3-unit course, "Education Technology for Universal Design" is offered and required during the winter quarter. Antioch maintains both "First Class" 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.
Argosy University	Yes	Yes	Yes	Yes	Given the importance of technology in the 21st Century classroom, all of Argosy's teacher preparation courses are heavily infused with the most current approaches to distance learning. Through the use of Class Live Pro, all students become proficient at utilizing real time technology to download course content, upload presentation materials, and collaborate with their colleagues state-wide. Such an approach allows the candidates to take those skills and apply them to their own teaching experience over time. Syllabi requires candidates to integrate technology into their lesson plans, especially with respect to the learning needs of second language learners and special needs students. As such, they become proficient Power Point presentation development, utilizing the web for instructional purposes, and teaching critical analysis of Internet content to include various data affecting education.
Azusa Pacific University	Yes	Yes	Yes	Yes	Every class we offer has technology standards and technology elements fully integrated with signature assignments that address the California technology standards. Every syllabus reflects the technology signature assignments. All technology signature assignments are submitted online to TaskStream, and assessors are trained to score them.
Bethany University	Yes	Yes	Yes	Yes	The first is embedded into coursework. □ The last 3 are included in a class in Research Methods and Statistics.

Appendix B-1: Institutional and Program Report Card - Section V: Technology

Does your program prepare teachers to:					
Institution	integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning	Technology Comments
Biola University	Yes	Yes	Yes	Yes	Teacher candidates are expected to use the internet as a resource, include video clips, and/or a PowerPoint when teaching field placement lessons, and become proficient on the ELMO digital projector or overhead projector. Teacher candidates prepare a thematic unit that includes PowerPoint, desktop publishing and web hosting. Guest speakers introduce teacher candidates to the assistive technologies available to special needs students or physically handicapped students; additional information is presented via relevant video recordings. Teacher candidates are introduced to assistive technologies available for special needs students, mentally challenged students, or physically handicapped students and have the opportunity for hands-on experience with these technologies. Teacher candidates are introduced to online grading systems used by school districts in the surrounding area and the skills necessary for analyzing student assessment data. Teacher candidates gather information from state and district web sites to discover trends in standardized test results, SES, language abilities, community demographics and educational background of parents. This data provides the basis for candidates to make recommendations to improve teaching and learning. Teacher candidates practice various ways of adapting curricula such as
Brandman University	Yes	Yes	Yes	Yes	Candidates in the credential programs must take EDUU 551-Educational Applications of Computers. In this course candidates learn how to use technology to utilize interactive tools such as wikis, blogs, and threaded discussions. Candidates also learn how to integrate technology into lesson planning, develop multimedia presentations, and use databases and spreadsheets to gather and analyze data on student performance. Technology is also integrated into each of the core content courses of the credential programs.

Appendix B-1: Institutional and Program Report Card - Section V: Technology

Does your program prepare teachers to:					
Institution	integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning	Technology Comments
California Baptist University	Yes	Yes	Yes	Yes	<p>Integrating Technology Candidates are introduced to a variety of hardware and software technologies, all with the educational focus on classroom integration:</p> <ul style="list-style-type: none"> •Input devices (i.e., mouse, keyboard, graphic tablets) •Processing devices (i.e., system unit, CPU, memory devices) •Output devices (i.e., monitor, printer, speakers, projection devices) •Storage devices (i.e., hard drives, optical drives) •Mass storage devices •Display devices •Digital cameras •Digital video cameras •Visual presenters (document cameras) •Smart classrooms •Operating system software (i.e., Windows, Mac OS, Linux) •Applications software (i.e., word processing, spreadsheets, database management, presentation software) •Computer managed instructional software (e.g., grade keeping, database queries, productivity software, etc.) •Computer assisted instructional software (e.g., assistive technology, electronic portfolios, etc.) •Types of educational software (i.e., drill and practice, tutorials, problem-solving software, simulations, microcomputer-based laboratories, multimedia applications, educational games) •Basic troubleshooting techniques •Various technology-related ethical issues (Privacy Invasion, Computing Inequities, Information Overload, Security: Hacking and Cracking, Computer Viruses, Student Internet Safety Issues, Netiquette Issues, Plagiarism & Copyright Issues) •Internet research skills (application of search engines, subject directories, meta search engines and Boolean logic) •Various technology tools (Web 2.0 applications, assistive technology, smart classrooms, collaboration tools) •Technology integration tools (lesson design, best practices, appropriate technology use, integration models) <p>Collecting, Managing, & Analyzing Data Candidates use computer applications to manipulate and analyze data as a tool for assessing student learning, informing instruction, managing records, and providing feedback to students and their parents. Candidates are instructed in the use of computer applications such as spreadsheets and databases for the following tasks:</p> <ul style="list-style-type: none"> •Designing format for data entry •Inputting data •Developing formulas and functions (spreadsheets) •Performing queries to filter comparison data (databases) •Comparing descriptive data for differentiation purposes •Creating summative reports for feedback purposes and to inform/modify instruction <p>Universal Design Currently, universal design is not covered specifically in the technology course; however, related areas such as the following are addressed:</p> <ul style="list-style-type: none"> •Assistive technology •Ergonomics •Classroom/lab computer configurations ensuring equal access <p>Universal design could be added to the course as revisions are made this coming school year.</p>

Appendix B-1: Institutional and Program Report Card - Section V: Technology

Does your program prepare teachers to:					
Institution	integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning	Technology Comments
California Lutheran University	Yes	Yes	Yes	Yes	<p>The use of technology as a teaching and as a management tool is integrated throughout the multiple and single subject coursework. Within the past few years, the majority of our candidates come to the program equipped with knowledge and ability to word process and use productivity tools such as Word, Excel, and PowerPoint. Candidates are required to upload all of their course assignments an electronic portfolio system which requires a working knowledge of word-processing, cutting /pasting, uploading, and linking skills.</p> <p>In the Spring of 2009, the School of Education transitioned to TaskStream. This decision was made to improve our data collection and analysis capabilities. The transition to move all signature assignments for candidates in the Department of Teacher Education as well as all other programs occurred during 2009.</p> <p>During the orientation to methods block coursework, multiple and single subject candidates receive information as to the uploading of their assignments to TaskStream. In order to do so, all candidates must be at the basic level of computer literacy and know how to:</p> <ul style="list-style-type: none"> • Operate a computer • Find and use software applications such as Word • Access the Internet • Utilize email <p>Students who do not meet the basic level of proficiency in these areas are referred to courses provided by ISS, the Information Systems Services Department or are required to complete the EDTP 563 Microcomputers in Education course.</p> <p>In the EDTP 521 Literacy and Language in Diverse Classrooms course, candidates research various Internet sites as possible resources for technology-related materials, such as those available on the site established by the American Library Association displaying literary award winners.</p> <p>In the same EDTP 521 Literacy and Language in Diverse Classrooms course, candidates create three language arts lesson plans that are used during the student teaching field placement. One lesson must address three of the following components: phonemic awareness, phonics, vocabulary development, academic language, background knowledge, study skills or other preparation for reading strategy; another must address three of the following components: literary response and analysis, fluency, comprehension or other strategy to use during reading; and the third addresses three of the following components writing: oral language, presentation, or other post-reading strategy. Candidates are required to include methods of evaluation as well as adaptations for Universal Access and intervention strategies, and a description of computer technology applications that are aligned with Reading/Language arts standards that add value to student learning.</p> <p>In the EDTP 531 Teaching I: Planning and Methods for Content Standards course, candidates learn basic methods of planning and instruction. Candidates are required to plan lessons for their student teaching with an emphasis on increased academic achievement in the secondary school that includes technology enhanced methods and strategies necessary to develop achievement in all learners.</p> <p>Teacher candidates in the EDTP 532 Literacy and Language in Diverse Classrooms use technology to teach reading comprehension strategies and skills during fieldwork placement. Technology resources are used to assist 7-12th grade students access grade-level content material in order to activate background knowledge, make connections within and across disciplines, synthesize information, build fluency, and evaluate content area documents. They incorporate into the lessons a variety of informational texts that include reference works, such as magazines, newspapers, and online information;</p>

Appendix B-1: Institutional and Program Report Card - Section V: Technology

Does your program prepare teachers to:					
Institution	integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning	Technology Comments
California Polytechnic State University, San Luis Obispo	Yes	Yes	Yes	Yes	Special Education candidates use technology in coursework and fieldwork. In Fall quarter, candidates use the SEIS software program in field sites to create individualized educational programs for K-12 students. In Winter quarter, candidates create graphs to depict the data they are collecting during their inquiry projects and learn about assistive technology that helps K-12 students access the curriculum. In Spring quarter, candidates use PowerPoint technology to present information from their inquiry projects. Candidates learn to design instruction that is accessible for all students, especially those with mild/moderate disabilities. In coursework and fieldwork assignments, candidates learn how to design instruction for all students as well as how to adapt instruction so that students with a wide range of abilities can access the curriculum. In all courses, Multiple Subject (MS), Single Subject (SS), and Agriculture Specialist (AGED) candidates are introduced to and apply instructional technology through presentations and projects. University courses include online quizzes, discussion boards, and electronic data collection. School-site programs make use of computer software programs, presentation programs, and SMART board technologies. Technology is also embedded in the specialty areas in two forms: a formal class (EDUC
California State Polytechnic University, Pomona	Yes	Yes	Yes	Yes	A prerequisite course in education technology prepares candidates with a common set of knowledge and skills to integrate the use of technology into teaching and learning. The course is designed to meet the ISTE standards in education technology with additional experiences in common tools used in the program. These tools include the use of Task Stream, the candidate and program assessment software, SMARTboards, videoconferencing tools including Skype, internet-based resources, as well as other teaching-specific tools found in our local school districts. All professional program courses have technology embedded into the teaching of core concepts. Technology is also used to manage instruction with teacher candidates and to provide experiences within courses on effective teaching and learning in online environments. Blackboard course management software is commonly used in local school districts as well as being the platform of choice in the university. The key to its use is both learning to use the tool--- and using the tool to learn. Credential programs are exploring better ways to use EdResults, a database that focuses on achievement data from local schools. Candidates look at aggregated student learning data, comparing low performing schools in the region, and map school profiles as methods to learn about improving school and student performance.
California State University, Bakersfield	Yes	Yes	Yes	Yes	Students and instructor use LiveText as a tool to improve teaching and learning through ongoing assessment. This tool allows assignment submission, comments from instructors for revisions, and data management. Instructors and programs use the data on student learning outcomes collected through the tool for reviewing and assessing teaching and learning. Additionally, technology is integrated throughout the programs. Students use online discussions, reserach databases, video cameras for lesson recording and analysis, podcasts and vidcasts, presentation software, and more. Their assignments often require the incorporation of technologies ranging from WebQuests to podcasting.

Appendix B-1: Institutional and Program Report Card - Section V: Technology

Does your program prepare teachers to:					
Institution	integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning	Technology Comments
California State University, Channel Islands	No	Yes	Yes	Yes	Faculty members model teaching with technology through the use of Blackboard (a course management system that requires students to post discussions and papers electronically), electronic whiteboards, and laptops on a cart. Each program has set goals for improving the technological competence of candidates. Teaching and learning with technology is incorporated throughout each program, however, the opportunities to practice in local schools varies greatly across the school districts with many low tech and some high tech. Our candidates complete a teacher performance assessment through which candidates must collect data, manage and analyze data about their teaching and use the data reflect on the improvements that are needed to improve their teaching and the learning of the students in the class. The teacher performance lesson plans, videotape of lessons, data analysis, and reflections are all deposited electronically. We also rely on our school partners to prepare teachers to manage data (classroom data) via the specific data management systems that they have in place. Universal design is implemented in the lesson planning process and all programs incorporate the principles of universal design in lesson planning and instruction. We have not evaluated the effectiveness of teaching with technology. We will examine it's effectiveness across all programs by assessing candidates at the end of program annually on the California standards for integrating technology into teaching.

Appendix B-1: Institutional and Program Report Card - Section V: Technology

Does your program prepare teachers to:					
Institution	integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning	Technology Comments
California State University, Chico	Yes	Yes	Yes	Yes	<ul style="list-style-type: none"> • <input type="checkbox"/> Faculty model effective use of technology in their own teaching, including the use of WebCT, Wimba, Smart Boards, clickers, Wikis, blogs, streaming video, podcasts, Skype, Second Life and Camtasia. • <input type="checkbox"/> Special education faculty received grants to make assistive software programs available to candidates in campus labs and in their school site classrooms. • <input type="checkbox"/> Course assignments require candidates to explore resources and instructional plans available on the Internet, to integrate technology into lessons at their clinical sites, to create websites, and to use spreadsheets and/or grading programs for grading. • <input type="checkbox"/> Candidates engage in learning activities related to the analysis of standardized test data from sites such as EduSoft. • <input type="checkbox"/> Candidates complete a teaching performance assessment in which they analyze data from teacher made assessments and use the results to inform ongoing instruction. <p>Concurrent/Education Specialist Program</p> <p>Candidates develop their understanding of and abilities to apply technology and supplementary aids in instructional design for individuals with disabilities. Principles and practices of the use of technology in the classroom including distance communication; selecting appropriate hardware and software for assessment and data collection purposes; instructional strategies; the enhancement of critical thinking and problem solving skills; and assistive technology to meet the needs of students with disabilities. Technology for professional development is also emphasized.</p> <p>Universal Design for Learning (UDL) incorporates collaboration, technology, and dissemination of content and process. Our candidates are prepared to apply the principles of UDL that includes accessibility-related issues that interfere with student success. New and more accessible technologies and accommodations are presented in course content to assist all types of learning styles. Many university course websites are now developed with universal design elements embedded into the syllabus and course content.</p>

Appendix B-1: Institutional and Program Report Card - Section V: Technology

Does your program prepare teachers to:					
Institution	integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning	Technology Comments
California State University, Dominguez Hills	Yes	Yes	Yes	Yes	<p>Candidates are required to meet basic requirements for technology proficiency through coursework including TED 420 Computer Literacy for Teachers, TED 411 Classroom Management, and TED 400 Introduction to Classroom Teaching (Level I competencies). In their methods coursework, they learn how to infuse technology into their lessons. In addition, they learn where to find data on state, district, and school-level performance on standardized tests. They practice using assessments in Reading/Language Arts, and use results to plan lessons. Candidates examine samples of district and school-level achievement data and incorporate these into signature assignments. In student teaching, they demonstrate their ability to integrate technology into their planning and instruction.</p> <p>Candidates are also using complex technology as they complete their coursework. Throughout the program, faculty and students use Blackboard as a method for communicating with candidates, posting and receiving assignments, and engaging students in dialogue. The program has also adopted TaskStream, and online system that allows candidates to create and submit assignments as part of the Performance Assessment for CA Teachers (PACT).</p> <p>Regarding UDL, all methods courses in each program follow similar templates for lesson planning, and these include prompts to plan for students with special needs and for those who are English learners. Candidates learn to apply multiple strategies to address multiple learning needs in the classroom, including the use of realia and manipulatives, graphic organizers or representations, and small-group guided learning activities.</p> <p>The use of technology is one of the areas we are working to strengthen. A Technology Committee composed of faculty from each program is revising our action plan and will be presenting this to all faculty in Fall 2010.</p>
California State University, East Bay	Yes	Yes	Yes	Yes	<p>All candidates are required to complete a course in the use of technology in the classroom. Additionally, there is a state-mandated teaching performance assessment (TPA) which is integrated throughout the candidate's curricular program to assess the level that a candidate meets specific California teaching standards. The TPAs are submitted and monitored through the use of an online web portal for which all teaching credential candidates must hold a current subscription. All training and applicable materials are provided through the department.</p>
California State University, Fresno	Yes	Yes	Yes	Yes	<p>Teachers are prepared to integrate technology through required coursework as well as through modeling the effective use of technology by faculty and supervising teachers.</p> <p>As part of the CSU's Center for Teacher Quality, data is annually gathered by surveying graduates and their employers one year after completion. These data are reviewed by faculty and used to make continual improvements in programs.</p>

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Does your program prepare teachers to:					
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California State University, Fullerton	Yes	Yes	Yes	Yes	<p>All programs integrate at least the following: (a) Powerpoint for instructor and student presentations; (b) Word for instructor and student documents; (c) Blackboard for all electronic communication and collaboration between the instructor and students; (d) Internet search and retrieval for research; (e) electronic citation machines; (f) electronic gradebook for assessment and assignments management; and (g) web-based student handbooks and lesson plan.</p> <p>Department of Special Education</p> <p>In specific courses, students evaluate reading software (SPED 433: Language Arts/Reading Instruction in Public Schools), evaluate a piece of educational software and complete a website/software assignment where they examine modifications for English Learners and students with all types of disabilities (SPED 435: Mathematics Curriculum and Instruction in Elementary School), use a variety of interactive books and assistive technologies to teach emergent literacy to young children (SPED 436: Literacy for Early Childhood Special Education), use of specific websites for IEP development and objectives (SPED 482A and B: Curriculum and Methods for Individuals with Mild/Moderate and Moderate/Severe Disabilities), use of computer assisted scoring for standardized tests (SPED 520: Assessment in Special Education), and use a variety of assistive technologies to support students with disabilities (SPED 504: Advanced Proficiency in Educational Technologies).</p> <p>Department of Secondary Education</p> <p>Candidates participate in online chat and discussion in EDSC 440S (General Pedagogy of Secondary School Teaching); utilize Word Processing and PowerPoint skills in the development of portfolio materials; develop technology-embedded instructional and assessment materials in EDSC 442 (Teaching in the Secondary School) and EDSC 449S (Seminar in Secondary Teaching); and utilize these skills and knowledge in their student teaching experience. Candidates are shown how to select and implement appropriate technological resources for specific concepts. Emphasis is placed on sequencing activities according to students' prior experiences, level of academic achievement, and developmental stage. Principles of Universal Design are emphasized in EDSC 440S and 442 by exposing students to strategies and technologies they should use to ensure learning is accessible to all students.</p> <p>All candidates who complete EDSC 304 (Personal Proficiency in Educational Technology for Secondary Teachers) or EDSC 307 (Personal Proficiency in Educational Technologies for Social Science Teachers) to meet their computer technology requirements participate in the Intel Teach to the Future program. This exceptional program addresses content standards and national technology standards in every activity. Intel Teach to the Future is part of the Intel® Innovation in Education initiative, a global, multi-million dollar effort to help realize the possibilities of technology education. Participating teachers receive extensive training and resources to promote effective technology use in the classroom. As of July 2009, over 1,500 Cal State Fullerton Single Subject Credential Candidates who successfully completed EDSC 304/307 are part of that population. Note that candidates may also demonstrate fluency in the skills required by the CCTC (and met by passage of EDSC 304/307) through successful passage of the appropriate CSETs.</p> <p>Department of Elementary and Bilingual Education</p> <p>Courses require students to utilize Wikis, Google docs, on-line surveys and quizzes linked from Blackboard. Both Google docs and Wikis can be created as spreadsheets to organize data so that students can reference and use as a resource. We</p>

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California State University, Long Beach	Yes	Yes	Yes	Yes	
California State University, Los Angeles	Yes	Yes	Yes	Yes	<p>The Charter College of Education (CCOE) asks that all candidates entering the general and special education credential programs verify a basic level of proficiency in technology. Once in the credential programs, candidates complete required coursework in the use of technology for educational purposes. Faculty model the use of technology for improving teaching and learning in their professional practices. In general education credential programs, all students are required to take and pass 4 different performance assessments, California Teaching Performance Assessments (TPAs) that measure the application of their knowledge. Passage rates of the California TPAs are reviewed and analyzed for purposes of program improvement. Task Stream is used by students and faculty to upload student work samples and to track student progress. Faculty also model the effective use of technology in online and hybrid course offerings, e.g., Skype, blogs, podcasts, online threaded discussions and chats, and other related technologies. Intern candidates receive additional support from on-site support providers while they are teachers of record in their classrooms.</p> <p>The California State University (CSU) Center for Teacher Quality (CTQ) assists each CSU campus, including CSULA to collect data from credential program completers and their principals about how well prepared they are once they have been teaching for at least a year. These data are reviewed by the campus administration and the faculty for purposes of ongoing program improvement.</p>
California State University, Monterey Bay	Yes	Yes	Yes	Yes	Candidates are required to complete a course in technology for all programs, at the preliminary state of credentialing.
California State University, Northridge	Yes	Yes	Yes	Yes	<p>Faculty model the use of technology in every day instruction by using Moodle, Webct or Blackboard to post assignments, support structured on-line discussions, show videos, have live conferences through Elluminate and a variety of other applications. The university and the MDECOE have significantly increased the push toward using technology for instruction over the past five years. Most departments have “gone green” in that all syllabi, handouts or paperwork must be posted on line. Several teacher education faculty provide professional development in technology to the university such as online professional development for all faculty and staff and university-wide workshops on Elluminate. The Secondary Education department offers a masters in Educational Technology. Many courses are provided either entirely on line or in hybrid form. Technology is also used in assessing all teacher preparation candidates through PACT (Performance Assessment for California Teachers) in which Task Stream is used for the submission of Teaching Events.</p>

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California State University, Sacramento	Yes	Yes	Yes	Yes	All of the Sacramento State, College of Education credential candidates are required by state standards to learn how to effectively integrate technology in curriculum and instruction and to utilize it for purposes of data collection, management and analysis focused on improving teaching and learning. This is accomplished in our programs through a required technology course and infusion of the knowledge and skills required throughout methodology courses and student teaching. Our electronic portfolio tool, Taskstream, meets Universal Design guidelines, and UDL principles are taught and supported in other courses. Our belief is that technology should assist educators in “redesigning” their curriculum to meet student learning needs.
California State University, San Bernardino	Yes	Yes	Yes	Yes	All candidates must complete a Technology proficiency pre-requisite. Technology is infused throughout all curriculum and coursework.
California State University, San Marcos	Yes	Yes	Yes	Yes	All candidates complete a prerequisite course in technology and technology applications for public schools and classrooms. In addition, candidates work with whatever school-based systems are available during their clinical practice experiences.
California State University, Stanislaus	Yes	Yes	Yes	Yes	The program introduces candidates to current technology applications that address student learning. Candidates demonstrate understanding via projects and lessons on which technology promotes understanding of concepts. Various web-based and other technologies such as student response systems are used to collect data regarding teaching and learning. Principles of universal design are required in all lessons planned by our credential candidates. Candidates use Taskstream to manage data and progress, modeling how similar technology can be used in the K-12 environment.

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CalState TEACH	Yes	Yes	Yes	Yes	<p>Technology Best Practice</p> <p>The online component of the CalStateTEACH curriculum develops the technological proficiency of candidates through a combination of face-to-face instruction, print and electronic instructional materials, practical applications, and extensive engagement with an online learning environment. Use of a wide variety of computer hardware and software is integral to the program and required for success.</p> <p>Interaction using email and collaborative tools including threaded discussions is fundamental within the CalStateTEACH program. Candidates are provided face-to-face training in these skills during a one-day orientation conducted prior to beginning the program. Proficiency is developed through the continued use of email for communication and collaboration with peers and faculty, and through electronic submission of assignments. Academic feedback is also provided electronically. In addition to email communication, candidates participate in structured and unstructured threaded-discussions throughout the course of the program. In total, candidates are required to participate actively in a minimum of 15 curriculum related discussions. In addition, the structure of the program requires that candidates become proficient with a variety of online tools to create lesson plans and instructional units, develop electronic portfolios, and compile and distribute shared curriculum resource collections.</p> <p>Each of the subject-specific all day seminars (language acquisition, reading, science, mathematics, visual and performing arts, and physical education) models the use of a variety of technologies for teaching and learning. Presenters address the use of technology in subject-specific pedagogy, and candidates leave the seminars with technology resources for application in the classroom.</p> <p>Candidates are required to develop lesson plans in all content areas and include resources for integrating technology. For example, in Technology and Mathematics, candidates view Internet-based resources to develop instructional strategies to incorporate appropriate use of technology into mathematics instruction. Later in Using Technology to Increase Caregiver Communication, candidates prepare a plan for effective communication with caregivers using technology to enhance classroom management. They develop a virtual field trip for their students. This activity requires that candidates find one or more resources their students can “visit” virtually and that they structure the field trip in a way that is engaging and instructive for the students, along with being aligned to the standards of one or more disciplines.</p> <p>Candidates must also learn to apply their technology skills and knowledge to manage teaching and learning in the multiple subject classroom setting. The instructional resources on the course website include an “Assessment Toolbox” which provides students with tools and experience in practicing electronic assessment. Candidates are expected to maintain an electronic gradebook during supervised clinical experience. □</p>

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Chapman University	Yes	Yes	Yes	Yes	The educational application of technology is a theme that is integrated in credential coursework, but the notion is introduced and developed in a course entitled Educational Applications of Technology (EDUC 551). The course provides instruction of current technologies used in a variety of educational settings within and across all curriculum content areas. Emphasis is on making significant changes in teaching and learning through technology by providing a match between instructional strategies and relevant technologies. Focus is on information and communication technologies as means of gathering, processing, and communicating information. Critical issues include access, equity, privacy, safety, and ethical situations characterizing technology. Hardware and software and other technological tools will be evaluated as effective elements of instruction in a constructivist learning environment.

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Claremont Graduate University	Yes	Yes	Yes	Yes	<p>Our candidates are prepared to integrate technology into their curricula and instruction in a variety of ways. All are introduced to the notion of utilizing technology in their lesson planning during the first phase of the program (i.e., the Pre-Internship Phase). For example, for the multiple subject and education specialist candidates in EDUC 343 the candidates are introduced to Kidspiration, ComicLife and iMovie and are asked to create standards-based curricular units that utilize these programs. All candidates are also working under the tutelage of their Master Teachers in a Pre-Internship Teaching Experience and in this intimate context being trained in the effective use of technology.</p> <p>During the Fall, candidates work with their Faculty Advisers (their field supervisors who also teach their classes at CGU) to look at school-specific e-programs for grade recording and address the use of technology in their specific classrooms. In the Spring [in EDUC 330: Innovative Technology for the Elementary Classroom, EDUC 331: Innovative Technology for the Secondary Classroom, and EDUC 332: Innovative Technology for the Special Education Classroom] technology takes center stage. These classes address California's Level I technology standards in a time-efficient manner so that Level II standards can be explored.</p> <p>In these classes, all candidates complete four assignments-in-common: 1) Technology 101. This assignment/ assessment involves having the candidates demonstrate in a time-efficient manner their understanding of the majority of Level I Technology Standards; 2) The Inventory Project. This assignment has the candidates research their respective district's polices, and practices regarding technology. They locate and make sense of their sites' technology plan and answer the questions related to procedures, students, teach-teachers, and assistive technology. 3) My wish list: A grant-writing project. For this assignment, candidates create a personalized technology use plan. That is, they create a "wish list" of technology for their classroom as well as an accompanying rationale that is explicitly linked to their instruction and content. Because their technology plan must be grounded in their own instructional context and their content standards, candidates could include a number of sample lessons that explicitly demonstrate how the requested technology would be utilized and how it would facilitate student learning and success. Most important, however, is articulating a rationale for how the requested technology impacts the candidate's classroom on a DAILY basis. 4) Multimedia Instructional Project. For this assignment, candidates design a multimedia project that integrates content standards; utilizes technology to facilitate instruction and student learning; considers the students' various ELD and SPED issues (and provides appropriate modifications); considers the students' various reading levels; promotes collaborative learning; and has a rubric-based assignment. To showcase the technology skills learned in EDUC 330/331/332, the candidates create multimedia presentations related to a core text, Con Respeto, in another spring course (EDUC 305/606/305-SP).</p> <p>TEIP Faculty and Staff also model the use of technology in the teaching of our classes. For example, we utilize an e-meeting space called SAKAI (which allows all stakeholders to archive/retrieve articles, participate in asynchronous and live</p>
Concordia University	Yes	Yes	Yes	Yes	

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Dominican University of California	Yes	Yes	Yes	Yes	All four elements are in place. Technology is integrated into all of the Education classes, specifically with the Multiple and Single Subject credential programs. Students must take and pass a specific Technology course. That course requires learning and practice with specific programs that are used in K-12 Schools. Additionally, all of the Professional Education courses utilize technology and this is described in each course syllabus. Students must use databases for research, the electronic blackboard to communicate with instructors and classmates and students present their work electronically in classes. When candidates are formally assessed with the California Teaching Performance Assessment (TPA) they access and respond to that assessment on-line. The data from those Assessments is analyzed and used for program revision and improvement.
Fresno Pacific University	Yes	Yes	Yes	Yes	The program prepares teachers to integrate technology effectively into curricula and instruction by requiring candidates to take EDUC 644, Teaching with Technology. In this course candidates learn the basics of using technology; using technology to support instruction; integrating new technology into classroom practice. The program prepares teachers to meet the principles of universal design for learning by teaching candidates to provide flexibility in the ways information is presented to students, in the ways students respond or demonstrate their knowledge and skills, and in the ways students are engaged in instruction and learning. In addition, Universal Design helps candidates reduce barriers in their instruction, provide appropriate accommodations, supports, and challenges, and maintain high achievement expectations for all students, including students with disabilities and students who are English learners.
Hebrew Union College	Yes	Yes	Yes	Yes	Both through coursework and in the field work portions of the program candidates are trained to integrate technology into their teaching and assessment practices. Additionally, the credential coordinators and Education Director utilize data to inform decisions about teaching and learning, such as when designing new courses, updating the portfolio requirement, and assessing candidates teaching competence.

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Holy Names University	Yes	Yes	Yes	Yes	<p>In all coursework, instructors model the use of technology in curriculum and instructions. A variety of assignments are completed throughout the programs. Some examples are: In Curriculum and Instruction courses, such as EDUC 331 candidates learn to use spreadsheets as tools for teaching mathematical concepts such as probability and descriptive statistics. In EDUC 332, candidates learn to aggregate data from social studies investigations. In EDUC 333, candidates learn how to use spreadsheets to record and analyze data from experiments, and help their students to do the same. Candidates integrate computer technology in lesson plan design in EDUC 334. Computer-based strategies which enhance the writing process for students are introduced in EDUC 336.</p> <p>Productivity and presentation tools are used throughout the program. Internet resources are used to help develop and complete a project describing a culture other than the candidate's own culture in EDUC 103. In EDUC 332, candidates use appropriate web sites. In EDUC 102A, students research for information for parents and educators who are involved with students with special needs. □</p> <p>In relevant courses in the Programs, candidates access and evaluate software that promotes effective content acquisition by students. For example, in EDUC 332, candidates evaluate the content of web sites for use in their integrated thematic instruction unit, for their appropriateness, accuracy, and anti-bias perspective. Together, in class, candidates assess and evaluate the quality of the site, compared to those presented by others. In EDUC 334, candidates review web sites that introduce, promote, and advocate for a variety of perspectives on reading. In EDUC 320A and EDUC 330A, candidates identify and explore web sites for their particular subject content area and use the California Department of Education web site to stay up to date on content standards and curriculum frameworks; this is particularly important for multiple subject candidates, who must stay up to date on the development of standards and frameworks in each of the subject areas.</p>
Hope International University	Yes	Yes	Yes	Yes	<p>All candidates are required to take EDU5625 Technology for Teachers. The course is designed to meet the requirements of California Teacher Credential Program Standard 9: Using Technology in the Classroom. In addition, candidates are required to use technology for presentations in various methods classes and to include the use of technology in developing sample lesson plans.</p>

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Humboldt State University	Yes	Yes	Yes	Yes	<p>Candidates in the credential program are assessed for entry level computer skills. Candidates are required to verify entry level skills by either passing a computer competency test or completing a computer course that includes basic computer skills. The program entry level skills include the following: Each candidate demonstrates knowledge of current basic computer hardware and software terminology; demonstrates competency in the operation and care of computer related hardware (e.g. cleaning input devices, avoiding proximity to magnets, proper startup and shutdown sequences, scanning for viruses, and formatting storage media); implements basic troubleshooting techniques for computer systems and related peripheral devices (e.g. checking the connections, isolating the problem components, distinguishing between software and hardware problems) before accessing the appropriate avenue of technical support; demonstrates knowledge and understanding of the legal and ethical issues concerned with the use of computer-based technology; and uses computers to communicate through printed media (e.g. newsletters incorporating graphics and charts, course descriptions, and student reports).</p> <p>Humboldt State University collaborates with local school personnel in selecting suitable school sites for prospective teacher candidates where they can observe effective uses of technology. In collaboration with Humboldt County Office of Education school sites are identified that have District Technology Plans.</p> <p>In the credential programs candidates use computer applications to manage records (e.g. gradebook, attendance, and assessment records); are familiar with a variety of computer-based collaborative tools (e.g. threaded discussion groups, newsgroups, list servers, online chat, and audio/video conferences); choose software for its relevance, effectiveness, alignment with content standards, and value added to student learning; demonstrate competence in the use of electronic research tools (e.g. access the Internet to search for and retrieve information); demonstrate the ability to assess the authenticity, reliability, and bias of the data gathered; identify student learning styles and determine appropriate technological resources to improve learning; consider the content to be taught and select the best technological resource to support, manage, and enhance learning; demonstrate the ability to create and maintain effective learning environments using computer-based technology; analyze best practices and research findings on the use of technology and design lessons accordingly; and demonstrate knowledge of copyright issues (e.g. distribution of copyrighted materials and proper citing of sources).</p> <p>As part of the student teaching experience candidates use computer applications to manipulate and analyze data (e.g. create, use and report from a database; and to create charts and reports from a spreadsheet); interact and collaborate with others using computer-based collaborative tools (e.g. threaded discussion groups, newsgroups, electronic list management applications, online chat, and audio/video conferences); optimize lessons based upon the technological resources available in the classroom, school library media centers, computer labs, district and county facilities, and other locations; design, adapt and use lessons which address the students' needs to develop information literacy and problem solving skills as tools for lifelong learning; create or make use of learning environments inside the classroom, as well as in library media centers or computer labs.</p>
InterAmerican College	Yes	Yes	Yes	Yes	<p>Technology and information literacy is threaded through the curriculum and the program. Assignments must be researched, via electronic sources and all assignments must be completed electronically. Students learn and utilize a variety of technological tools in classes. They also learn how to incorporate that technology into their teaching strategies and lesson plans.</p>

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John F. Kennedy University	Yes	Yes	Yes	Yes	All of our credential candidates have to enroll in two one unit courses in technology. The first course is taken before Curriculum and Instruction courses which require some technical expertise. That course is entitled "Introduction to Computer-Based Technology in Education.", The second course is offered subsequently and is entitled Technology, Learning, and Social Issues and provides a higher level of technology which is needed for more advanced Curriculum and Instruction courses.
La Sierra University	Yes	Yes	Yes	Yes	In teacher education methods classes candidates are required to demonstrate dynamic use of technology as a tool for instructional delivery and assessment. Textbooks for methods coursework are preferred choices when they include methodologies that incorporate technology. Additionally, during the candidates' field placements and formal student teaching, candidates engage K-12 students in interactive learning experiences. Candidates must show ability to effectively use technology when responding to the Teaching Performance Assessment. Several teacher education courses require candidates to use an online program for designing lessons. This model is recognized for its alignment with brain-friendly cognitive processing and with learning theory.
Loyola Marymount University	Yes	Yes	Yes	Yes	Professional development will be provided to all teacher education faculty related to Response to Intervention (RTI) and progress monitoring of student achievement utilizing Aimsweb (AIMSweb is a benchmark and progress monitoring system based on direct, frequent and continuous student assessment. The results are reported to students, parents, teachers and administrators via a web-based data management and reporting system to determine response to intervention).
Mills College	Yes	Yes	Yes	Yes	We recognize the need for candidates to become competent and discriminate users of computer-based technology in teaching and related facets of their profession. To this end, we assess the competencies of potential candidates, teach them appropriate skills, and provide them with relevant contexts in which to practice and demonstrate the required competencies. As with all other aspects of the program, the content, curriculum, and overall organization of courses and fieldwork is done in agreement with the program's six principles.
Mount St. Mary's College	Yes	Yes	Yes	Yes	Our programs prepare candidates to integrate technology effectively into their curriculum through modeling, practice, and exploration. Instructors in most courses utilize a computer-based classroom management system (Angel) that allows students to log in from campus or beyond to view syllabi, course assignments, and grades. In addition, instructors model the use of this system to candidates. Candidates are given opportunities for practice through multiple course assignments that integrate multi-media technology into the learning process. Candidates have occasions to view and create PowerPoint presentations, participate in online discussions, and use large data bases to learn about school demographics and test scores. Candidates are also given opportunities to explore additional technology uses in their school placements.
National Hispanic University	Yes	No	No	No	Students develop a lesson plan integrating the use of technology. Students complete 60 hours of required coursework. The items mentioned with a "no" just need more in-depth coverage as the course discusses data & analysis.

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National University	Yes	Yes	Yes	Yes	<p>All our courses (except for student teaching) are taught utilizing our updated premier version of the course. Even when the course is taught onsite, our instructors use an eCompanion Supplement to present narrated lectures, video clips, Audio Visual Kinethetics instructional activities, and a host of websites as important information or additional resources. Instructors in many of our online classes also use synchronous activities, which encourages real time feedback and discussions with candidates. All our programs have a required educational technology course, which teaches and requires that candidates use the most up-to-date technologies in their own instruction. □</p> <p>All our Course Leads are required to collaborate with the Program Lead to prepare a Program Annual Review, which is done in the Accountability Management System of TaskStream. The template for PARs include listing the Program Learning Outcomes (PLOs), creating a Curriculum Map, Multi-Year Plan, and Assessment Plan. By the beginning of August each year, the faculty involved in the program then enters their Assessment Finds (which comes from two direct and one indirect measure for each PLO) and determines what needs to be changed in the program to address issues that surface in the review of the assessments. Data is collected from the Grade Book section of our online courses and from the Grade Book section of the eCompanions that are used in onsite courses. We are converting to electronic forms and will soon be using them to collect all other data. In the meantime, we still collect paper forms and crunch the data by hand. In addition, we have hired two and have one open position to help sort and combine data. All of this then is available for program faculty to use to determine the Assessment Findings. In addition, we have hired two and have one open position to help sort and combine data. All of this then is available for program faculty to use to determine the Assessment Findings. The results of the Assessment Findings lead to Overall Recommendations that are reviewed in order to make changes in the program □</p>
Notre Dame de Namur University	Yes	Yes	Yes	Yes	Rearranged technology course to include visits to school sites that have new technology in use.

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Occidental College	Yes	Yes	Yes	Yes	<p>For this reporting year, credential candidates take a course ED 283 on Technology of Education which examines the use of online data bases for both "content areas" and "school/student data" to improve instruction. Further, all credential courses integrate technology to research content area materials for lesson plans and use technology to analyze and present data. Finally, candidates are taught how to have students use these technologies for these multi-purposes</p> <p>In addition the Ed 283 course referenced above, other credential courses use state and federal data bases to examine content standards and frameworks. Of particular interest is the California State Department of Education website that provides students' test, demographic, and enrollment data. Candidates also explore the various content area websites (e.g., NASA) to inform lesson planning and instruction.</p> <p>The ED 283 technology course requires candidates to explore the use of various grading and student data management software to keep classroom based records and longitudinal data.</p> <p>Students also explore the uses of data management software such as excel to store, analyze and present data such as test scores, attendance and course enrollments. Students also use the state and federal data bases to analyze student test scores, demographics, course taking trends and other school resource variables and examine their impact on or relation to student learning and school effectiveness.</p>
Pacific Oaks College	Yes	No	No	No	<p>Although our programs prepare teachers to collect data as part of improving their teaching practice, the program does not specifically facilitate the use of technology as a means of data collection. The data is both qualitative and quantitative, and is usually "reported" through assignments qualitatively, through narrative.</p>

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Pacific Union College	Yes	Yes	Yes	Yes	All teacher candidates take the core technology class, EDUC 238/L: Computer Technology for Teachers/Lab. This is the only undergraduate course specifically designed to address many methods of integrating computer technology in curricula and instruction. The topics in the course are: copyright & fair use issues; portfolio of useful Internet sites for specific topics; presentation software, from traditional and constructivist perspectives; project based learning through the construction and use of WebQuests; management of student scores through use of comoputer grade books; assessing reliability and safety of websites; student safety on the Internet; Acceptable Use Policies; wikis; newsletters. In each of these topics, candidates receive direction instruction in how to create and/or use the strategy, and what value it holds of the teacher and student. Candidates create products in this course which demonstrate their ability to integrate principles of universal design into their teaching. Presentation software, for instance, can be used in many varied settings, yet can be misused in school if learner needs are not taken into consideration. Students in this class learn how to create engaging, interactive slideshows which will involve their own students in active learning, not merely passive listening. Such presentation are often especially helpful in accomodating the needs of diverse learners. EDUC 238 is one of several courses in which teacher candidate encounter project-based learning, both as learners and as future teachers. A major component of this course in the creation of a WebQuest by each candidate in the content area and grade level that he or she is mosted interested in teaching. Basing the WebQuest on California state teaching standards and writing instructional objectives to guide their work, candidates design and build WebQuests while learning how to use Microsoft Publisher. This results in a profound respect of the value of project-based learning and the degree of planning required to produce a quality product as well as a high level of proficiency in the use of the program. Emphasis is given to the importance of providing multiple ways for learners to demonstrate their knowledge, so each candidate incorporates several varied student products into the WebQuest.
Patten University	Yes	Yes	Yes	Yes	Admission pre-requisite requirement includes Basic level computer competence. State CTC Level I certification, required for Pre-liminary Credential, is embedded into the Credential Program coursework, as part of the California SB 2042 program requirements. Level II competence is later required by the CTC for the Professional Clear Credential during the Induction program phase.
Pepperdine University	Yes	Yes	Yes	Yes	Both Seaver and GSEP teacher education candidates use educational technology throughout their college careers in their own coursework, including online classroom support, presentation software, word processing software, spreadsheet software, and Internet research. Seaver's Teacher education candidates take a 2-unit course in educational technology during their final semester in the program in which they study principles of integration of educational technology as well as practical applications of educational technology in the K-12 classroom. At Seaver and GSEP, each teacher education candidate purchases a subscription to TaskStream, and data regarding teaching and learning are collected, managed, and analyzed via TaskStream. Candidates learn to differentiate instruction for the full range of students in literacy and all content areas. Specifically, they learn how to differentiate instruction for students with learning disabilities or delays, students with limited English proficiency, and students learning at an advanced level. Their instructional planning and implementation is evaluated in part by their ability to differentiate instruction.

Appendix B-1: Institutional and Program Report Card - Section V: Technology

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Point Loma Nazarene University	Yes	Yes	Yes	Yes	Throughout credentialing coursework, candidates are required to use technology as a tool for instruction. In the assessment course (EDU 603), candidates use technology to collect data and analyze results to improve instruction. All candidates examine grading and course management software in the subject specific methods courses. During clinical practice, candidates are required to use presentation software to deliver instruction. Finally, all candidates experience course management software as students themselves throughout the program.
San Diego Christian College	Yes	Yes	Yes	Yes	During the course of the professional program, candidates have a number of opportunities to make appropriate decisions regarding the use of technology to support, manage and enhance student learning. □ ED 300, Introduction to Education: In this introductory course, candidates read about and discuss the place of technology in current classroom practice. They also complete an assignment in which they access a website connected with the course text. In this exercise, they browse various virtual sites under ?Virtual Field Trips? and choose one to apply to a subject area that they will teach. □ ED 503, Educational Psychology: In this course, candidates read about the use of technology for learning. They view several videos dealing with specific technological applications and discuss the pros and cons of effects on student learning. □ ED 505, Curriculum and Instruction (Elementary): In the writing of lesson and unit plans, candidates explore and discuss various technologies that may support student learning. Websites that give direction in the use of rubrics, graphic organizers, and content ideas are explored and discussed. □ ED 506, Curriculum and Instruction (Secondary): in the construction of unit plans, candidates use professional journals as well as websites for ideas in instructional planning. They must include a technology piece in the plan, considering how the website/software correlates to the content standard(s) under discussion. They discuss how the technology would enhance, remediate or enrich the content.
San Diego State University	Yes	Yes	Yes	Yes	All teaching credential candidates are required to take an Educational Technology course. This course introduces teachers to the possibilities and potentials of computer technology for education. The goal of this course is for pre-service teachers to begin to use a wide variety of computer-based technology for both professional and instructional use. Technology is also integrated in many courses throughout the programs.

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San Francisco State University	Yes	Yes	Yes	Yes	<p>1. Instruction in uses of educational technology to support student learning and assessment and to manage data to improve teaching and learning is infused throughout the methods courses in all credential areas. In addition, credential candidates must complete a one-unit stand alone course, ITEC 601 (or equivalent), to meet the Level One technology requirement to earn a preliminary credential.</p> <p>2. Faculty and credential candidates in all courses use iLearn (https://ilearn.sfsu.edu), a Learning Management System (LMS) that SF State has adopted to enhance online student learning and collaboration. Whether an instructor uses iLearn to merely supplement a course or teach an entire class online, instructors may customize their use of iLearn features by mixing and matching technology that best fits the course objectives and student needs. Using this LMS becomes a model for candidates to use in K-12 schools.</p> <p>Instructors may use iLearn to enhance teaching and learning in the following ways:</p> <ul style="list-style-type: none"> - Sharing resources and posting all course documents online. - Facilitating student interactivity and collaboration through assignments to participate in online Forums. - Assessing student performance online - Gathering student feedback. <p>3. Secondary and Elementary Education Departments use the digital TaskStream System to upload candidate responses (which include student-teaching videos) to the Performance Assessment for California Teachers (PACT). This assessment is a culminating experience required by the State of California. All candidates in are required to purchase a TaskStream account during their first semester in the program. This on-line resource is used for the culminating assessment during the candidates' enrollment in their second semester final student teaching seminar. Other resources available to candidates using TaskStream are outlined below:</p> <ul style="list-style-type: none"> - Accountability Management System (AMS) is used at the national, state, provincial, county or district level to articulate the mission and goals of secondary education programs; identify criteria and measurements of successful achievement of defined outcomes; establish quality review processes; record assessment data and analysis versus articulated goals; and provide robust continuous improvement capabilities for identifying findings and tracking the disposition of follow-up action items. - Learning Achievement Tools (LAT) by TaskStream is used at the national, state, provincial, county, district or school level to efficiently organize and demonstrate individual and programmatic achievement of articulated standards, skills or competencies. Examples of these programs include graduation portfolio projects, articulation programs for educational advancement, Career Clusters, P-20, and 21st Century skills initiatives, writing programs, among others. <p>4. Technology is used to manage and deliver instruction to candidates through LCD Projectors to present course content; the appropriate use of PowerPoint software is addressed and applications is, word processing software used in all credential courses. Other courses use excel and other specialized software programs.</p> <p>5. Universal design for Learning is covered in student teaching support seminars and in the adolescent development course required for all single subject credential candidate</p>

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San Jose State University	Yes	Yes	Yes	Yes	<p>Students in the Credential program must fulfill basic technology requirements either through coursework or our technology exam. These requirements verify each candidates proficiency in the use and trouble shooting of technologies, tools and resources commonly found in educational settings. These technologies, tools and resources include, but are not limited to, computers, LCD projectors, email, Internet websites, and common software (word processing and spread sheets). Once they have begun the credential program, they get additional instruction and assessment embedded in their methods course, foundations courses, and field experience. In the more applied setting, candidates learn to use technology, tools and resources meaningfully in classroom settings. They learn to:</p> <ul style="list-style-type: none"> • <input type="checkbox"/> use video equipment and editing software • search for, critique and integrate online resources like online video demonstrations, digital archives, lesson plans, and educational websites • develop lessons around technologies and software like podcasts, video, projectors, smart boards and presentation software • use standard software for recording and reporting grades • use common communications software like listservs, groups, and social networking sites <p>Our program does not currently have embedded instruction in universal design for learning (UDL), however, our plan is to integrate instruction in this area into EDSE 192: Mainstreaming the exceptional student. <input type="checkbox"/></p>
Santa Clara University	Yes	Yes	Yes	Yes	<p>Our teacher education programs focus on three different ways in which technology is integrated into teachers' practices: by teaching academic content to students using technology as an instructional tool; by creating activities and experiences in which students use appropriate technologies in meaningful ways to reach standards-based curriculum goals; and by using technology to document student learning, to collect, manage, and analyze student achievement data, and to represent student achievement in ways that facilitate the use of data to improve instruction. All teacher education course instructors strive to model the effective use of a variety of familiar technologies (such as digital cameras, cell phones or mp3 players with voice recording capabilities, text messaging, and social networking) and basic software commonly found in K-12 classrooms (such as Excel, PowerPoint, and Microsoft Word) in our own teaching. We also give our teacher candidates a range of opportunities to have hands-on learning experiences with hardware, such as graphing calculators, and software, such as Geometer's Sketchpad, commonly found in classrooms.</p>

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Simpson University	Yes	Yes	Yes	Yes	<p>Definition</p> <p>Universal Design for Learning</p> <p>Scientifically valid framework for guiding educational practice that provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and reduces barriers in instruction, provides appropriate accommodations, supports, and challenges and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.</p> <p>The teacher credentialing program at Simpson University prepares teachers to integrate technology effectively into curricula and instruction by aligning specific technology assignments to projects in other teacher credentialing courses. The alignment provides an effective scaffolding of technology skill development so that when students are expected to accomplish learning outcome tasks in other core course they will have already had relevant skill practice to successfully complete the assignments using technology. For example, teacher credentialing students learn to use intermediate and advanced word processing skills to create both unit plan and lesson plan templates prior to when they will be expected to develop them with actual content in their other teacher credentialing courses.</p> <p>The teacher credentialing program at Simpson University prepares teachers 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 through the use of technology assignments specifically designed to achieve this outcome. Teacher credentialing students learn intermediate and advanced components of databases and spreadsheets to gather and arrange numeric data for efficient analysis, interpretation, and management of student assessment data. The data is aggregated and disaggregated in a variety of ways for individual and group comparison using charts and graphs that are imbedded into student profiles using a presentation program. Teacher credentialing students practice the development of properly crafted summary statements of student achievement designed for communicating the data with students, their parents, colleagues, and the administration.</p> <p>Teacher credentialing students learn to use data effectively for the purposes of merging it into student progress reports, newsletters, etc., that help develop the requisite skills and the understanding of the importance for clear, consistent, and timely information/feedback to students, their parents, and the administration.</p> <p>Teacher credentialing students are provided information in a variety of forms including tangible written form, verbally, visually through projected images, and as online resources. The course textbook has been designed to support students who start the course with beginning, intermediate, and advanced technology skills, which reduces barriers in instruction, provides appropriate accommodations, supports, and challenges and maintains high achievement expectations for all students.</p> <p>The textbook utilizes an abundance of screen shots, images, notes, and carefully crafted language designed to enhance its use for all students including students with disabilities and students who are limited English proficient</p>

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Sonoma State University	Yes	Yes	Yes	Yes	<p>Elementary/Multiple Subjects: Technology is integrated into courses where appropriate for instruction. The use of web-based, video clips, software, and graphic organizer tools are a few of the teaching strategies taught and modeled in the program. For mid and final semester evaluations of candidates, web survey tools are used to help collect and aggregate data. The platform LiveText is used for portfolio assessment of candidates at the mid and final point in the program, which includes candidates' submissions of coursework and rationales for instruction. The mandated PACT (Teaching Event) is also submitted and assessed by all final-semester candidates via LiveText. These LiveText submissions and the related evaluations become the source for department analysis for program improvement. Secondary/Single Subject: Faculty in the program model the use of technology via the use of WEB CT. The University is transitioning to Moodle in 2011. This will significantly enhance faculty's ability to use technology in their instruction. Using the Performance Assessment for California teachers (PACT), we ask students to use online and digital technologies to development and submit their PACT teaching event. All PACT and program assessment data is managed using various technology-aided strategies. Student teaching evaluations are completed online as well as all program-critical assessments and are analyzed. Feedback loops exist for examining all data via PACT and the critical assessments to help improve student learning. These data are discussed in monthly department meetings.</p> <p>Education Specialist: In response to recent state-wide changes in the preparation of Education Specialist candidates, the University now provides all candidates with multiple experiences that help them integrate technology into their teaching. To this end, we offer EDSP 421C which is a class that specifically addresses the effective use of technology in our educational environments. In addition, our Induction program also addresses technology-related standards that incorporate technology tools and software that support data collection and case management in the field of special education. Candidates are well versed on the principles of Universal Design for Learning. Repeated experiences in our preliminary and induction programs offer our candidates the knowledge and skills that enable them to understand and apply the principles of UDL directly into their teaching environments.</p>

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St. Mary's College of California	Yes	Yes	Yes	Yes	<p>Candidates in the Single Subject and Multiple Subject Credential Programs use the PACT TPA which incorporates all of the descriptions above in addition to specific coursework required in the program. http://www.pacttpa.org/_main/hub.php?pageName=Home</p> <p>Candidates in the Education Specialist Credential Program are required to take as part of their coursework an Information Literacy and Technology course and an Instructional Strategies course which gives opportunities for effective practice. Both pieces are integrated to writing effective and relevant IEP goals and objectives.</p> <p>Candidates in the Multiple Subject Credential Program take the course MSTE 223 Technology in the Classroom, which was designed specifically to include all four elements listed above. In addition, the use of technology is integrated into all other courses; for example, candidates create a class Wiki for children's literature in MSTE 253 Reading and Language Arts I; candidates create a multimedia project for MSTE 345 Curriculum & Instruction: Social Studies and Humanities; and candidates create tables summarizing student performance on a mathematics test in MSTE 350 Curriculum & Instruction: Mathematics; these data are then used to write plans for improving the learning of the entire class as well as two children with specific learning needs.</p>
Stanford University	Yes	Yes	Yes	Yes	<p>STEP candidates have numerous opportunities to explore, develop and report on their use of appropriate technological resources to support student learning. Candidates develop their ability to utilize technology to support student learning in a variety of contexts: content-specific methods courses, which address technology as a teaching tool; and clinical placements, where candidates explore the use of technology and develop multimedia representations of their teaching practice. STEP candidates learn about, analyze, and evaluate various subject-specific and generic applications of technology, use computer-based technologies to design engaging materials that incorporate multiple representations of content, and develop tasks to assess student learning. In addition, in their clinical placements candidates routinely use digital video to document and learn from their own practice and the work of their students.</p> <p>Candidates examine a variety of current educational technologies as part of their lesson and curriculum unit planning and in response to the technology requirements of the PACT Teaching Event. Candidates learn about educational technologies throughout the year and learn how to adapt productivity and presentation tools, as well as other instructional technology, for teaching and learning within their individual content areas. Based on the data collected from the Tech Pre-assessment Survey and Tech Field Placement Survey, workshops are designed to meet the needs of candidates who need more preparation in learning to select and use a variety of educational technologies.</p> <p>Candidates have opportunities to examine, evaluate, and utilize educational technology in their curriculum and instruction</p>
The Master's College	Yes	Yes	Yes	Yes	<p>Teacher credentialing candidates at The Master's College are taught current trends in technology and education that will affect them as a teacher in today's classroom. They are given practical applications they can use in a classroom such as using the computer to teach a lesson, communicating with parents, managing student's information and using the Internet as a resource.</p>

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Touro University	Yes	Yes	Yes	Yes	<p>Touro University-California's College of Education provides opportunities for candidates to learn and use appropriate computer-based technology. Candidates enter the program with a wide range of technology skills, and they develop those skills throughout the program. The use of technology is one aspect of instructional design embedded in every course and every school-based learning experience. Each course includes an online Blackboard component, and candidates post all Key Assignments on TaskStream for instructor comments and assessment. Each candidate shows competency in the thirteen TPEs through an online Teaching Portfolio, collected on TaskStream. Each candidate who is recommended for a preliminary teaching credential has a basic understanding of technological proficiency and an understanding that continuation of skill development in this area is fundamental to professional development.</p> <p>TEACHING & LEARNING WITH TECHNOLOGY</p> <p>Candidates use appropriate technology to facilitate the teaching and learning process. Each candidate learns to use appropriate technology and, in turn, how to use the same technology in the teaching and learning process. In literacy and curriculum and instruction courses, as candidates become familiar with writing units and lessons, accessing the California State Curriculum Standards, and developing appropriate rubrics on TaskStream, they learn how to use the same technology when teaching their students. After learning to conduct electronic database searches in class, candidates are encouraged to use the same research skills when teaching their K-12 students.</p> <p>Candidates demonstrate knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis, and management in the instructional setting. Beginning in iLearn orientation, candidates become familiar with the electronic education resources in the Touro University library, how to access the databases, and how to retrieve peer-reviewed journal articles. Many courses include a summary of a journal article. The curriculum and instruction courses include methods of student data collection and grading systems appropriate to K-12 classrooms.</p> <p>Candidates analyze best practices and research on the use of technology to deliver lessons that enhance student learning. Candidates research interactive online websites that support teaching units in the literacy courses. Candidates use free internet sites that support curricular areas. In the advanced curriculum and instruction courses, candidates create their own webpage with appropriate web 2.0 resources for parents and students.</p> <p>Candidates demonstrate competence in the use of electronic research tools and the ability to assess the authenticity, reliability, and bias of the data gathered. The Touro University librarian who is the liaison to the College of Education conducts frequent workshops for our classes in how to access reliable peer-reviewed journal articles and research reports on relevant topics. All candidates received multiple opportunities to demonstrate competence in the use of electronic research tools.</p> <p>EQUITABLE ACCESS TO TECHNOLOGY</p> <p>Candidates integrate technology-related tools into the educational experience and provide equitable access to available resources to all students. All students K-12 have access to free web 2.0 technology and resources, so candidates are encouraged to become familiar with these resources for use with their students. Candidates participate in free webinars made available from WestEd's Schools Moving Up, create their own web pages of online resources appropriate for K-12 students and their parents. Candidates understand that equitable access to available resources to all students is important in closing the digital divide.</p>

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University of California, Berkeley	Yes	Yes	Yes	Yes	In keeping with State and CCTC standards and requirements, we teach courses on technology that prepare students to communicate through a variety of electronic media; to design, adapt, and use lessons to promote information literacy; to optimize lessons based on technology available in the classroom or school setting, etc. Students are taught the use of electronic research tools and the ability to assess the authenticity, reliability, and bias of the data gathered. Students also learn to analyze best practices and research on the use of technology to deliver lessons that enhance student learning. Our program faculty use data, such as the PACT assessment, to evaluate the effectiveness of our teacher training programs, and to identify areas that may need improvement. Our Evaluation Unit conducts surveys of our graduates during their first year of teaching to find out, from employers, how well they are doing.
University of California, Davis	Yes	Yes	Yes	Yes	The UCDavis credential program prepares teachers to integrate technology effectively into its curriculum and instruction and to use technology to collect, manage, and analyze data to improve teaching and learning, and student achievement. Effective use of technology is modeled in credential methods courses including a required class on using technology for teaching and learning. In addition credential candidates are expected to use technology in their student teaching placement. □ Through all credential courses candidates are introduced to a range of discipline-specific web-based learning resources including: webinars; primary source material; and visual representations of scientific phenomena. In addition instructors use the campus course management and collaboration system for student communication, thereby modeling receiving students work and giving feedback, and implementing collaborative learning through chat-rooms and dedicated online workspace. The technology course includes the use of digital video, instructional multimedia, web page authoring, electronic communications, data analysis tools and resource review for effective teaching and learning. Credential candidates are required to design and implement each of these technologies in their student teaching curriculum. □

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University of California, Irvine	Yes	Yes	Yes	Yes	<p>MS Candidates</p> <p>Instruction and practice in technology is integrated across coursework and field experiences. Course work in each of the MS methods courses includes instruction and practice in using technology in each of the core subjects: language arts/reading, mathematics, social science and science. Candidates learn how to use technology in the classroom for instruction, class management, assessment and reflection on practice with the ultimate goal of increasing student achievement. In addition, candidates learn principles of universal design in a foundational course that is linked to field-based experiences: ED303 Learning to Learn from Teaching in Elementary schools. In addition, candidates learn to apply these principles in two courses that are linked to their observation/participation experience and their student teaching experiences: ED301 Directed Elementary Field Experiences in Diverse Schools and ED304 Student Teaching in Elementary Schools. Applications are also discussed in courses such as ED328 Theory and Methods of Instruction of Special Populations in the General Education Classroom; ED329 Theories and Methods of English Language Development Applied to Elementary Students; ED327 Foundations of Equity and Diversity for Elementary School Teachers; and ED332 Creating a Supportive and Healthy Environment for Student Learning in the Elementary Classroom.</p> <p>BCLAD candidates also learn additional skills in teaching English language learners through their supervised student teaching assignments in dual immersion classrooms and through support seminars and other resources provided by our BCLAD Coordinator. □</p> <p>□</p>
University of California, Los Angeles	Yes	Yes	Yes	Yes	<p>Faculty use online support system established by University of California to score performance of all candidates, as well as to develop data base in each content area and level. These scores are analyzed by program faculty and used to determine next steps.</p>
University of California, Riverside	Yes	Yes	Yes	Yes	<p>Each candidate is required to incorporate technology into the curriculum by using multimedia tools such as PowerPoint and Windows Movie maker to design lesson plans. Lesson plans are developed, along with copies of instructional and assessment materials, and video clips that will be reviewed in the California license requirement known as the teaching performance assessment (TPA).</p> <p>As part of this assessment, candidates are required to analyze student performances and identify patterns of student performance across the whole class and within subgroups. This analysis is used to develop specific strategies in instruction that address the needs of individual students, subgroups of students, and whole class patterns.</p> <p>The principles of universal design are utilized in that candidates are required to demonstrate instructional strategies in multiple ways, such as the use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and computer technology.</p>

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University of California, San Diego	Yes	Yes	Yes	Yes	<p>The EDS program is cohort-based. The MS cohort includes approximately 44 candidates annually in a combined credential-M.Ed program as well as 6 candidates in a two-year MA program. These MA students receive both MS and Special Education credentials (Education Specialist: Deaf/Hard of Hearing). The SS cohort includes approximately 40 candidates annually across three SS areas: Math, Science and English/Language arts.</p> <p>All MS/SS candidates take a required course at the beginning of their program entitled “Technology, Teaching and Learning” (EDS 203). In this course, they learn to integrate technology effectively into curricula and instruction. This course reviews current literature on effective applications of technology in the classroom. Students become fluent in the use of productivity tools, presentation software, and Web development for teaching and learning; critique software relevant to their area of teaching; and develop an educational activity based on their review of the literature that harnesses the power of technology.</p> <p>All SS candidates plus MS pursuing the M.Ed degree take a required course called “Technology and Professional Assessment” (EDS 204). Advanced techniques for using network-based resources for teaching and learning are introduced. Students review relevant research on advanced technologies related to assessment of professional performance and student achievement. Students present a Web-based professional Teaching Performance Assessment Portfolio that reflects teaching</p>
University of California, Santa Barbara	Yes	Yes	Yes	Yes	

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University of California, Santa Cruz	Yes	Yes	Yes	Yes	<p>Our program offers two technology courses – one for Multiple Subjects and one for Single Subject students in which candidates learn to effectively integrate technology into curriculum and instruction. The overarching goals of these classes include:</p> <ul style="list-style-type: none"> •Demonstrate proficiency in building and delivering technology enhanced curriculum that is content and grade-level specific. •Demonstrate the ability to design instructional materials using various technologies, tools, and resources. •Demonstrate knowledge of common technology resources for teaching and understanding of principles for selecting and using appropriate technology in classroom activities. <p>In addition, candidates learn how to use technology to collect, manage and analyze data in order to improve teaching and learning. In the Multiple Subject and Single Subject technology courses candidates learn how to design a grading rubric using MS Office tools (e.g. Excel spreadsheets). They learn to use spreadsheets from the basics to trend analysis. They must create a sample rubric that can be useful for students and for teachers and must include samples of student work. Finally, candidates describe how use of the rubric can impact student learning.</p> <p>As a tool for supporting universal design for learning, technology is used to engage students and to provide visual and auditory support in learning, especially for the benefit of students with disabilities and limited English proficient students. During subject area methods courses, instructors model and support candidate use of Internet resources for class research as well as Power Point and multi media presentations to provide all students access to information.</p> <p>Teacher candidates also learn how to support their students in using technology to demonstrate knowledge and skills by providing lessons in how to conduct research and present reports using word processors and multi-media.</p> <p>Finally, as part of the Performance Assessment for California Teachers (PACT) Teaching Event (and Content Area Tasks for Multiple Subject candidates) all candidates must demonstrate how to collect, manage and analyze data related to student assessments. They receive practice in this through both methods coursework and student teaching seminar.</p>

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University of LaVerne	Yes	Yes	Yes	Yes	The teacher education program integrates technology into teaching practice through communication and learning activities that serve curriculum objectives and educational goals, to enhance learning for the target students. These goals are to facilitate more effective teaching strategies in ways that interest, excite, and challenge students to contemplate and evaluate effective teaching practices and understand technologies that can benefit content delivery. Some of the areas of training include the use of interactive whiteboards, student response systems, and mobile learning environments. Students are required to design computer-enhanced instruction that motivates and engages students from diverse backgrounds in the active construction and/or evaluation of new knowledge, and foster the building of habits and attitudes that support lifelong learning. Candidates are also expected to analyze, discuss, and implement current theory and research related to education technology and to develop lesson plans which effectively integrate technology to facilitate instruction and enhance learning. □ Technology is infused into courses and program to prepare candidates for the advanced technological requirements of learning environments ranging from technology-assisted on-ground classrooms to fully-online learning platforms. Credential candidates must effectively demonstrate all criteria for Level I technology skills measured by a university rubric created specifically for this purpose. Students are also required to generate and collect evidence toward a CSTP-based electronic teaching portfolio throughout the program
University of Phoenix	Yes	Yes	No	Yes	The use of technology is integrated throughout our curricula and instruction in University of Phoenix teacher education programs. Some of the resources that are located on the online course materials page include the College of Education Web Links, an electronic-portfolio system (TaskStream), and the Virtual School Portal. Through the College of Education Web Links, students are introduced to a variety of online resources and Web 2.0 tools that can be used for course assignments and for instruction in their own classrooms. Students use the TaskStream e-portfolio to upload completed benchmark assignments. Faculty members score the posted assignments using assignment rubrics and provide feedback to the students in order to improve their academic work. The Virtual School Portal is a virtual school environment that provides a look at possible situations that may be encountered in schools. The Virtual School is incorporated into course work and assignments. For example, one resource it contains is continually changing test score data that can be used to practice analyzing student learning and planning for academic success. In addition to these online resources, students are exposed to a variety of technology tools that are modeled by their instructors throughout the course of the program and they are given opportunities to incorporate the use of the tools in their assignments and reflect on how they would use them in their own classroom to increase student achievement.
University of Redlands	Yes	Yes	Yes	Yes	Technology is integrated in all courses. Current use of Taskstream for all lesson design planning includes principles of universal design for learning.

Appendix B-1: Institutional and Program Report Card - Section V: Technology

Does your program prepare teachers to:					
Institution	integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning	Technology Comments
University of San Diego	Yes	Yes	Yes	Yes	<p>All teacher candidates are required to take an on line technology module regarding use of technology in classroom instruction before applying for the preliminary credential. In EDSP 389/589, all candidates are introduced to assistive technology for differentiated instruction for all students.</p> <p>Across the general education curriculum, teacher candidates use case studies to identify the appropriate use of instructional technology.</p> <p>USD has been awarded two private gifts focused on helping general education teacher candidates in the early identification of struggling readers, dyslexia and related language and communication disorders. The project is named, "Strategies to Teach All for Real Success (STARS)," and expects to strengthen the interface between general and special education. Some funds have been used to purchase assessment tools, some of which have electronic components, and instructional materials that have application for preparing teachers who serve K-12 children and youth. Some funds were used to pay stipends to three consultants to the project in the areas of special education, English learner and educational technology who began development of integrated teacher education modules. Many of the full time faculty have served and continue to serve on the STARS council; the committee is also comprised of school personnel.</p> <p>In Spring 2009, all faculty were paid a stipend to participate in the IRIS program and develop increased skills the use of online interactive resources that translate research about the education of students with disabilities into practice.</p> <p>In fieldwork (practicum and student teaching), we strive to place teacher candidates in classrooms where technology is utilized for instruction, for student assessment. In addition, during student teaching in preparation for the Performance Assessment for California Teachers (PACT) and within the PACT event, candidates use technology in instruction and to conduct an in-depth assessment to determine strengths and needs of K-12 students. They then conduct a deeper analysis of student performance regarding three case study students.</p> <p>The Department of Learning and Teaching conducted a successful search for a new assistant professor in Instructional Technology, who began in Fall 2009.</p>

Appendix B-1: Institutional and Program Report Card - Section V: Technology

Does your program prepare teachers to:					
Institution	integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning	Technology Comments
University of San Francisco	Yes	Yes	Yes	Yes	<p>In their first semester, teacher candidates at USF are required to enroll in an electronic portal (TaskStream) which houses lesson plans, rubrics, portfolios, and their California Teaching Performance Assessment (CalTPA) tasks. During their initial technology course, teacher candidates are trained to create lesson plans that incorporate technology standards. Throughout their credential program, courses incorporate modes of technology to train candidates to be able to identify and supplement their planning to support various ways that students learn using appropriate technology. As candidates are exposed to the various ways that technology can be used to assess student progress and collect and analyze data related to their academic achievement, they continue to build adaptations for all students to ensure academic achievement. This technology encompasses, but is not limited to the use of smart boards, clickers, and web sites designed for formative assessment. One web site candidates are introduced to and encouraged to access is the Teacher to Teacher web site funded by the U.S. Department of Education. This research-based web site introduces teacher candidates to methods of using data to increase student achievement in their schools.</p> <p>In their student teaching placements, candidates are exposed to online grading systems housed in school web sites. These sites allow candidates to analyze the progress of their students. Candidates participate in grade level and whole school faculty meetings where school-wide data is reviewed and analyzed.</p> <p>In the CalTPA Tasks 3 (Assessing Learning) and 4 (Culminating Teacher Experience) candidates analyze student assessments and a video of their own teaching practices to evaluate effectiveness of their instruction.</p>
University of Southern California	Yes	Yes	Yes	Yes	<p>Year 2008-09 Technology is woven through every course in the MAT Program. Varying assignments ask candidates to use video for assessment and reflection, spread sheets to analyze student assessment data, computer programs for reflection and teaching analysis, and the Internet for research and best practices ideas. □</p> <p>Ethnography is used to analyze student growth and potential, as well as to plan instruction. Video of excellent teaching is observed in some course learning experiences, as well as film and documentary. □</p> <p>The USC MAT Program revised the complete program during the 2008-09 academic year to offer identical curricula on-campus and on-line. This the first time this has been offered from a tier-one research university. The on-line program is technologically interactive, rather than static and is held to the same standards as the on-campus program. It includes video-chat, use of on-line forum, video and learning with a virtual and online community. This renewal project has spanned a 2-year period and we will have more data to share in the next report card.</p>
University of the Pacific	Yes	Yes	Yes	Yes	<p>Students teach a micro lesson, include special topics in an educational technology presentation, and develop a "webquest." The lesson and webquest must be developed by using California content standards. Students understand English language development strategies and talk about using them to teach technology in a discussion board. Student use EXCEL to teach a lesson. □</p> <p>During 2010-11, the teacher education faculty will develop plans and implement them to augment exposure to data management for selected content areas and to monitor student progress. Also, systems used in one or more public schools will be viewed so that students have opportunities to become aware of technological methods for managing and analyzing data.</p>

Appendix B-1: Institutional and Program Report Card - Section V: Technology

Does your program prepare teachers to:					
Institution	integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning	Technology Comments
Vanguard University	Yes	Yes	Yes	Yes	<p>Within each course module, various technological proficiencies are addressed. For example, in EDUG 514, Curriculum Unit Design, and additional modules, candidates are expected to integrate technological resources, especially web resources, into their curriculum units. To this end, candidates are provided key websites which serve as resources for the core academic areas, with special attention given to the SCORE sites aligned with the California Frameworks and California Content Standards. In EDUG 520 Classroom Management, candidates are expected to examine technological tools which might support their classroom management plan. In EDUG 543/544 Language Acquisition for the Elementary and Secondary Student, candidates examine technological resources that support language acquisition.</p> <p>Candidates use Blackboard technology to experience and complete on-line learning assignments including tutorials in PowerPoint and Excel, carry out discussions, and explore web links.</p> <p>Public school district technology coordinators talk to the candidates as guest speakers in class emphasizing integrating media, the Internet, and websites into K-12 teaching.</p> <p>The candidates also visit a local public school that is at a high level of implementing technology in a standards based curriculum, and/or view video clips of teachers and candidates using technology to improve teaching and learning.</p>

Appendix B-1: Institutional and Program Report Card - Section V: Technology

Does your program prepare teachers to:					
Institution	integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning	Technology Comments
Western Governors University	Yes	Yes	Yes	Yes	<p>Preparing Teachers at Western Governors University (WGU) WGU candidates complete their degree requirements in an online environment. Thus, out of necessity they develop high levels of proficiency in a variety of computer applications and become increasingly confident technology users. Technological competence, however, is not only essential for success as a WGU candidate, but is an integral component of what it means to be well-prepared teacher candidate. □</p> <p>WGU has always made addressing technology in education a priority. We recognize that proficiency is not enough; candidates must develop positive views of technology and understand its role in student learning. As Wright and colleagues (2002) stated, “the successful use of technology in pedagogy involve[s] more than skill mastery; equally important [are] the perceptions and beliefs about technology that preservice teachers take from their teacher preparation programs” (p. 353). WGU goes beyond modeling the use of technology in our institutional context and ensures that technology practices are a component of field experiences. Technology competency is a cross-cutting theme throughout the curriculum of the Teachers College.</p> <p>WGU’s emphasis on technological proficiency for teacher candidates addresses the concern that “preservice teachers have few opportunities to create and teach with technology-enriched curriculum” (Austin, 2005, p. 4). WGU is committed to preparing candidates who are able to prepare students for success in the digital age.</p> <p>Effective Technology Integration at WGU</p> <p>Integrating technology effectively into teaching practice requires that teacher candidates know each piece of the puzzle and how together they complete the whole. The “whole” represents the integrated knowledge and performance of collecting, managing, and analyzing data to improve teaching and learning. This process at WGU includes four major areas: (1) initial learning about technology and how to use it in general application (e.g., create a spreadsheet); (2) learning where and when to use technology to plan instruction (e.g., select and evaluate the appropriate technology to accomplish a learning objective); (3) applying the knowledge and skills in classroom settings by integrating technology effectively into curricula and instruction (e.g., plan a lesson using technology); and (4) teaching in a classroom with students (i.e., prove they can do it through competency assessment).</p> <p>1. Technology Learning</p> <p>Technology Learning takes place primarily during the Education Without Boundaries course, all candidates' first course at WGU, and within the Foundations of Teaching domain. In the Schools & Society subdomain, candidates learn the knowledge and skills related to various forms of technology (Technology Fundamentals). They also begin to apply learning in a school-related context (Research), and they learn about restrictions and appropriate legal usage (Legal Rights & Responsibilities). Correlated assessments measure competency by means of exams and performance tasks.</p> <p>Foundations of Teaching – Schools & Society</p> <p>Technology Fundamentals. Candidates demonstrate knowledge via proctored exams and performance tasks of technology tools, applications, and products including: how to identify the general characteristics and uses of technology; describe the functions and appropriate uses of common computer hardware and media devices to enrich learning opportunities; and use</p>

Appendix B-1: Institutional and Program Report Card - Section V: Technology

Does your program prepare teachers to:					
Institution	integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning	Technology Comments
Westmont College	Yes	Yes	Yes	Yes	The Westmont Department of Education prepares all candidates to use technology effectively and to integrate it into curriculum and instruction. The Site Visit Team from California's Commission on Teacher Credentialing determined that the Westmont program met or exceeded all state standards for technology and its use in teacher preparation. All candidates must take a specific course in the use and integration of technology for teachers, taught by an experienced local practitioner, published author, holder or a relevant graduate degree, and specialist in the field of educational technology. In this course, candidates complete their own electronic portfolios demonstrating their ability to use a variety of relevant technologies they have been exposed to in the course. Among other competences demonstrated are the creation and publication of blogs, the use of skype, podcasting, document cameras, and the creation of PowerPoint for in-class presentations. Candidates demonstrate the use of these and other technologies both in student teaching and in their required peer lessons in the subject-are methods classes. Candidates lead to collect and manage data relevant to student learning through the use of various software programs. Secondary candidates are required to use district-adopted software programs for the collection of grades in the three courses they teach, semester-long, and to make this data available to supervisors, students, and parents. In this same required course, candidates are exposed to programs and principles for analyzing data. However most of the analysis of student data for purposes of improving student achievement is taught in other courses. In the Foundations course, students are introduced to terminology relevant to student assessment and are exposed to sample student results from the state's adopted standardized testing program (STAR). In the reading and math methods courses, elementary candidates collect and learn to analyze data with a specific student to determine what clusters of skills need particular attention. All candidates learn about techniques of item-analysis at the class level, whether this is done through technological or more traditional means.

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Does your program prepare teachers to:					
Institution	integrate technology effectively into curricula and instruction	use technology effectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learning	Technology Comments
Whittier College	Yes	Yes	Yes	Yes	<p>The Whittier College Teacher Education Program prepares teachers to integrate technology effectively into curriculum and instruction by:</p> <p>(1) <input type="checkbox"/> Requiring reading “best practices” for instructional technology use and reading on research on evaluation of technology use in courses throughout the program.</p> <p>(2) <input type="checkbox"/> Including assignments that requires students to review and evaluate various software packages and Net resources in both foundations courses and curriculum and methods courses;</p> <p>(3) <input type="checkbox"/> Requiring students to include uses of technology in the teaching plans that they design for assignments in foundations and for curriculum and methods courses, and by providing and providing feedback on the instructional and curricular uses of technology in their plans.</p> <p>(4) <input type="checkbox"/> Modeling the effective integration of technology into curriculum and instruction throughout courses in the teacher education program. For example, students work with course management systems in nearly every course; they student and learn course content using diverse software packages, Webquests, an interactive online resources; they routinely participate in online discussion groups and make presentations online or using multimedia software.</p> <p>The program prepares teachers to collect, manage, and analyze data for instructional improvement in the two courses. One is a technology course which most students take, which teaches students how to manage and analyze data with software such as Excel and SPSS. The second is a course called Educational Inquiry, which requires students to collect, manage, and analyze data for instructional improvement in an individual inquiry project.</p>
William Jessup University	Yes	Yes	Yes	Yes	<p>We provide coursework, "Applied Technology for Teachers" this course is a comprehensive overview of the use of computer-based technology in the instructional environment and integration of computer-based applications into instruction in the classroom. We utilize TurnItIn to prevent plagiarism, Moodle as our communication tool between students and instructors, and we have plans in implement Taskstream for record keeping, rubrics, storage and planning.</p>

Appendix B-1: Institutional and Program Report Card - Section VI: Teacher Training

Institution	Does your program prepare general education teachers to:			Does your program prepare special education teachers to:				
	teach students with disabilities effectively?	participate as a member of IEP teams?	teach students who are LEP effectively?	General Education Comments	teach students with disabilities effectively?	participate as a member of IEP teams?	teach students who are LEP effectively?	Special Education Comments
Alliant International University	Yes	Yes	Yes	<p>Alliant’s teacher preparation programs take a multi-prong approach to ensuring that general educators can effectively teach individuals with special needs and limited English proficiency.</p> <p>Weekly seminars provide in-depth training on specific topics, with attention given to individuals with special needs and English language learners. Candidates are taught the development of high leverage modifications and accommodations to support students with special needs. Additionally, 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. Combined with the TPA assessments to demonstrate competence in these areas, coursework prepares the candidates to meet the needs of their students.</p> <p>Close supervision from the University field supervisor also targets these crucial areas.</p> <p>Feedback and advice, as well as resource materials, are given after regular field observations with particular attention paid to best practices for working with special education students and English language learners. Through coursework and supervised field experience, candidates are prepared to actively participate in IEP meetings, and to effectively apply students’ IEP goals and recommendations.</p>	Not applicable	Not applicable	Not applicable	

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Institution	teach students with disabilities effectively?	participate as a member of IEP teams?	teach students who are LEP effectively?	General Education Comments	teach students with disabilities effectively?	participate as a member of IEP teams?	teach students who are LEP effectively?	Special Education Comments
Antioch University Los Angeles	Yes	Yes	Yes	<p>TEP 601 B Teaching and Accommodating Students with Disabilities, which are required of all general education 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. □</p> <p>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 458, Language Development and Acquisition, is required of all candidates and combines the study of cognitive, personal and social development with the study of first and second language acquisition, language structure and its use and the developmental 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</p>	Yes	Yes	Yes	<p>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.</p> <p>TESE 538 Comprehensive Behavior Assessment and Positive Behavior Support- Students are required to perform a behavioral analysis and create a behavior plan for a case study student,</p> <p>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 video tape and analyze two lessons taught to classes with students with special needs.</p> <p>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.</p> <p>ELL instruction is included in all methods courses and candidates are required to complete their novice teaching in schools with significant</p>

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Institution	teach students with disabilities effectively?	participate as a member of IEP teams?	teach students who are LEP effectively?	General Education Comments	teach students with disabilities effectively?	participate as a member of IEP teams?	teach students who are LEP effectively?	Special Education Comments
Antioch University Santa Barbara	Yes	Yes	Yes	Candidates for the multiple subject credential take Social and Legal Dimensions of Special Education (TEP 601A) and Teaching and Accommodating Students with Disabilities (601B). These courses include IEP team meeting functions. Multiple Subject candidates' knowledge of English Language learning is supported by Language Development and Acquisition (HDV458A); Reading Instruction in the Elementary Classroom (TEP505) and Language Arts Curricula, Theory and Practice (TEP 511)	Yes	Yes	Yes	Candidate for the Mild/Moderate credential require Behavior Assessment and Support (TESE 538); Assessment in Special Education (TESE 509); Understanding and Teaching Students with Mild/Moderate Disabilities (TESE 516 & 517); and Family Dynamics (TESE 518). IEP team participation is provided by IEP Design and Policy Implementation (TESE 601). Field work is also required for the M/M credential. English Language learning is supported by Language Development and Acquisition (HDV458A).
Argosy University	Yes	Yes	Yes	All general education candidates take the E6901 course titled Foundations of Education. A significant portion of that course is devoted to identifying and meeting the needs of students with disabilities. Additionally, all general education candidates take the E6900 course titled Cultural Diversity, which provides significant detail in identifying second language learners, and addressing their learning needs through ELD strategies, and Specially Designed Academic Instruction in English (SDAIE). Further, all courses are infused with assignments that speak to addressing the needs of those students. As a final culminating activity, candidates are required to develop lessons, and modifications of lessons, that are designed to meet with needs of specific special needs and second language students. These activities are externally assessed to assure reliability.	Not applicable	Not applicable	Not applicable	N/A
Azusa Pacific University	Yes	Yes	Yes	We have fully integrated strategies and methods for meeting the needs of special needs students in the general education classes. Response to Intervention is covered along with the whole IEP process. Specific assignments are designed to measure students' skills and competencies in these areas, and they are submitted and scored online on TaskStream.	Yes	Yes	Yes	All of the courses in the special education specialist program are updated and aligned to the CTC standards and the programs were approved by the state. Each candidate in the program has access to an advisor and university mentor throughout the credential program. The scope and sequence of the program includes how to develop, implement and participate in an IEP in each of the four modules.

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Institution	teach students with disabilities effectively?	participate as a member of IEP teams?	teach students who are LEP effectively?	General Education Comments	teach students with disabilities effectively?	participate as a member of IEP teams?	teach students who are LEP effectively?	Special Education Comments
Bethany University	Yes	Yes	Yes	All of the above are embedded into coursework and field work experiences.	Not applicable	Not applicable	Not applicable	
Biola University	Yes	Yes	Yes	Information and activities for developing the skills and competencies necessary for effectively teaching students with disabilities and students with limited English proficiency are embedded throughout the program. Candidates are required to apply this information to make accommodations for students with disabilities and limited English proficient students in lesson planning and implementation during fieldwork placements. Candidates must also show proficiency in effectively teaching students with disabilities and limited English proficiency on each of the four California Teaching Performance Assessments. In addition, the required course Methods for Teaching Linguistically Diverse Students includes an in-depth study of first and second language acquisition, English language development, relevant state and federal legislation relating to students with limited English proficiency, and best practices for instruction and assessment, e.g. designing SDAIE lessons, content area literacy, strategies for vocabulary development. As part of this course, students also use case studies to explore the issues related to the education of students that are limited English proficient and may have disabilities, such as the over-representation	Not applicable	Not applicable	Not applicable	

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Institution	teach students with disabilities effectively?	participate as a member of IEP teams?	teach students who are LEP effectively?	General Education Comments	teach students with disabilities effectively?	participate as a member of IEP teams?	teach students who are LEP effectively?	Special Education Comments
Brandman University	Yes	Yes	Yes	In the EDUU 511 Collaboration for Inclusive Schools course candidates learn strategies for working with students with disabilities. They also learn about the IEP process and roles and responsibilities of team members as part of that course. During student teaching they are encouraged to participate in IEP meetings. Strategies for effectively teaching students who are limited English proficient are embedded into all core content courses. Lesson and unit planning assignments incorporate strategies for working with limited English proficient students. In the literacy courses candidates tutor an English learner and develop skills in assessing student performance and designing instruction to meet student needs based on assessment results.	Yes	Yes	Yes	In the EDUU 511 Collaboration for Inclusive Schools course candidates learn strategies for working with students with disabilities. They also learn about the IEP process and roles and responsibilities of team members as part of that course. During student teaching they are encouraged to participate in IEP meetings. Strategies for effectively teaching students who are limited English proficient are embedded into all core content courses. Lesson and unit planning assignments incorporate strategies for working with limited English proficient students. In the literacy courses candidates tutor an English learner and develop skills in assessing student performance and designing instruction to meet student needs based on assessment results.

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Institution	teach students with disabilities effectively?	participate as a member of IEP teams?	teach students who are LEP effectively?	General Education Comments	teach students with disabilities effectively?	participate as a member of IEP teams?	teach students who are LEP effectively?	Special Education Comments
California Baptist University	Yes	Yes	Yes	<p>Instruction for candidates to teach students with disabilities in described the following examples:</p> <ul style="list-style-type: none"> •Students read in the EDU 505/512 textbooks about adaptations/modifications/ accommodations for students with disabilities •Students search the internet for SDAIE, RTI, such as http://www.ncsall.net/?id=325 •□And National Dissemination Center for Children with Disabilities www.nichcy.org •Numerous articles on Accommodations are posted on BB for EDU 505/and some in EDU 512 for nearly every disability. •EDU 505/512: All lesson plans require the completion of a matrix that describes three focus students. Including EL, Instructional Challenged (ADD, ADHD,) and Advanced student. For each focus student three adaptations with three rationales are required. •In EDU 512 a textbook with 40 RTI strategies is required. •Fieldwork Activities in EDU 300 and 302 require observation in Special Education Classrooms •In EDU 302: Growth, Development and Learning, students read and complete learning activities concerning disabilities of all types. <p>9. DIFFERENTIATION OF INSTRUCTION/ADAPTATION (Submit Student List Page with this lesson plan. Include detailed description of three key special needs students that you are making adaptations for in the three areas below.)</p> <p>Describe EL Focus Student Include several (at Least 3) of the following data points:</p>	Yes	Yes	Yes	<p>Southern California has a high percentage of students who are LEP in the public schools where CBU candidates complete their fieldwork and practice teaching. All students are taught to use informal classroom assessment, analyze results, and use results to plan standards-based instruction for LEP students. Additionally, every candidate is required to complete a three-credit course on teaching students with IEPs in general education (EDU 341-541 Exceptional Children). Professional methods courses require planning instruction for target students before and during student teaching. Each methods course requires 10-20 hours of fieldwork in a public school classroom prior to student teaching with attention to the needs of students with LEP and those with IEPs. Mild/Moderate Disabilities candidates complete a four-credit clinical practicum in which they assess and plan instruction for students, then implement the tutorial instruction twice a week for 12 weeks. They write functional behavior plans, plan inservice training for parents, plan a workshop for parents. They read professional journal articles and textbook assignments with a focus on teaching students with LEP in the various special education settings. They complete three case studies of individual children with special needs in K-12.</p>

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Institution	teach students with disabilities effectively?	participate as a member of IEP teams?	teach students who are LEP effectively?	General Education Comments	teach students with disabilities effectively?	participate as a member of IEP teams?	teach students who are LEP effectively?	Special Education Comments
California Lutheran University	Yes	Yes	Yes	<p>In addition to successfully passing all coursework and two student teaching placements, candidates in the CLU multiple and single subject credential programs are required to pass a four-part state assessment with a score of (3) or higher on a scale of (1) to (4). These assessments include a focus on English Language Learners and Special Education students in the areas of the design, delivery, and assessment of instruction.</p> <p>Assessments are blind-scored by outside evaluators. Teacher candidates learn about major categories of disabilities through coursework and fieldwork in EDTP 508 Students With Diverse Learning Needs and EDTP 501 Theories of Teaching, Learning, and Development. They acquire knowledge of basic definitions, etiologies, behavioral characteristics, and educational needs of major exceptionalities including: mental retardation, giftedness, orthopedic and other health impairments, visual impairment, deafness and hard of hearing, communication handicaps, emotional disturbance, and learning disabilities. Teacher candidates learn about the history of special education, the state and federal laws pertaining to the education of exceptional populations through coursework and fieldwork in EDTP 508 Students With Diverse Learning. Candidates learn about the legal responsibilities and laws pertaining to special needs students in the EDTP 520 Leadership and Law in Diverse Classrooms – Elementary and EDTP 530 Leadership and Law in Diverse Classrooms – Secondary courses.</p>	Yes	Yes	Yes	<p>Both the Multiple and Single Subject Credential and Education Specialist programs at California Lutheran University are English Learner Emphasis programs, rich with theory and pragmatic applications related to teaching in a multicultural society. The Education Specialist Credential candidates take courses, all of which have been approved by the state as of July 1, 2007 and are enriched to addressing issues of diversity including handicapping conditions. EDSP 549 First and Second Language Acquisition and Development, in particular, provides in-depth knowledge of linguistic abilities. The curriculum and methods courses address differences in learning styles, including assessment and instructional strategies. This course also addresses the impact of cultural, linguistic, and socioeconomic diversity on opportunity to learn, assessment procedures, curriculum and instruction, and multiple perspectives of disability. Specialty courses in Mild to Moderate and Moderate to Severe address these issues specific related to the credential area.</p> <p>The course structure of each of the teaching credentials indicates the interrelatedness of assessment and instruction. The approach in courses for assessment, curriculum and instruction integrate these items within the same courses. Students learn that assessment results shape instructional decisions, curriculum selections, and modifications of approaches to learning. Understanding and development of understanding</p>

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Institution	teach students with disabilities effectively?	participate as a member of IEP teams?	teach students who are LEP effectively?	General Education Comments	teach students with disabilities effectively?	participate as a member of IEP teams?	teach students who are LEP effectively?	Special Education Comments
California Polytechnic State University, San Luis Obispo	Yes	Yes	Yes	<p>The Single Subject Program embeds special education strategies for general education teachers in coursework, providing multiple and systematic instruction for students with special needs, including individualized education plans (IEPs). EDUC 412 anchors instruction and field practice in this area, while student teaching and PACT culminate preparation in this area. Candidates observe an IEP team during the field experience in EDUC 412 and participate on an IEP team during student teaching. ELL strategies for general education teachers are included in coursework, providing multiple and systematic instruction for students with limited English proficiency. EDUC 416 anchors instruction and field practice in this area, while student teaching and PACT culminate preparation in this area.</p> <p>Multiple Subject candidates are required to complete EDUC 440, Teaching Exceptional Children, which provides an “overview of exceptional children; emphasis on methods and materials for integrating students into regular classrooms.” In EDUC 440 and the EDUC 400 series, particular attention is paid to ELLs, students with IEPs, laws and policies pertinent to students with exceptionalities, and appropriate methods for teaching students with disabilities. During the student teaching experience, candidates are</p>	Yes	Yes	Yes	<p>The special education program is a 57 unit program that is integrated with a master's degree. This program trains candidates to teach students with disabilities effectively through two strands: school-based strand and autism strand. These two strands provide candidates with training in working with families and in schools with students with mild/moderate disabilities and autism. Fieldwork is incorporated into all coursework. The culminating activity in the school-based strand is the student teaching experience. To successfully complete student teaching, candidates must demonstrate competence in the following domains: engaging and supporting all students in learning, creating and maintaining effective environments for student learning, planning instruction and designing learning experiences for students, understanding and organizing subject matter knowledge for student learning, assessing student learning, developing as a professional educator. □</p> <p>In addition, candidates must demonstrate competence in the following domains of professional dispositions: personal characteristics, interpersonal characteristics, commitment to professional growth, commitment to diversity, commitment to ethical practice. The culminating activity in the autism strand is an inquiry project,</p>

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California State Polytechnic University, Pomona	Yes	Yes	Yes	<p>All candidates also are required to take TED 407 (Education in a Diverse Society) which covers first and second language acquisition, strategies for teaching English learners in K-12 settings (including SDAIE), as well as legal mandates regarding English learners. In TED 443 (Theory and Practice in Reading Education) focuses on teaching K-12 students (including English learners) reading strategies.</p> <p>Teacher candidates in the Multiple and Single Subjects credential programs are required to take TED 551 (Special Populations) as part of their preliminary credential course requirements. This course provides an overview of students with disabilities which includes principles for assessing and instructing mainstream students in relation to federal legislation requirements; diverse instructional strategies, IEP implementation, and fieldwork across a variety of special education settings.</p> <p>More specific information regarding effective teaching of students with disabilities within various academic content areas is provided in methods courses (TED 443, TED 444, TED 425, TED 451, TED 431). These courses cover standard curriculum and instruction in academic content areas, as well as methods and procedures for modifying curriculum and instruction to meet the unique needs of students with disabilities and</p>	Yes	Yes	Yes	<p>All candidates are required to take TED 407 (Education in a Diverse Society) which covers first and second language acquisition, strategies for teaching English learners in K-12 settings (including SDAIE), as well as legal mandates regarding English learners. In TED 443 (Theory and Practice in Reading Education) focuses on strategies for teaching reading to K-12 students (including English learners). <input type="checkbox"/></p> <p><input type="checkbox"/> Teacher candidates in the Education Specialist credential programs are required to take TED 551 (Special Populations) as part of their Level I credential course requirements. This course provides an overview of students with disabilities which includes principles for assessing and instructing mainstream students in relation to federal legislation requirements; diverse instructional strategies, IEP implementation, and fieldwork across a variety of special education settings. <input type="checkbox"/></p> <p><input type="checkbox"/> More specific information regarding effective teaching of students with disabilities within various academic content areas is provided in methods courses (TED 443, TED 444, TED 425, TED 451, TED 431). These courses cover standard curriculum and instruction in academic content areas, as well as methods and procedures</p>

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California State University, Bakersfield	Yes	Yes	Yes	<p>All teacher credential candidates in multiple and single subject credentials are required to take EDSP 301 (Teaching exceptional diverse learners in inclusive settings). The course focuses on helping candidates understand characteristics and needs of exceptional learners. It also covers evidence based strategies to teach exceptional learners. Their knowledge on various exceptionalities and teaching strategies are evaluated through class discussion, assignment, and exams. As a signature assignment, candidates are required to observe a special education classroom and report on modifications and accommodations of curriculum and teaching strategies.</p> <p>The course addresses the roles and responsibilities of general education teachers in a special education process including identification, referral assessment, IEP planning, and meeting. They also learn different components in an individualized education plan and their responsibilities in a team process.</p> <p>In EDSP 301, candidates learn cultural characteristics, four approaches of multicultural education, second language acquisition, and instructional strategies for culturally and linguistically diverse students. The required textbook has a chapter designated for CLD students and strategies to work with the students. As a course assignment, candidates are required to interview a special education teacher and ask questions</p>	Yes	Yes	Yes	<p>Candidates are required to take a special education overview class which reviews categorical disabilities, laws and litigation pertaining to students with disabilities as well as possible curricular accommodations and modifications. The course also reviews responsibilities of general and special educators pertinent to Individual Education Plan development. This information is disseminated through course readings, lectures, guest speakers, and video presentations. Candidates must also take three courses related to English Language Learners. Topics related to students with disabilities and those who are English Language Learners are reviewed and embedded in all program courses.</p>

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California State University, Channel Islands	Yes	Yes	Yes	<p>For students with disabilities our candidates all take a prerequisite course in special education that describes each type of disability, strategies for teaching and environmental modifications, IEP components and process, and RTI process. In the Single Subject (secondary education) program candidates also take a course specifically designed to address the teaching adaptations, modifications and IEP requirements associated with middle and high school students. For students who have limited English skills, candidates all complete a prerequisite course about English learning where the development progress of English learners, assessment and strategies for teaching English learners are emphasized. The Single Subject program has a course accompanying the credential program teaching the specific skills for secondary educators. □</p> <p>□</p> <p>Multiple and Single Subject Programs (elementary and secondary education) teach universal design as a strategy for lesson planning and implementation where candidates are specifically taught how to use multiple means of representation, multiple means of action and expression, and multiple means of engagement in planning for and teaching students with disabilities and students who are English learners. Students are expected to demonstrate</p>	Yes	Yes	Yes	<p>Special education teachers take a prerequisite courses (16 units) on students with disabilities that prepares them to understand all categories of disabilities, strategies for teaching and introduction to IEP components and processes; on working with English learners; on diversity in schools; on observing and guiding behavior; and on learning theory and development. During the Special education program (36 units), candidates take specific coursework on the legal aspects of special education, managing learning environments, curricula and assessment, literacy, the process of IEP development, and student teaching in two different settings and grade levels</p>

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California State University, Chico	Yes	Yes	Yes	<ul style="list-style-type: none"> • <input type="checkbox"/> Special education faculty have integrated the IRIS Center Modules into their coursework and are assisting the general education faculty in the effective integration of these materials into the multiple and single subject credential program courses, starting fall 2010. <input type="checkbox"/> • <input type="checkbox"/> Two programs, the Concurrent Multiple Subject/Education Specialist I and the Next STEPS Single Subject/Education Specialist I programs, provide opportunities for teacher candidates to pursue both a general education and a special education credential simultaneously. <input type="checkbox"/> • <input type="checkbox"/> Teacher candidates in all programs take coursework addressing laws related to students with special needs, including IDEA, and in participating in IEPs. Candidates are encouraged to attend IEP meetings at their school sites when possible. <input type="checkbox"/> • <input type="checkbox"/> Program faculty are trained in Specially Designed Academic Instruction in English (SDAIE) techniques and strategies, Guided Language and Academic Development (GLAD), and Sheltered Instructional Observation Protocol (SIOP) and program coursework includes focuses on culturally relevant pedagogy, assessing language skills, integrating literacy skills across disciplines, and differentiating instruction. <input type="checkbox"/> 	Yes	Yes	Yes	<ul style="list-style-type: none"> <input type="checkbox"/> Concurrent/Education Specialist Program <input type="checkbox"/> <input type="checkbox"/> Students with Special Needs (IEP participation) <input type="checkbox"/> Coursework is focused on effective, evidence-based practices in the field of special education teacher preparation. Candidate competency is assessed in the following areas: <input type="checkbox"/> • <input type="checkbox"/> Professional, Legal and Ethical Practices <input type="checkbox"/> • <input type="checkbox"/> Educational Policy and Perspectives <input type="checkbox"/> • <input type="checkbox"/> Educating Diverse Learners with Disabilities <input type="checkbox"/> • <input type="checkbox"/> Special Education Field Experiences with Diverse Populations <input type="checkbox"/> • <input type="checkbox"/> Managing Learning Environments <input type="checkbox"/> • <input type="checkbox"/> Effective Communication and Collaborative Partnerships <input type="checkbox"/> • <input type="checkbox"/> Assessment, Curriculum, and Instruction <input type="checkbox"/> • <input type="checkbox"/> Knowledge and Skills of Assessment in General Education <input type="checkbox"/> • <input type="checkbox"/> Curricular and Instructional Skills in General Education <input type="checkbox"/> • <input type="checkbox"/> Positive Behavior Support <input type="checkbox"/> • <input type="checkbox"/> Characteristics & Needs of Individuals with Mild/Moderate or Moderate/Severe Disabilities <input type="checkbox"/> <p>Candidates are prepared to work as collaborative team members with their partners in the development of Individual Education Plans. Roles and responsibilities of each IEP team member are defined and students have an opportunity to engage in “mock” IEP meetings. Effective communication skills as they apply to the IEP setting are applied and understanding of family issues surrounding the identification of a student with special needs are explored. Candidates are provided carefully supervised opportunities to plan, write, and monitor instructional objectives</p>

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California State University, Dominguez Hills	Yes	Yes	Yes	<p>General Education candidates learn about students with disabilities in TED 402 Educational Psychology. They learn (1) how students can differ in the cognitive, affective, and psychomotor domains, (2) how to instructionally and socially accommodate students with various needs in the regular classroom, (3) the rights and responsibilities of the general education teacher regarding the teaching of students with special needs, and (4) about the special education process, including their specific role in the IEP system. Our approach is to prepare candidates to work in inclusive settings when appropriate, and to work closely with Education Specialists in the Response to Intervention process. □</p> <p>Candidates are prepared to work with English Learners through coursework and fieldwork. The program philosophy and design consists of three components: (1) the theoretical and philosophical coursework consisting of 6 units; (2) the infusion of English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) methods, strategies, techniques, and materials throughout the methods classes; and (3) the practice and implementation of ELD and SDAIE methods and philosophy in student teaching and fieldwork in diverse urban classrooms.</p>	Yes	Yes	Yes	<p>Candidates in all three Education Specialist Credential programs take SPE 460 Introduction to Special Education, which provides an overview of disabilities, service structures, legal issues, and the process for implementing Individual Education Plans. More in-depth study of these issues occurs in subsequent coursework, including SPE 561 Typical and Atypical Developmental and Assessment Issues in Special Education. In their early fieldwork and student teaching, candidates receive extensive experience in teaching students with disabilities effectively. Master Teachers and Field Supervisors closely support their learning over a period of 16 weeks. □</p> <p>Education Specialist candidates take general education coursework in the area of Reading/Language Arts. This two-course requirement includes an emphasis on teaching English Learners using ELD and SDAIE strategies, assessments, and philosophies. In addition, candidates take SPE 545 Multicultural Strategies for Culturally and Linguistically Different Exceptional Learners, and practice through course-based fieldwork. Working with parents and paraprofessionals is an important component of the course. □</p> <p>Currently, the Special Education faculty is revising</p>
California State University, East Bay	Yes	No	Yes	<p>All teaching credential candidates take a course in teaching special populations. Additionally, within the teaching performance assessments, candidates are asked to demonstrate their instructional strategies employed for specific classes and learners, including limited English proficient students and those with special needs. The candidates develop and provide written reflections on their responses to the case studies.</p>	Yes	Yes	Yes	<p>As an admissions requirement for the special education credential programs, applicants must already possess a teaching credential, therefore, special education-trained individuals are not considered program completers for the purpose of our Title II reporting.</p>

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California State University, Fresno	Yes	Yes	Yes	Students in the elementary and secondary credentials programs have required courses in both teaching students with special needs as well as teaching English Learners. EL and special needs strategies are also infused in all other required coursework as well as in field experiences.	Yes	Yes	Yes	All Special Education students take required courses in teaching students with disabilities and in teaching English Learners. Students also have training on working within an IEP team in their coursework as well as "hands-on" experience in their field placements.

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California State University, Fullerton	Yes	Yes	Yes	<p>Both of our general education programs, multiple subject (elementary) and single subject (secondary education), use a variety of strategies to teach students with disabilities effectively.</p> <p>Multiple Subject (Elementary)</p> <p>Our Multiple Subject Credential Program embeds effective teaching strategies to meet the needs of all students in each methods course that is taken. Teaching Exceptional, Diverse, and At-Risk Students in the General Education Classroom by Sharon R Vaughn, Candace S. Bos, and Jeanne Shay S. Schumm is referenced and used for assigned reading across multiple courses. We have teamed with the SPED department and they have shared multiple resources with our department to support faculty and student learning alike. We have been given permission to use several PowerPoints that focus on SPED Law and SPED Modifications. We require our candidates to include modifications on every lesson plan to meet the needs of EL, SPED and Gifted students.</p> <p>In order to better prepare teacher candidates who will work with linguistically diverse students we include additional content specifically focusing on the literacy needs of English learners (EL) into the credential program courses EDEL 429 (Integrated Curriculum and Instruction) and EDEL 433 (Language Arts and Reading Instruction). We have also created a course entitled EDEL 434 (Methods and Inquiry for Teaching English Learners) that addresses legal issues, assessment, and strategies for English Language Development, and learning across the curriculum. All of our methods courses incorporate Specially Designed Academic</p>	Yes	Yes	Yes	<p>The Department of Special Education at CSU Fullerton provides exemplary training for Education Specialist Credential candidates, general education teachers clearing their preliminary credentials, and persons interested in improving techniques to work with children with disabilities. The Mission of the Department of Special Education is to develop quality teachers who value lifelong learning. Credential programs are offered for teachers specializing in Mild/Moderate Disabilities, Moderate/Severe Disabilities, and Early Childhood Special Education. Programs are designed to train educational generalists in inclusive non-categorical approaches for children with heterogeneous special needs. Teachers are trained in pedagogy that is multi-paradigmatic and provides a variety of theoretical perspectives related to teaching. The primary teacher focus should be to meet the individual needs of the child and family. The instructional curricula provide credential and graduate candidates with a broad background in the physiological, environmental and social aspects of exceptionality. Candidates learn effective research based teaching strategies, interdisciplinary approaches, collaboration and communication skills, plus transition and positive behavior support, as they establish a conceptual base of understanding of persons with disabilities. Specifically, candidates take SPED 462: Practices and Procedures in Special Education where being a member of the IEP plan is discussed, evaluated and implemented.</p>

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California State University, Long Beach	Yes	Yes	Yes	During course work and fieldwork throughout their program, candidates demonstrate their knowledge and skills related to planning for instruction; assessing, analyzing, and monitoring student learning; adjusting instruction to meet the needs of English learners, special needs, and otherwise challenging students; and supporting learning for all students. Candidates are assessed through course work and field experiences utilizing case studies, student work samples, signature assignments, portfolios, and during culminating experiences.	Yes	Yes	Yes	During course work and fieldwork throughout their program, candidates demonstrate their knowledge and skills related to planning for instruction; assessing, analyzing, and monitoring student learning; adjusting instruction to meet the needs of English learners, special needs, and otherwise challenging students; and supporting learning for all students. Candidates are assessed through course work and field experiences utilizing case studies, student work samples, signature assignments, portfolios, and during culminating experiences.
California State University, Los Angeles	Yes	Yes	Yes	The credential program prepares general education teachers to teach students with disabilities with a variety of approaches. The teacher candidates take a foundation course in special education and concepts of accommodations/modifications and differentiated instruction are then revisited in methodology courses and applied as part of the California Teacher Performance Expectations and Assessments. Content related to teaching students who are English language learners is strongly infused within methodology courses, and further emphasized in reading, writing and language arts methods classes. Supervised clinical field experiences provide additional opportunities for general education candidates to teach students with disabilities and students who are English language learners under the supervision of a master teacher and a university faculty supervisor.	Yes	Yes	Yes	The focus of the Education Specialist Credential Program is to prepare special education teachers to teach students with disabilities. A cohesive sequence of coursework in general and special education integrated with multiple fieldwork opportunities provides candidates opportunities to develop the knowledge and skills necessary for effective teaching. The roles and responsibilities of special education teachers and skills needed to be effective team members on individualized education programs is addressed in multiple foundation and methods courses and applied in the final supervised clinical experience. Program faculty have strengthened the course content related to effectively teaching students who are English Language (EL) Learners for all candidates through a collaborative effort between general and special education faculty and school practitioners. EL modules have been developed for use in both beginning and ending coursework and are applied in two supervised clinical experiences with children and young adults from local urban schools.

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California State University, Monterey Bay	Yes	Yes	Yes	Candidates in the multiple subject and single subject programs are required to complete a three unit semester course from the special education program that specifically trains them to work with students with exceptional needs. The State standards on effectively teaching LEP students is infused in all the course work for both general and Special education.	Yes	Yes	Yes	Candidates in the education specialist programs are required to complete two levels of coursework series in order to earn a preliminary and clear credential. They are also required to take a specific course on teaching English Language Learners.
California State University, Northridge	Yes	Yes	Yes	State standards for the preparation of general education (multiple and single subject credential) teachers clearly address the high importance of preparing teachers to work effectively with students with special needs (SWSN) and those who are English Language Learners (ELL). These standards are outlined in the state Teacher Performance Expectations (TPE) which form the structure of the preparation programs and assessments. TPE 7 addresses how to prepare teachers to work with English language learners. TPE's addressing students with special needs include TPE 3 Interpretation and use of assessments, TPE 8 Learning about students, and TPE 12 Professional, legal, and ethical obligations. All general education teacher preparation programs at CSUN require that candidates take at least one course in special education. State standards require that teaching candidates do fieldwork in settings serving English Language Learners (ELL) and students with special needs. The setting must be indicated on the student teaching evaluation form. In addition, fieldwork forms have many items where supervisors must evaluate candidates on their ability to differentiate instruction, to use effective strategies with ELL and students with special needs. The PACT assessment	Yes	Yes	Yes	For a detailed and comprehensive description of how special education teachers are prepared to teach students with disabilities and English Language Learners, please refer to the Biennial Reports submitted to the CTC for the November, 2009 accreditation visit. This report may be accessed at our accreditation website http://edutech.csun.edu/mdecoe at Unit Programs - Special Education - biennial reports. The Level 1 Education Specialist Credential at CSUN includes preparation in the following specializations: mild/moderate, moderate/severe, deaf and hard of hearing, early childhood in special education. It includes three post baccalaureate pathways, traditional, the undergraduate blended program (Integrated Teacher Education Program), and a one-year accelerated program (Accelerated Teacher Education Program). All candidates are assessed at five transition points: entry to the program, entry to student teaching, exit from student teaching, exit from the program, and follow-up one year after graduation. All candidates are assessed on their content knowledge, pedagogical and professional knowledge and skills, student learning, and professional dispositions. All candidates complete an early

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California State University, Sacramento	Yes	Yes	Yes	<p>A required 3-unit course on the education of exceptional children/youth provides an orientation to the concept and practice of mainstreaming inclusion, the characteristics of exceptional children/youth, and the school's responsibilities in meeting their needs. Teacher candidates verify multiple experiences with special needs students across the age span in inclusive settings and student teaching; in methods courses they are taught and practice how utilize effective strategies for instructing special needs students. They learn about the laws and practices related to individualized education program teams in a required course. □</p> <p>A required 3-unit course also addresses important themes regarding the education of English Learners including relevant legal mandates and court rulings, first and second language acquisition, linguistic development, theory and practice of effective programs, and beginning methods, materials and strategies responsive to students' primary language and assessed levels of English proficiency. Methodology coursework provides more advanced knowledge related to effectively instructing English Learners, and student teaching practice and evaluations require evidence of increased skill and</p>	Yes	Yes	Yes	<p>The Special Education credential programs in the Sacramento State, College of Education offer a series of courses that deal directly with preparing future teachers to effectively serve students with disabilities. For example, the required introductory course covers the range of disability areas, while other required courses cover the legal and social requirements for developing individual education programs across the age span. Emphasis on language development for students with limited English skills is included in two required language/literacy courses. In addition, there is a specific course that covers strategies to effectively serve a diverse population of English language learners.</p>

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California State University, San Bernardino	Yes	Yes	Yes	<p>CSUSB's general education teachers' experience varies based on their supervision experiences and placements. Typically, our candidates receive a lot of experience working with children diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) and Autism as these are the most frequent diagnosis seen in the classrooms in our service area. CSUSB programs prepare elementary and secondary teachers to teach English Learners within the regular classroom and utilize a performance assessment that emphasizes differentiated instruction. Candidates complete coursework and field experiences that simultaneously engage them in hands on experiences within public schools while immersed in the study of teaching and learning. Programs are designed to increase field site responsibilities as candidates gain more knowledge and skill while supported by site teachers and university supervisors. Through a consortium, the College works to provide a seamless transition for employed students through intern and induction programs. Collaboration with more than 50 school districts has resulted in enhanced support for these part-time students, thereby addressing a major component of CSUSB's mission. The Liberal Studies Integrated Track allows candidates to merge their credential and degree requirements, thus completing both the bachelor's degree and</p>	Yes	Yes	Yes	<p>Please see above text box. In addition to the above, special education candidates also meet state standards in mild/moderate, moderate/severe, or early childhood areas and all these programs also include emphasis on teaching of English Learners.</p>
California State University, San Marcos	Yes	Yes	Yes	<p>A two-semester course sequence in Teaching and Learning explicitly prepares general education teachers to work collaboratively with Education Specialist teachers. Candidates learn about their roles and responsibilities as general education teachers through course readings and assignments that include participation in an IEP when possible.</p>	Yes	Yes	Yes	<p>The program is structured around the approved state standards and includes multiple school-based learning assignments.</p>

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California State University, Stanislaus	Yes	No	Yes	Department of Teacher Education has special courses designed to accomodate students with special needs: special ed, EL and IEP. We teach our students about IEP's, but we do not participate in them.	Yes	Yes	Yes	Students complete relevant coursework and practica.
CalState TEACH	Yes	Yes	Yes	<p>Best Practice for Students with Special Needs</p> <p>CalStateTEACH candidates complete a number of activities that provide opportunities to develop the knowledge, skills, and strategies for teaching special populations in a general education classroom in a spiraling, reiterative curriculum. Readings in Lewis and Doorlag’s text, Teaching Special Students in General Education Classrooms, and thirteen electronic IRIS modules (http://iris.peabody.vanderbilt.edu/index.html) containing print materials, streaming video, and activities form the foundation of candidates' understandings. The focus is three-fold: 1) to promote the concept that educating the special needs student is a general education function, 2) to utilize instructional strategies, materials, resources, and technologies to make subject matter accessible to all students, and 3) to create a positive, inclusive climate of instruction for all special populations in the general classroom.</p> <p>Candidates are introduced to relevant state and federal laws, the general education teacher’s role and the IEP process. They learn about IDEA and legal issues surrounding the education of children with special needs and are introduced to the processes of the Student Study Team where they begin to learn about IEP planning, implementation, and evaluation. Throughout these studies, candidates read about and discuss, on the program's online discussion boards, their professional and ethical obligations to provide an equitable education for all students. □</p> <p>Since the CalStateTEACH program requires that</p>	Not applicable	Not applicable	Not applicable	

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Chapman University	Yes	Yes	Yes	<p>The education of students with disabilities is a theme that is integrated in credential coursework, but the notion is introduced and developed in a course entitled Collaboration for Inclusive Schooling (EDUC 571). The course addresses collaboration, inclusive schooling, learning characteristics of students with disabilities, effective teaching strategies, working with diverse families of students with disabilities, legal aspects of special education, and becoming an effective change agent in the schools. The course includes instruction for meeting the needs of students with disabilities via participation as a collaborative member of an individualized education program team.</p> <p>The education of limited English proficient students is a theme that is integrated in credential coursework, but the notion is introduced and developed in a course entitled Second Language Acquisition for Elementary Students(EDUC 501) and in a course entitled Second Language Acquisition for Secondary Students (EDUC 504). The courses content includes current theories regarding second language acquisition and the practical applications of theoretical knowledge at the elementary and secondary levels. The content of both courses includes literacy development from a socio-psycholinguistic perspective. The content of both courses address the state ELD standards, assessment, planning for literacy development and content area instruction.□</p> <p>Description of how program prepares special education teachers to teach students with disabilities and students who are limited English proficient: The program prepares special education students to</p>	Yes	Yes	Yes	<p>The education of students with disabilities is a theme that is integrated in credential coursework, but the notion is introduced and developed in a course entitled Collaboration for Inclusive Schooling (EDUC 571). The course addresses collaboration, inclusive schooling, learning characteristics of students with disabilities, effective teaching strategies, working with diverse families of students with disabilities, legal aspects of special education, and becoming an effective change agent in the schools. The course includes instruction for meeting the needs of students with disabilities via participation as a collaborative member of an individualized education program team.□</p> <p>□ The education of limited English proficient students is a theme that is integrated in credential coursework, but the notion is introduced and developed in a course entitled Second Language Acquisition for Elementary Students(EDUC 501) and in a course entitled Second Language Acquisition for Secondary Students (EDUC 504). The courses content includes current theories regarding second language acquisition and the practical applications of theoretical knowledge at the elementary and secondary levels. The content of both courses includes literacy development from a socio-psycholinguistic perspective. The content of both courses address the state ELD standards, assessment, planning for literacy development and content area instruction.□</p> <p>□ Description of how program prepares special</p>

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Institution	teach students with disabilities effectively?	participate as a member of IEP teams?	teach students who are LEP effectively?	General Education Comments	teach students with disabilities effectively?	participate as a member of IEP teams?	teach students who are LEP effectively?	Special Education Comments
Claremont Graduate University	Yes	Yes	Yes	<p>It is our mission to prepare teachers who are able to foster stellar academic success in all students while fast tracking the development of underperforming students. As such, we pay particular attention to cultivating in our students the skills and attitudes necessary to facilitate academic success in marginalized populations, including students of color, students living in poverty, English Language Learners, and students with designated special needs. All our students work in classrooms with English Learners and every course includes helpful theoretical information along with research-based strategies and critical attitudes and high expectations regarding English Learners.</p> <p>In our program, General Education candidates are often sitting side-by-side with Education Specialists candidates to help establish the professional expectation and norm of collaboration. All candidates are introduced to the frame provided by IDEA in our first course, Teaching/Learning Process (TLP) I and introduced to the Professional Standards related to Special Education. The scope of how to work with students with designated special needs is continued in the Fall in TLP II where candidates work with Dr. Maria Imbeau on differentiated instruction and Dr. Skip Baker on brain-based research related to learning. The work of both stress the message that all students can learn but that instruction needs to be tailored to the individual.</p> <p>In the Fall, all candidates take EDUC 314: Meeting the Needs of English Language Learners. This course provides focused attention on CA's ELD Standards and Frameworks, cooperative learning</p>	Yes	Yes	Yes	<p>It is our mission to prepare teachers who are able to foster stellar academic success in all students while fast tracking the development of underperforming students. As such, we pay particular attention to cultivating in our students the skills and attitudes necessary to facilitate academic success in marginalized populations, including students of color, students living in poverty, English Language Learners, and students with designated special needs. All our students work in classrooms with English Learners and every course includes helpful theoretical information along with research-based strategies and critical attitudes and high expectations regarding English Learners. <input type="checkbox"/></p> <p>In our program, General Education candidates are often sitting side-by-side with Education Specialists candidates to help establish the professional expectation and norm of collaboration. All candidates are introduced to the frame provided by IDEA in our first course, Teaching/Learning Process (TLP) I and introduced to the Professional Standards related to Special Education. The scope of how to work with students with designated special needs is continued in the Fall in TLP II where candidates work with Dr. Maria Imbeau on differentiated instruction and Dr. Skip Baker on brain-based research related to learning. The work of both stress the message that all students can learn but that instruction needs to be tailored to the individual. <input type="checkbox"/></p>
Concordia University	Yes	Yes	Yes		Not applicable	Not applicable	Not applicable	

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Dominican University of California	Yes	Yes	Yes	<p>All these elements are in place as required by the State of California as part of the SB 2042 Multiple and Single Subject credentials. General education teachers demonstrate their competence to teach these students within the courses listed below. Competence is measured also during field work including student teaching and by the four-task assessment with the California Teacher Performance Assessment (Cal TPA). Working with students with disabilities is embedded in:</p> <p>EDUC 5056/5556 Elementary Reading EDUC 5140/5540 Secondary Reading EDUC 5130/5530/5131/5531/5230/5630/5131/5631 Elementary/Secondary Curriculum and Instruction EDUC 5150/5550/5250/5650 Elementary/Secondary Observation and Preparation for Supervised Teaching EDUC 5162/5262/5562/5662 Elementary/Secondary Professional Development Seminar EDUC 5164/5264/5564/5664 Teaching Performance Assessment EDUC 5160/5260/5560/5660 Elementary/Secondary Supervised Teaching Working with students who are limited English proficient is embedded in: EDUC 5000/5500 Education and Culture (Multiple/Single subject candidates enrolled) EDUC 5140/5240/5540/5640 Elementary /Secondary Reading EDUC 5130/5131/5230/5231/5530/5531/5630/5631 Elementary/Secondary Curriculum and Instruction</p>	Yes	Yes	Yes	<p>Each special education teacher candidate is prepared according to Education Specialist standards required by the California Commission on Teacher Credentialing. Special education teachers demonstrate their competence to teach students with disabilities within coursework listed below. In addition, competence is measured during supervised fieldwork experiences, through an external assessment process called the California Teaching Performance Assessment, and by anchor assignments evaluated on 4 point rubric scales. Training related to participation as a member of IEP program teams is imbedded in EDUC 5301-Introduction to Special Education, EDUC 5302-Program Design, and EDUC 5306-Behavior Intervention and Support. In addition, candidates are required to participate in an IEP during supervised field experiences which is evaluated by trained University supervisors. <input type="checkbox"/> Preparing special education teachers to teach students with disabilities effectively, including participation as a member of IEP program teams, is embedded in the following courses: <input type="checkbox"/> EDUC 5301-Introduction to Special Education <input type="checkbox"/> EDUC 5302-Program Design and Curriculum Development <input type="checkbox"/> EDUC 5304-Formal and Informal Assessment <input type="checkbox"/> EDUC 5306-Behavior Intervention and Support <input type="checkbox"/> EDUC 5150/5250/5550/5650-Observation and Preparation for Supervised Teaching <input type="checkbox"/> EDUC 5307-Supervised Teaching and Induction Planning <input type="checkbox"/> EDUC 5364-Teaching Performance Assessment <input type="checkbox"/> Preparing special education teachers to effectively</p>

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Fresno Pacific University	Yes	Yes	Yes	The program prepares candidates to teach students with disabilities effectively by requiring candidates to take SED 605. In this course candidates are provided with the direction necessary to understand the psychological characteristics, cognitive styles, behavior patterns, and accompanying learning problems of students with exceptional needs. Students are asked to demonstrate knowledge of current legislation (IDEA, Individuals with Disabilities Act) pertaining to exceptional students, including teaching implications of cultural and linguistically different children. In addition, candidates are asked to describe the major components of an IEP (Individual Education Plan) and its process. Candidates are asked to attend an IEP meeting during final directed student teaching. Finally, candidates demonstrate an awareness of differences and similarities of exceptional and non exceptional students, including the instructional implications of culturally and linguistically different children. The Teacher Education Lesson Plan Template requires that candidates select an	Yes	Yes	Yes	Candidates in the Education Specialist programs are highly scrutinized for their academic and practicum performance, as they attain the knowledge and skills that are required by law for their professional responsibilities. General and specific courses address the EL student needs and candidates verify their abilities to implement an effective instructional learning environment. The FPU coursework includes an extended course for Language Development, which expands the knowledge and application of all other coursework for students who have special needs. The IEP process and team performance expectancies are integrated throughout all courses in Level I, followed by advanced stages of assimilation during the Level II program. Together it is a sound and comprehensive program of studies for all Education Specialists service providers.
Hebrew Union College	Yes	Yes	Yes	Through course work and field experiences.	Not applicable	Not applicable	Not applicable	

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Holy Names University	Yes	Yes	Yes	<p>The mission of Holy Names University credential programs is to prepare teachers for urban schools; we believe it is essential that every candidate in our program be well-equipped to teach English Learners. All programs are infused with English Language Development and teaching to content and language objectives. In addition, lessons for EL's are modeled in class, observed in the field, written in lesson plans and practiced by candidates. □</p> <p>In EDUC 103, candidates study the State's English Language Development Standards and review the Reading/Language Arts standards, in order to understand the goals and characteristics of school programs designed for English Learners and the relationship between quality instruction for all students, differentiated instruction for English Learners and legislative requirements. The course includes an historical and political perspective on the education of English Learners, including bilingual education. Changes in current school structures designed to meet the educational needs for English Learners are defined within the context of English Language Development policies, including cooperative learning, learning centers, and to deliver a balanced reading program that reflects the content standards and frameworks and meets the needs of English Learners. □</p> <p>In EDUC 100, candidates discuss the relationship of language to schooling, and they study the changes in policies related to instruction for English Learners. In EDUC 101, candidates study theories that highlight the impact on motivation and learning of language, culture and racial differences, and they study research on successful structural approaches</p>	Yes	Yes	Yes	<p>The candidates in the Education Specialist Mild Moderate Program take several courses to acquire the before mentioned skills. In EDUC 261, students learn about the characteristics of students in the thirteen disability categories recognized in the Federal Law. In EDUC 267, students learn the theory and practice needed for effective collaboration for the education of students with disabilities. In this class, students participate in a mock IEP and SST. □</p> <p>In EDUC 102A, candidates review the legal requirements for educating exceptional children, including mainstreaming into the general education program. Candidates learn the research on effective teaching practices and examine those practices in light of the needs of gifted students and those with handicapping conditions. Candidates complete a field observation of a mainstreaming situation, where special education students participate in the general education program; adapt a lesson to meet the needs of students with specific learning needs, review the IEP and placement process for a student with a learning disability. Through readings, lectures, in class presentations and Internet searches, candidates learn about resources and strategies that will provide students with learning needs access to resources and extra curricular activities.</p>

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Hope International University	Yes	Yes	Yes	<p>All candidates are required to take EDU5640 Issues in Education During Mid-Childhood and Adolescent Years and EDU5410 Special Populations. The course is designed to meet the requirements of California Teacher Credential Program Standard 14: Preparation to Teach Special Populations in the General Education Classroom. In addition, candidates are required to modify sample lesson plans developed in various methods classes to allow all students access to the core curriculum. Students are encourage to participate in an annual IEP as part of their student teaching experience. <input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>All candidates are required to take EDU5330 Cultural Diversity: Language Acquisition and Methods. The course is designed to meet the requirements of California Teacher Credential Program Standard 13: Preparation to Teach English Learners. In addition, candidates are required to modify sample lesson plans developed in various methods classes to reflect SDAIE or other strategies to support English language instruction.</p>	Not applicable	Not applicable	Not applicable	

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Humboldt State University	Yes	Yes	Yes	<p>Candidates in all credential programs learn about all of the nine major categories of disabilities, those that do and those that do not require IEPs. Candidates are expected to identify the characteristics of each of these categories of special needs students so that they would be able to notice the signs and make a referral if they had such an unidentified student in their classrooms. There is a strong focus on learning disabilities, which are the vast majority that our candidates will be facing in their future classrooms.</p> <p>Candidates are expected to know the history of special education, from its beginnings in the federally funded civil rights PL 94-142 of 1975 for all handicapped children. They trace the concept of "learning disabled" from there to the concepts that we hold today. They are expected to know about IDEA 1990 and the changes this law has made in special education service and delivery.</p> <p>Candidates learn their role as teachers in the study team. They learn the process of the IEP identification, referral, and assessment through case study examples. They learn their role in the IEP planning and meeting, implementation and evaluation through lecture, discussion, role play and debriefing.</p> <p>Candidates know the rights of students and parents concerning the child's placement, review and dismissal from special education programs, as well as to understand any special protections afforded by law.</p> <p>Candidates learn about identifying and assessing students for referral by learning about the characteristics of the nine major categories of</p>	Yes	Yes	Yes	<p>Teach Students with Disabilities Effectively <input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>The Special Education Program at Humboldt State University promotes the vision that students with disabilities can enjoy academic confidence and developmental, educational growth by interacting with teachers who maximize the students' learning potential and provide a student-centered learning environment. <input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>The program focuses on preparing successful special education teachers who model advocacy for their students and work within an expanded educational community student support system of parents, colleagues, and community members. Through their written and oral communication skills, they demonstrate sound subject matter knowledge and pedagogical methods. They model respect for and rapport with diverse student, parent, and community populations. <input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>Credential candidates in the program: (a) understand the characteristics of special education students with disabilities, (b) utilize informal and formal assessment tools to identify individual student strengths and needs areas, and (c) develop and implement individualized educational programs that include matching teaching and learning styles. Candidates value their students. They demonstrate sensitivity toward and respect for students with disabilities by building curriculum from the foundation of what students know and creating an intellectual scaffolding for students' academic success. <input type="checkbox"/></p> <p><input type="checkbox"/></p>

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InterAmerican College	Yes	Yes	Yes	Each course address special needs students and their learning styles. Throughout the program students are continually exposed to scenarios where special needs are address in the classroom. Program Chair is working with the Program’s faculty to examine, choose and standardize the appropriate rubrics for their courses. The Student Course Evaluation has been revised and questions have been added to assess whether students are aware of the skills they are acquiring in each course. A Faculty Course Evaluation has been added encouraging suggested changes and improvements in class management and instruction. This has proven to be very useful feedback for the Program. In January 2010, IAC will initiate a Teaching Competence Assessment for its faculty. The objective of this assessment is to provide training in the areas wherein instructors need further development. The data from the survey will be used to create the IAC Faculty Development Plan.	Not applicable	Not applicable	Not applicable	NA
John F. Kennedy University	Yes	Yes	Yes	Important Information: Because of decreasing enrollment over the last three years, in teacher candidates, a Teach Out of credential programs was approved in August 2008. No candidates have been accepted into the MS/SS Credential Programs since Fall 2008. Our faculty have special skills in the teaching of ELL studnets and impart that to our General Education and Seocndary Education candidates. All Student Tachers and Intern Teachers must pass the TPA State requirement which reuires the students to teach ELL students and Students with a disability. CAL TPA- began as a State reuirement in July 2008.	Not applicable	Not applicable	Not applicable	Not applicable as we do not have special education credential programs.

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La Sierra University	No	No	Yes	<p>The State of California does not require coursework in special education in the teacher education program. However, we require this when they do their Master of Arts in Teaching AND when students are preparing for the Seventh-day Adventist teaching credential in addition to the State credential. To improve our program we are in the process of requiring all candidates to take EDCI 464/564 Special Education in the Regular Classroom. This change will be in place by Fall quarter, 2010.</p> <p>All of our methods courses promote English Language Development (ELD) and processes for English Language Learners. However, EDCI 416 Language and Literacy K-12, EDCI 414 Reading K-8, and EDCI 419 Reading in the Content Area all have strong emphases on ELD.</p>	Not applicable	Not applicable	Not applicable	We do not offer this program currently.
Loyola Marymount University	Yes	Yes	Yes	Candidates are prepared to teach students with disabilities effectively through coursework, field experiences and clinical practice.	Yes	Yes	Yes	Candidates are prepared to teach students with disabilities effectively through coursework, field experiences and clinical practice.
Mills College	Yes	Yes	Yes	<p>Since the aim of this standard is to help meet the needs of all learners, we try to incorporate the issues, ideas, and knowledge relevant to this standard into all of our courses, all of our deliberations about teaching and learning. We address the specifics of this standard most directly in EDUC 300 A & B Curriculum and Instruction in the Elementary School for the multiple subject credential candidates and EDUC 239 Development and Learning in Adolescents for the single subject candidates.</p> <p>(Please see attached document Response to Program Standards)</p>	Yes	Yes	Yes	<p>This combined degree/credential authorizes the holder to provide early intervention and/or special education services and supports to young children from birth to Pre-Kindergarten and their families. Eligible children include but are not limited to those with developmental delay, specific learning disabilities, mental retardation, emotional disturbance, other health impairment, autism, a disabling medical condition or congenital syndrome, multiple disabilities, speech and language impairment, and others at risk of having a substantial developmental disability due to a combination of risk factors. Services and supports are provided in the following settings: natural environments (home and community), typical early childhood programs, special day programs, hospitals, and special and/or non-public, nonsectarian schools and agencies.</p>

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Mount St. Mary's College	Yes	Yes	Yes	<p>Our 2042 credential programs embed differentiation for Special Needs students throughout the coursework and our candidates are evaluated both formatively in courses and summatively in the California Teacher Performance Assessment on their competence in this area. In our EDU 270A: Education of Exceptional Students, our teacher candidates are introduced to the legislation (ie-Individual with Disabilities Education (Improvement) Act) and to the implementation process. They are specifically introduced to the general education teacher's role in the IEP process (and participate in a simulated IEP meeting). They are also taught about Response to Intervention (RTI) and adaptations and accommodations for these students in the general education classroom in both the EDU 270A course and throughout the professional preparation courses (where they are asked to adapt lesson plans and assessment for students with special needs.)</p> <p>Our summative assessment, the CalTeacher Performance Assessment, specifically measures TPE 4 (Making Content Accessible). Teacher candidates are evaluated on their competence in adapting their instructional plans for students with special needs throughout this summative assessment. Two years ago, we enlisted the help of a Special Education consultant to review our courses and suggest curriculum modules to enhance the Special Education instruction throughout our program . We are currently using a number of teacher training modules developed by IRIS Center- housed at Vanderbilt University (funded by US Dept of Education- Office of Special Education</p>	Yes	Yes	Yes	<p>The mission of Mount St. Mary's College Education Department is to develop the professional fluency of its candidates with respect to pedagogy, human development, diversity, and on-going professional development. A professionally fluent educator:</p> <ul style="list-style-type: none"> - articulates research-based pedagogical beliefs and curricular principles and translates them into practice. - responds to diversity with openness, sensitivity, and a commitment to equity. - supports the healthy development of children and youth in a caring and just environment. - envisions professional fluency as a life-long journey that includes on-going professional development through inquiry and reflection. <p>The program organization and design is based on current and established research findings and exemplary professional practice as referenced in the California Standards for the Teaching Profession. The foundation of the program is a commitment to the development of each individual. This commitment is expressed in intense, personal advisement of every candidate, supportive instruction that prepares every candidate to meet the standards for a beginning teacher or administrator and reflective self-evaluation that promotes continual professional growth.</p> <p>The Mild/Moderate Education Specialist Teacher Preparation program at Mount St. Mary's College is committed to the belief that society benefits when all individuals are able to achieve their maximum learning potential. The program serves</p>

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National Hispanic University	Yes	Yes	Yes	<p>One of the assignments in our Inclusion course is a "Special Needs Pedagogy Assessment": Given a scenario, construct a lesson that would address the requirements of the special needs students in the class. □</p> <p>One of the objectives / competencies of our Inclusion course is: Understand the role of the Student Assistance Team and how to access its services. □</p> <p>We have an entire course devoted to the teaching of English language learners and similar information is integrated throughout several other courses.</p>	Yes	Yes	Yes	<p>One of the assignments in our Curriculum and Instruction Adaptations course is: Students explore the topic of differentiation and ways to differentiate for special education students. Case studies will be provided and students will write an explanation of how they would differentiate and organize the instruction for the cases. □</p> <p>One of the assignments in our Teaching Mild to Moderate Students course is: Interview special education teachers, resource specialist or district special education personnel on the following: How does the program provide candidates with the opportunity to collaborate/cooperate and/or co-teach effectively as a member of a team with individuals with disabilities, administrators, teachers, related service personnel, specialists, paraprofessionals, members of the School Study Team, Intervention Team, the IEP team and family members, including non-family caregivers? □</p> <p>We have an entire course devoted to the teaching of English language learners and similar information is integrated throughout several other courses.</p>

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National University	Yes	Yes	Yes	In July 2008, we implemented the Teacher Performance Assessment (TPA) for all candidates in the Teacher Education credentialing programs. All the Tasks involve reacting to given written scenarios describing a particular set of students (diverse, challenged, or English language learners). TPA Task 1 Content Specific: the candidates must identify subject-specific instruction and assessment plans, and then differentiate instruction for these students. We prepare our candidates for this task through our courses in diversity, exceptional children, and the foundations of education. TPA Task 2 Designing Instruction: the candidates must write to a five-step set of prompts, which requires them to identify students' characteristics and learning needs; then designs appropriate instruction. TPA Task 3: the candidate must use a specific standards-based lesson of the candidate's choice, then demonstrate the ability to design appropriate standards-based student assessment activities in the context of a small group of students. We prepare our candidates for these tasks by requiring field observation, reading and language development courses, writing and implementing lesson plans and assessment strategies. TPA Task 4: working within	Yes	Yes	Yes	Candidates in our program learn to teach students with disabilities effectively through three means: course work, field experiences and student teaching. They learn the knowledge and skills in their course work, observe and practice during field experiences, and implement independently during student teaching. Courses that provide information about the law including the IEP process and the special education teacher's role in the IEP process, include EXC602A and EXC604. Candidates are encouraged to participate in an IEP meeting during their student teaching. Candidates learn to effectively teach students who are limited English proficient through course work, field experience and student teaching, as well. The Preliminary credentials with English Learner Authorization includes coursework for the instruction of English language learners.
Notre Dame de Namur University	Yes	Yes	Yes	Course EDU 4410 Special Education and EDU 4107 Teaching English language learners	Yes	Yes	Yes	Various methods courses and EDU 4107 Teaching English language learners.

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Occidental College	Yes	No	Yes	<p>*Teach students with disabilities effectively Our program has a course ED318 Differentiated Instruction - Special Education which prepares general education teacher candidates on the various issues, instructional strategies and policies regarding students with special needs. *Participate as a member of an individualized education program team N/A [While students are not required to be members of a school-based IEP...They learn about the importance of the program, its purposes and implementation during the Ed318 course and student teaching.]<input type="checkbox"/> *Teach students who are limited English proficient effectively All courses address the special pedagogies and needs of English Learners. One course in particular, Ed205 Pedagogies and Politics of 1st & 2nd Language acquisition directly examines the teaching strategies (e.g., SDAIE), cultural differences and politics of educating English learners. All other courses address the needs of both English learners and students with special needs in their syllabi</p>	Not applicable	Not applicable	Not applicable	
Pacific Oaks College	Yes	Yes	Yes	<p>Students in our Multiple Subject Credential Program (general education) are required to take two special education courses in addition to completing at least one fieldwork placement in an inclusive setting. As part of their coursework, they are introduced to the IEP (as well as IDEA).<input type="checkbox"/> As part of this credential program, students are authorized to teach English Learners - this training is embedded in specific coursework as part of the authorization, as well as woven throughout the program in various other courses.</p>	Yes	Yes	Yes	<p>Students in the Education Specialist Credential Program are required to complete coursework that trains them to work as part of IEP teams. For instance, coursework includes: The Child With Special Needs, Collaboration and Communication for Special Educators, Behavior Intervention and Program Planning, and Instructing and Assessing Students.<input type="checkbox"/> In addition, the English Learner authorization is embedded in this program.</p>

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Pacific Union College	Yes	Yes	Yes	<p>TRAINING TO WORK WITH DISABILITIES</p> <p>All candidates for preliminary multiple and single subject credentials take EDUC 350-Exceptional Children in the Classroom. The learner outcomes for this course are: □</p> <ol style="list-style-type: none"> 1. To gain an understanding of the history of special education and how special education relates to general education; 2. To describe environmental and socioeconomic factors that impact students with exceptionalities; 3. To define Inclusion and describe the controversy and successes of inclusive education; 4. To recognize and define terms and abbreviations that make up the "language" of special education; 5. To understand the legal aspects of special education assessment and services as it relates to children with exceptionalities in private and public school systems; 6. To identify the disabilities protected by the Individual's with Disabilities Education Improvement Act (IDEA 2004), recognize general characteristics of each disability, and know how to implement appropriate classroom interventions and accommodations; 7. To describe the evaluation process of identifying students with exceptionalities and understand the importance of early identification and intervention plans; 8. To know how to navigate a student's Individualized Education Program (IEP), and write annual goals and benchmarks and incorporate them into the classroom, and understand related services and transition planning; 9. To understand the purpose of IEP meetings, who 	Not applicable	Not applicable	Not applicable	

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Patten University	Yes	Yes	Yes	Teaching students with disabilities is integrated throughout the program with EDU594, a separate required class on Educating the Exceptional Child. Candidates must write and teach lessons that are adapted to meet the needs of students with disabilities. They must write IEPs and participate in team meetings. Strategies, assessments, adapting lessons for ELL are integrated throughout the program including EDU 587 specifically addressing the needs of ELLs. CAL TPAs with adaptations for both areas are also required in the assessment of all candidates.	Not applicable	Not applicable	Not applicable	N/A
Pepperdine University	Yes	Yes	Yes		Not applicable	Not applicable	Not applicable	
Point Loma Nazarene University	Yes	No	Yes	Throughout credentialing coursework, candidates are introduced to and required to display an understanding of meeting the needs of SWD and limited English proficient students. □ All candidates enroll in EDU 602 Foundations of Special Education, which specifically addresses meeting the needs of SWDs and the individualized education program (IEP) team process. □ All candidates enroll in EDU 601 Language Acquisition, which specifically addresses meeting the needs of limited English proficient students. □	1	No	Yes	Candidates for special education receive instruction through a CCTC approved special education preparation program for servicing either students with mil/moderate or moderate/severe disabilities. □ The program includes theory and methodology instruction provided to candidates, as well as fieldwork and clinical practice in special education in local LEAs. □ All special education candidates must complete the course EDU 652 Collaboration & Consultation for IEP Implementation, Evaluation & Program Improvement. □

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San Diego Christian College	Yes	Yes	Yes	<p>The Teacher Credential Program at SDCC incorporated the Teacher Performance Assessments (TPAs) in the academic year of 2004-2005. Connected with this adoption was the extensive embedding of the Teacher Performance Expectations into all of the coursework. This included TPE 7—Teaching English Learners. Candidates are introduced to the concept of English learners in California public schools from the beginning of the program. The introduction and elaboration of TPE 7—Teaching English Learners is progressive, moving from knowledge and comprehension to demonstration with real-life applications and evaluations. Candidates are prepared thoroughly, learning ELA/ELD standards, assessment instruments such as CELDT, and other assessment of student disabilities and English Learner needs, and become proficient in creating and modifying lesson plans using instructional strategies that teach English Learners, students with disabilities and students with various learning styles. From the beginning, it is stressed that English learners must have access to the same content that single-language students do. Relationships between the ELD standards and the state adopted content standards are discussed. Through observation in diverse public school classrooms, candidates observe the programs in place for English learners and how the use of the content standards intersects with implementation of</p>	Not applicable	Not applicable	Not applicable	

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San Diego State University	Yes	Yes	Yes	General education teachers learn about the federal and state laws related to the IEP and those laws as they govern responsibilities to students with disabilities and their families. They have readings and quizzes on the readings and lectures on laws and responsibilities in the SPED 450: Special Education in General Education Settings course. One big assignment in the SPED 450 course is for prospective general education teachers to interview a general education teacher who has participated in an IEP meeting and then students participate in mock IEP team meetings as part of the course.	Yes	Yes	Yes	All Education Specialist candidates have to demonstrate knowledge of the federal and state laws, prepare IEPs, participate on IEP teams, and participate on collaborative educational teams in their school settings. Students take coursework on writing IEPs (primarily SPED 570), consultation and collaboration (primarily SPED 662), and the importance of general education partnerships to provide education based on standards to all students with disabilities (all course work).

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San Francisco State University	Yes	Yes	Yes	<p>IEP development is incorporated into generic courses and key advanced methods courses. All credential specialty areas require participation on IEP teams as course assignments.</p> <p>SPECIAL NEEDS STUDENTS</p> <p>The Elementary Education Program has designated a credential course, Developmental Teaching and Learning in Diverse Settings (EED 783) to include an introduction to students with disabilities, such as the law governing disabilities, an understanding of IEPs, and an introduction to disabilities that a teacher would be expected to address in a general education classroom. In addition, teacher candidates are provided with some initial training about adaptations for the child with disabilities. This area of the program continues to be a challenge; the program has started to explore possibilities through collaboration with the Special Education Department. Presently, the two chairs and four professors from Elementary Education and special education are scheduling two sets of math methods (EED 784) and literacy methods (EED 782/882) courses, which will be team-taught in fall 2010. General education teachers (and instructors) will receive training in working with children with disabilities and special education teachers (and instructors) will receive training in working with children whose native language is not English. In addition, the chairs of the Elementary and Special Education departments have an interest in designing a dual credential program (preliminary credential and level I mild to moderate) that would become institutionalized in the next 2 years.</p> <p>While instruction of special needs pupils has been</p>	Yes	Yes	Yes	<p>IEP development is incorporated into generic courses and key advanced methods courses. In Special Education, credential candidates in all specialty areas participate on IEP teams as course assignments.</p> <p>Three seminar courses in Special Education deal with Limited English Proficient learners. Students are required to implement assignments during fieldwork with English learners with disabilities.</p>

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San Jose State University	Yes	Yes	Yes	<p>The Department of Special Education offers the course, EDSE 192A: “Including and supporting Students with Special Needs in General Education Classrooms”, that is required for the Multiple Subject and Single Subject credential. A description and knowledge base for this course are the following: Course Description The designed of this course was informed by the sets of professional standards provided by the California Commission on Teaching Credentialing for professional preparation in teaching diverse populations of students in either an inclusive or mainstreaming educational setting. This course facilitates professional development among pre- and in-service teachers in the area of teaching students with disabilities in the general education environment. The course was designed to provide classroom intervention strategies prior to referral for special education along with basic policies and procedures regarding placement of and services for students with disabilities, either in special education or within an inclusive classroom. The goal of this course is to enable general education teachers to make effective decisions, based on multiple sets of data, in order to meet the special learning as well as socioemotional needs of their students (EDSE 192 syllabus, 2010, p. 1). Knowledge Base The knowledge base for this course combines an understanding of laws, policies and procedures affecting students with special needs, as well as effective practices to support mainstreaming and inclusion. This course provides participants with a</p>	Yes	Yes	Yes	<p>Standard 7: Preparation to Teach Reading-Language Art For each candidate, the study of reading and language arts includes knowledge of the home and community literacy practices, and instructional uses of ongoing diagnostic strategies that guide teaching and assessment; early intervention techniques in classroom settings; guided practice of techniques; study of phonological and morphological structure of English; study of methodologically sound research on how children learn to read, including English language learners, students with reading difficulties, and students who are proficient readers. Field experience, site placement(s), and/or supervised teaching assignments include: extended experience in a linguistically and/or culturally diverse classroom where beginning reading is taught.</p> <p>Standard 13: Preparation to Teach English Learners Program design provides opportunities for candidates to acquire knowledge of linguistic development, first and second language acquisition, and how first language literacy connects to second language development. Coursework and field experiences include multiple systematic opportunities to understand and use instructional practices promoting English Learners development including management of first and second language, classroom organization, and participation by specialists and paraprofessionals. SECTION VI TEACHER TRAINING (Students with disabilities)</p>

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Santa Clara University	Yes	Yes	Yes	We prepare our general education teacher candidates to work with students with special learning needs and with students with limited English proficiency using a multi-pronged approach. First, all teacher candidates take a dedicated course focused on creating effective, inclusive learning environments that support the academic achievement of students with disabilities/exceptionalities and a dedicated course focused on strategies for supporting English Learners' English language development as well as their attainment of academic competencies in the general education classroom. Second, the needs of English Learners, of students who qualify for special education services, and of students who pose other learning challenges are taken into consideration within every methods course in our Multiple and Single Subject preliminary credential program. Our candidates learn that making flexible, appropriate adaptations to their lessons in order to maximize the learning of every student is a fundamental, essential part of the work teachers do each day. Finally, we ensure that our candidates are placed in student teaching classrooms with master teachers who are committed and capable exemplars of the kind of inclusive, responsive, principled, and accountability-oriented practice we advocate.	Yes	Yes	Yes	Our Special Education program is designed to meet the increasing demand for personnel with specialized training to work with students with disabilities and with their families. The programs focuses on interdisciplinary approach to planning and implementing services for these students. Central to the program is the belief that specialized skills are required if one is to work effectively with students to provide intervention and instruction for the promotion of growth and development. An individualized plan of study is based on each student's entering competencies and desired goals. Students join together from varied backgrounds to become leaders in serving students with learning handicaps. The program prepares our students to work in a variety of settings with individuals who exhibit difference in development and learning abilities. Instruction includes a sound introduction to theories of development, response to intervention, autism spectrum disorders, classroom management, behavior and learning, response to intervention, methods of educational diagnosis, and implementation of intervention techniques.

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Simpson University	Yes	Yes	Yes	<p>The teacher credentialing program at Simpson University prepares general education teachers to teach students with disabilities through several venues. During pedagogical coursework and student teaching preservice teachers adapt every lesson plan to accommodate students with special needs. One text the students use is Special Kids Problem Solvers. The program also features a course on special education where student teachers learn more in-depth categories of special needs, strategies for assisting the students, their role in an IEP meeting, and the laws pertaining to special education. During student teaching they participate in IEP meetings. All student teachers are placed in classrooms where there are special needs students. The student teacher focuses on special needs students for their final Teacher Performance Assessment in which they show instructional adaptations for children with special needs</p> <p>The Simpson University Credentialing Program prepares future educators to work with English Language Learners in the Multicultural Education course. This course specifically looks at three areas of importance: how culture affects a student in the classroom, how a second language is learned and all that is required to know it well, and strategies a teacher can use in the classroom to engage learners and make the input more comprehensible. Learning styles, appropriate teaching methods, and many classroom strategies for the English Learner based on current research are introduced and practiced. All students in this class work with English Learners in the community by tutoring and journal on their experience. They design three types of</p>	Not applicable	Not applicable	Not applicable	

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Sonoma State University	Yes	Yes	Yes	<p>Elementary/Multiple Subjects: Within the program, students with disabilities are the subject of both a class (EDMS 476S) and field supervision seminars. In addition, all content area courses (methods courses in mathematics, reading, science and social studies) directly address students with special needs. In field sites all candidates participate in IEP meetings as long as parents or guardians approve of their participation. Field sites are selected with special populations of students in mind so that all candidates experience teaching and learning with limited English proficient students.</p> <p>Secondary/Single Subject: All teacher candidates take EDSP 433 which is an introductory course that presents a survey of theory, program concepts, and teaching practices related to students with special needs. Emphasis is placed on understanding and addressing the educational and social needs of secondary-aged students with disabilities as well as gifted and talented students. Legislation, policies, and practices pertaining to the education of students with special needs in a secondary setting are presented. Also addressed are knowledge, skills and strategies including disability and gifted and</p>	Yes	Yes	Yes	<p>Elementary/Multiple Subjects and Secondary/Single Subject: Courses are focused on teaching students with English language learner needs. We believe teachers need to be skilled in teaching English learners how to access the subject areas that they teach. As a result, students who have English learner needs in our program benefit from this direct instruction. Education Specialist: This is an area of continuing need. Candidates must be prepared to teach students who are English learners. While the collective data suggests that our candidates feel somewhat prepared, this remains an area which requires program development. As we initiate our new programs to comply with revised CTC preparation standards, our program faculty will examine this area, develop a plan of action, and periodically re-examine student outcomes.</p>

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St. Mary's College of California	Yes	Yes	Yes	<p>Single Subject Credential candidates take a course SSTE 276: Universal Access which prepares general education teachers to teach students with disabilities. This training is also incorporated directly into the PACT TPA. □</p> <p>Multiple Subject Credential candidates are introduced to kinds of learning disabilities in the first term in MSTE 210 Learning & Development, and to categories of all disabilities in MSTE 317 Introduction to Field Experience. MSTE 317 also introduces foundational material about second language learning. Candidates are taught specific instructional strategies and how to participate in individualized education program teams in MSTE 318 Teaching Diverse Learners. This course also prepares candidates to teach English learners effectively, and all candidates are observed and receive feedback after teaching two kinds of lessons. Lessons that meet the content learning need</p>	Yes	Yes	Yes	Education Specialist candidates take highly specialized courses to prepare them to teach students with disabilities and English Learners.

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Stanford University	Yes	Yes	Yes	<p>All candidates complete the required course ED285X: Supporting Students with Special Needs, which equips them with the basic knowledge, skills, and strategies for teaching special populations. Through course readings and examination of case studies, candidates become familiar with major categories of disabilities. The course focuses particularly on learning disabilities most commonly seen in the classroom (e.g., attentional difficulties, dyslexia, language processing issues, and social cognitive deficits). Candidates also become familiar with other categories of disabilities, including those related to sight and vision, auditory perception, and physical handicaps.</p> <p>In ED285X: Supporting Students with Special Needs, candidates learn about state and federal laws pertaining to the education of exceptional students, including IDEA, ADA, and Section 504. They become familiar with processes for identifying, referring, and assessing students with special needs. After reviewing the roles and responsibilities of the general education teacher, candidates apply this information to a hypothetical case of a special needs student. They subsequently use this knowledge to prepare the final assignment for the class, a case study of a special needs student from their placement site. Candidates are also required to participate in at least one IEP and at least one SST meeting at their placement sites, after which they reflect on what worked and what they might do differently. □</p> <p>In their subject-specific curriculum and instruction classes, candidates learn to plan instruction for students with a variety of academic backgrounds</p>	Not applicable	Not applicable	Not applicable	

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The Master's College	Yes	Yes	Yes	<p>In a prerequisite course candidates are first introduced to IDEA and basic criteria for serving students with special needs, with a focus on developing lesson plans with differentiation strategies for the class where candidates are observing. ED560 Differentiation for Exceptional Learners, candidates learn about IDEA Components, categories of special needs, and criteria for placement to receive special services. Candidates observe in special education classes, develop a case student and write a differentiated lesson plan. Candidates learn about English Language Learner students through lecture and group activities. They are required to teach an EL lesson in a public school classroom. They learn essential elements and process for an IEP and participate in a role playing activity. During student teaching they attend and/or participate in IEP meetings, as appropriate. Further development of Teacher Training will target RTI Response to Intervention, through observations; develop a lesson plan with an opportunity to teach a minimum of one lesson in this setting. To be implemented in Fall 2010.</p>	Not applicable	Not applicable	Not applicable	

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Touro University	Yes	Yes	Yes	<p>Touro University’s multiple and single subject teacher credential program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, and to effectively teach students who are limited English proficient.</p> <p>LEARNING & LANGUAGE ASSESSMENT</p> <p>Through coursework and supervised teaching, Touro University’s multiple and single subject teacher credential program ensures that candidates demonstrate a basic level of knowledge and skills in assessing the learning and language abilities of students in order to identify those needing referral for assessment, identification of disabilities and eligibility for special education, Section 504 services, or gifted and talented education programs.</p> <p>EDU 718: Inclusive School Environments for All Learners is the central course that provides candidates with knowledge and skills concerning educational supports for students with disabilities as well as understanding disability categories and special education services. Candidates are introduced to the nature and identification of disabilities, including learning disabled, attention deficit disorder, attention deficit disorder with hyperactivity, and autism. In addition, in the literacy courses, EDU 772 (multiple subject) and EDU 773 (single subject), candidates demonstrate the ability to assess learning and language of a struggling</p>	Yes	Yes	Yes	<p>The design of all three teacher preparation programs (Multiple Subject, Single Subject, Education Specialist) in the College of Education are grounded in a well-reasoned rationale and are anchored in the knowledge base of teacher education. The clear intent expressed in both the Standards of Quality and Effectiveness for Educational Specialist Credential Programs and in the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs under SB 2042 is to close the historic divisions between general education teachers and special education teachers in both professional preparation and in organizational structures and program delivery at the district and school levels. At the same time, Education Specialists must acquire the specialized knowledge and skills in educating students with disabilities, as authorized by the credential. □</p> <p>Consistent with the intent to close the divisions between general education and special education teachers, the Educational Specialist/Mild-Moderate and Moderate/Severe Preliminary Level I preparation programs mirror the Preliminary Multiple Subject and Preliminary Single Subject programs in the essential aspect of providing an integrated preparation curriculum wherein candidates have the opportunity to examine and learn the elements of teaching in coursework based on thematic, comprehensive, multi-dimensional ideas, integrated with field experiences throughout</p>

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University of California, Berkeley	Yes	Yes	Yes	We teach a 2-unit course that provides preparation on how to teach students with disabilities effectively. One of the topics covered is service on individualized education program teams, and students are encouraged to attend IEP meetings that take place during their placements. All general education coursework includes connections to the needs of English Learners, there is a 3-unit course entirely devoted to this subject in addition to one supervised teaching experience.	Not applicable	Not applicable	Not applicable	
University of California, Davis	Yes	Yes	Yes	The UC Davis Teacher Education Program prepares its general education candidates to provide an effective learning context for all students including those with disabilities and those who are limited English proficient. The course content and assignments for all credential methods courses include as a thread, teaching and learning strategies that are effective for these populations. Course instructors include in class content and discussion, needed adaptations for students with special needs. In addition, student teaching placements are made only in classrooms that include at least 25% English learners. Finally the Program’s curriculum includes a course entitled “Educating Students with Disabilities” and several courses focused on teaching limited English proficient students. □ In the class “Educating Students with Disabilities”, credential candidates learn about the major characteristics of each category of disability and the learning needs of students challenged by these exceptionalities; the assessment and interpretation of the learning and language needs of students in the general classroom; federal provisions and regulations; requirements under California Master Plan for Special Education; and statutory provisions for due process procedures, assessment provisions (identification, referral, assessment, IEP	Not applicable	Not applicable	Not applicable	

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University of California, Irvine	Yes	Yes	Yes	Instruction for General Education Teachers in the Areas of Special Education, English Language Learners, Children from Low-Income Families, Urban and Rural Schools includes the following coursework for MS and SS Teacher Candidates: ED328/348 Theory and Methods of Instruction of Special Populations in the General Education Classroom; ED329/349 Theories and Methods of English Language Development Applied to Elementary/Secondary Students; ED327/347 Foundations of Equity and Diversity for Elementary/Secondary School Teachers; ED332/352 Creating a Supportive and Healthy Environment for Student Learning in the Elementary/Secondary Classroom. Field experiences, including a 90 hour pre-student/intern teaching practicum and 20-week student/intern teaching assignments, are designed to provide extensive school/classroom experiences with students who are diverse in terms of ethnicity and	Not applicable	Not applicable	Not applicable	
University of California, Los Angeles	Yes	Yes	Yes	Through coursework ED425 Principles of Teaching Exceptional Individuals students gain understanding and skills to work effectively with students with disabilities. Candidates receive preparation for teaching English language learners through coursework ED409 Language Structure, Acquisition and Development. In addition, all methods courses include a strand to help students work with limited English proficient students.	Not applicable	Not applicable	Not applicable	

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University of California, Riverside	Yes	Yes	Yes	<p>Opportunities for the Multiple Subject or Single Subject candidates to develop the basic knowledge, skills, and strategies for teaching special populations are embedded in foundational courses. All contain content pertaining to special populations including students with disabilities, students on behavior plans, and gifted and talented students.</p> <p>In addition to completing all research-based readings, lectures, and activities included in the academic courses for the respective programs, general education candidates must complete competencies that are demonstrated in the student teaching practicum and recorded in their Professional Development Handbook. Candidates complete reflections on students' backgrounds, interests and developmental learning needs and collect and use multiple sources of information to assess student learning.</p> <p>Candidates are also required to observe in a Special Education classroom, identify students in their assigned classrooms who have special needs, and report on a Student Study Team and/or Individualized Education Program (I.E.P.) meeting, including the content of the I.E.P.'s and the classroom teacher's responsibility in carrying out the I.E.P.</p>	Yes	Yes	Yes	<p>The Special Education programs are based on the integration of theory and practice and educate candidates in the characteristics of learners and issues in curriculum and instruction, as well as the practical necessities of the classroom. Candidates study various means of adapting lesson and curriculum. Coursework includes assignments that require development of individualized education program (IEP) goals and opportunities are provided to communicate with parents and other professionals involved in implementing the IEP goals. □</p> <p>□</p> <p>The program also is required under the California standards for teacher education programs to prepare special education candidates to teach English learners. Candidates are introduced to California's English Language Development Standards and the California English Language Development Test (CELDT) that generate proficiency levels at various states of teacher preparation. Coursework and fieldwork also require regular monitoring of progress through both informal and formal assessment. The candidates demonstrate understanding of communication development and communication differences and use strategies and techniques that</p>

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University of California, San Diego	Yes	Yes	Yes	<p>All MS/SS/EdSpec candidates take EDS 382 (Inclusive Educational Practices) as required by the California Commission on Teacher Credentialing. Topics include: teaching methods for accommodating special-needs students in the regular classroom, developing an Individual Education Plan, characteristics of special-needs students, lesson planning to accommodate individual differences, and legislated mandates. Methods for teaching students with disabilities are also incorporated into methods and student teaching/internships seminars.</p> <p>All MS/SS/EdSpec candidates take EDS 351 (Teaching the English learner) as required by the California Commission on Teacher Credentialing. Students examine the principles of second language acquisition and approaches to teaching the English learner in a variety of settings. They develop a repertoire of strategies for teaching in elementary or secondary content areas.</p>	Yes	Yes	Yes	<p>All MS/SS/EdSpec candidates take EDS 382 (Inclusive Educational Practices) as required by the California Commission on Teacher Credentialing. Topics include: teaching methods for accommodating special-needs students in the regular classroom, developing an Individual Education Plan, characteristics of special-needs students, lesson planning to accommodate individual differences, and legislated mandates. Methods for teaching students with disabilities are also incorporated into methods and student teaching/internships seminars.</p> <p>All MS/SS/EdSpec candidates take EDS 351 (Teaching the English learner) as required by the California Commission on Teacher Credentialing. Students examine the principles of second language acquisition and approaches to teaching the English learner in a variety of settings. They develop a repertoire of strategies for teaching in elementary or secondary content areas.</p>

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University of California, Santa Barbara	Yes	Yes	Yes	<p>Candidates complete a series of readings, classroom activities, web activities and fieldwork assignments aimed at giving them a more in-depth understanding of the practices of assessment related to special education in the regular classroom. For example, in ED 222A, students read Turnbull, Turnbull, and Wehmeyer (2010) and each chapter focused on a particular disability presents in depth discussion of best assessment and evaluation practices. In the special education courses for elementary and secondary general education candidates (Elementary is ED222A and secondary is EDSPS390), candidates receive instruction and perform classroom assignments on conducting task analytic assessments, applied behavioral assessments (specifically as related to School-Wide Positive Behavior Supports), and curriculum-based assessment, specifically progress monitoring with curriculum-based measures (as related to Response-to-Intervention, or RTI, systems). In addition each candidate completes a comprehensive case study of a child with identified special education needs, including assessment results relevant to referral and placement, instructional design and evaluation. (See course syllabus for ED 222A, including the case study assignment specific requirements). In the SST course in special education, a similar set of readings and assignments focus on assessment skills. For example, candidates are required to attend both a Student Study Team and IEP meeting, and to report on both specific assessment procedures and how these are woven into programmatic decisions for children. Candidates also complete a case study of a student with identified special education needs. The</p>	Yes	Yes	Yes	<p>The Special Education Credential Program is a yearlong program with extensive academic instruction in teaching student with Moderate/Severe Disabilities in a least restrictive school environment as possible. The program is competency based so students demonstrate proficiency in all skills required by Special Education teachers. The program provides 30 weeks of student teaching at 16 hours per week with weekly direct supervision, providing in-vivo coaching and modeling. <input type="checkbox"/></p> <p>The program includes competencies to review student cumulative files particularly former IEP, to interview families prior to IEP meetings, to help develop IEP goals, and to participate in IEP meetings. <input type="checkbox"/></p> <p>The program provides full ELD/SDAIE preparation including strategies to work with limited English proficient students are integrated in course work and the methods classes including direct strategies with students who are English learners. <input type="checkbox"/></p>

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University of California, Santa Cruz	Yes	Yes	Yes	<p>The program prepares general education teachers to effectively teach students with disabilities and to teach limited English proficient students in the general education classroom setting. Course presentations, readings, videos and assignments support teacher candidates in developing the knowledge and skills required to effectively teach English language learners and special education students in the general education setting.</p> <p>Topics include:</p> <p>Students with disabilities</p> <ul style="list-style-type: none"> • <input type="checkbox"/> The role of the general education teacher in the IEA process. • <input type="checkbox"/> Identification of students who need support with the SST process. • <input type="checkbox"/> Teaching strategies to support students in general education setting. • <input type="checkbox"/> Different types of learning disabilities(e.g. ADD, ADHD) and strategies to address them in the classroom. • <input type="checkbox"/> Case study of a student with a learning disability (auditory or visual processing, etc.) • <input type="checkbox"/> Working collaboratively with special education staff. <p>Limited English Proficient Students</p> <ul style="list-style-type: none"> • <input type="checkbox"/> Identify levels of English language acquisition • <input type="checkbox"/> Understanding how English language learners are assessed from initial identification to redesignation. • <input type="checkbox"/> Identify language demands in the Single Subject and Multiple Subject classroom. • <input type="checkbox"/> Identify examples of academic English and strategies to teach it. • <input type="checkbox"/> Identify and apply English language development 	Not applicable	Not applicable	Not applicable	

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University of LaVerne	Yes	No	Yes	Students are required to create a strategy list of 101 items adapting curriculum for students with disabilities, learn about 13 disabilities under IDEA, learn to adapt for each disability and create classroom activities, and directly observe a qualified teacher adapting or modifying instruction.	Yes	Yes	Yes	Students are required to separate curriculum/assessment strategies as opposed to combining them. Required practicum experience and/or classroom activities and creating related notebooks. Students are required to simulate, attend, and critique IEP meeting. Student are required to reflect on videos relating to adapting curriculum and instruction. Required use of the internet for further research on students with disabilities.
University of Phoenix	Yes	Yes	Yes	University of Phoenix’s teacher preparation program prepares general education teachers to effectively teach students with disabilities and students who are limited English proficient, in multiple ways. Every course in the program includes content, assignments, and activities that address diverse learners and differentiating instruction and assessments to meet the needs of every learner. In addition, a program course, SPE/514, Survey of Special Populations, provides an overview of the categories of exceptionality for P-12 students with special needs and familiarizes teachers with terminology. The course focuses on differentiated methods used for the identification, placement, assessment, and instruction of diverse populations. The program also includes two Structured English Immersion (SEI) courses: SEI/500, Structured English Immersion, and SEI/503, Advanced Structured English Immersion Methods. In these courses, teachers are introduced to the concept of and methods for instructing in a structured English immersion environment. They learn about assessment of K-12 students, state standards, research-based instructional activities, and lesson planning and implementation models.	Not applicable	Not applicable	Not applicable	

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University of Redlands	Yes	Yes	Yes	The courses in our program are based upon Teaching Performance Expectations which describe the set of knowledge, skills, and abilities that California expects of each candidate for a Multiple or Single Subject Teaching Credential. Teaching limited English proficient students effectively and teaching students with disabilities effectively are TPE standards that must be met throughout the coursework in our program. Candidates must demonstrate that they meet the Teaching Performance Expectations through successful completion the Teaching Performance Assessment. Teacher candidates receive specific training related to participation as a member of individualized education program teams during their student teaching experience and in the concurrent teaching seminar course.	Not applicable	Not applicable	Not applicable	

Appendix B-1: Institutional and Program Report Card - Section VI: Teacher Training

Institution	teach students with disabilities effectively?	participate as a member of IEP teams?	teach students who are LEP effectively?	General Education Comments	teach students with disabilities effectively?	participate as a member of IEP teams?	teach students who are LEP effectively?	Special Education Comments
University of San Diego	Yes	Yes	Yes	<p>There are two methods courses USD teacher candidates are required to take that specifically address students with disabilities and teaching students with limited English proficiency. These are both 3 credit hour courses, Healthy Environments and Inclusive Education and Methods of Teaching English Language and Academic Development. Student Teaching placements with classrooms including special needs students provide IEP experience for students. The Performance Assessment of California Teachers (PACT) assessment expects students to include thorough adaptations for special education in their lesson development, implementation, and assessment. <input type="checkbox"/> Faculty members in both general education and special education participated in an IRIS workshop (from Vanderbilt University's Peabody College) to develop additional skills to teach teacher candidates to integrate strategies for special needs students in the general education classroom.</p>	Yes	Yes	Yes	<p>First, we have a CTC approved Level I Education Specialist Credential with English Learner Authorization in these three areas: 1) mild/moderate disability 2) moderate/severe disability (No longer accepting students as of fall 2009) 3) early childhood disability (No longer accepting students as of fall 2009) We also have Council for Exceptional Children SPA NCATE recognition. Second our 42-unit credential with master degree (41 including student teaching without M.ED only course) is designed sequentially to build candidate competency in all areas of teaching students with special needs. Here is the course preferred sequence: FOUNDATIONS BLOCK (must be completed before beginning Methods Block) Course title/ Unit/ Field requirement EDUC 558XB First and Second Language Development for the Classroom Teacher/ 3 CEU/na EDSP 589 Healthy Environments and Inclusive Education/ 3 units/5 hours EDSP 574 Characteristics & Needs Mild to Moderate/<input type="checkbox"/>3 units/<input type="checkbox"/>na<input type="checkbox"/> EDSP 573 Family Systems/<input type="checkbox"/>3 units/<input type="checkbox"/>Family case study 5 hours EDSP 579 Cultural, Legal & Ethical Aspects/<input type="checkbox"/>2 units/<input type="checkbox"/>na EDUC 500 Research Design/<input type="checkbox"/>3 units/<input type="checkbox"/>na METHODS BLOCK (may be taken concurrently with the Foundations Block and in any order; must be completed before beginning Student Teaching)</p>

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University of San Francisco	Yes	Yes	Yes	<p>All teacher candidates participate in a course (Education of Exceptional Children) designed to teach them to work effectively with students with disabilities. In the course they learn about the levels of disabilities they may encounter in their classrooms, how to adapt/modify lessons to meet the needs of disabled students, and how to work with parents and other school employees in service of these children. Once they have this framework, candidates continue, throughout the program, to incorporate lesson adaptations/modifications in their lesson plans and to reflect on student progress. The CalTPA also requires candidates to focus on a student with special needs as part of all four teaching performance assessment tasks. □</p> <p>All teacher candidates participate in a course (Education of the Bilingual Child) designed to help them understand the experiences and needs of English Language Learners in their classrooms. The course offers training in lesson adaptations/modifications for these students to support English Language Development and in analyzing student progress as a result of the adaptations/modifications. Throughout the program</p>	Yes	Yes	Yes	Our current Special Education program is an intern-only model. Details about the program appear in a separate report.

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University of Southern California	Yes	Yes	Yes	During the 2008-09 academic year in course work completed before the practicum experience (EDUC 503, Teaching and Learning in American Schools), in methods concurrent with the practicum experience (548 and 550 a/b - General Methods) and during the practicum experience (EDUC 549 and 551 a/b - Practicum) Candidates participated in seminars, wrote assignments, participated in IEPs and differentiated lesson planning to meet the needs of the learning differences listed above. These were clearly documented in syllabi and required to meet CA Teacher Performance Expectations, which also require clear documentation in this program. Candidates also completed the Performance Assessment for CA Teachers, which requires students to show evidence of the understandings above and evaluates this evidence using research based rubric. The USC program had a PACT pass rate of 101/103.	Not applicable	Not applicable	Not applicable	
University of the Pacific	Yes	Yes	Yes	All general education candidates take a course in Teaching Exceptional Learners and Teaching English Learners. The course in teaching exceptional learners includes information on IEPs and how school teams are typically arranged. The responsibilities of the general education teacher at an IEP are presented and discussed. A simulation of an IEP typically occurs during this course. The course on Teaching English Learners is a comprehensive course on SIOP and SDAIE, in particular.	Yes	Yes	Yes	Special Education candidates have specific coursework on curriculum and instruction, advanced programming, a survey of exceptional needs and disabilities, and teacher-family partnerships, for example. All students take a Teaching English Learners course. Also, all participate in one or more IEPs.

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Vanguard University	Yes	Yes	Yes	<p>In EDUG 557, Exceptionality and Health, student teachers are prepared with basic knowledge, skills and strategies for teaching special populations, including students with disabilities, students on behavior plans, and gifted and talented students in the general education classroom. Each candidate learns to create a positive, inclusive climate of instruction for all special populations in the general classroom. Candidates also revisit issues related to how personal, family, school, community and environmental factors are related to students' academic, physical, emotional and social well-being. Some of the major special population topics covered in EDUG 557 includes:</p> <ol style="list-style-type: none"> 1) <input type="checkbox"/> special education and the family, 2) <input type="checkbox"/> special education terminology, 3) <input type="checkbox"/> cultural and family perspectives, 4) <input type="checkbox"/> education from early childhood to adult years, 5) <input type="checkbox"/> state and federal laws, such as PL 94-142 and IDEA, 6) <input type="checkbox"/> the IEP process, 7) <input type="checkbox"/> SST process, 8) <input type="checkbox"/> 504 plans, 9) <input type="checkbox"/> major categories of disabilities, 10) <input type="checkbox"/> assessment, 11) <input type="checkbox"/> referral, 12) <input type="checkbox"/> instructional materials and technology, 13) <input type="checkbox"/> differentiated teaching strategies, 14) <input type="checkbox"/> access to core curriculum, and 15) <input type="checkbox"/> social integration. <p>For teaching candidates in our program, working with limited English proficient students is the norm, not the exception. Although knowledge, skills, and abilities to deliver comprehensive instruction to</p>	Not applicable	Not applicable	Not applicable	N/A

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Western Governors University	Yes	Yes	Yes	<p>In its goal to prepare exemplary candidates for the role of teachers, Western Governors University provides within its program a series of activities, courses and exposure to students with disabilities and their needs in the classroom as outlined in an IEP or student study team. Additionally, the needs of second language learners are addressed in all courses with the inclusion on differentiated instruction. Keeping in mind that all general education teachers may have students in their classrooms with both identified and non identified disabilities that require accommodation, the course Human Development and Learning (FDT4/5) addresses the content related to various dimensions of child development (e.g., cognitive, social, emotional, physical, cultural); learning theory and conditions of learning; influences on learning; and the impact of various developmental influences on instruction. The candidates participate in three online classes as part of these courses' learning resources. An outline of these courses follows: □</p> <p>Foundations of Special Education: □ This course addresses theoretical and practical information in the areas of disability and special education, with particular attention to information that is important to beginning teachers. □ This course addresses CEC standard 1 "Foundations of Special Education". □</p> <p>Collaboration and Instruction Planning: □ This course covers strategies for defining cooperative teaching, identifying key interpersonal skills, discussing the five key elements of cooperative teaching, and how to get started participating in cooperative teaching. The course</p>	Yes	Yes	Yes	<p>The Bachelor of Arts in Special Education (K-12), Cross-Categorical Model, is a competency-based program that enables Teacher Candidates to earn a Bachelor of Arts in Special Education (BASP) degree, and leads to an initial dual licensure in Special Education (K-12) and Elementary Education (K-8) teaching certificate online (except for the in-classroom component Demonstration Teaching, and options for in-classroom field experiences prior to Demonstration Teaching). This program consists of four balanced areas of study (domains), competency-based assessments, and the creation of a professional portfolio. It includes a supervised teaching practicum in a real classroom, and thus prepares students for initial teacher licensure. □</p> <p>The Special Education Cross-Categorical Model is a specifically designed program for the education and training of prospective teachers to work with students with mild/moderate disabilities in a variety of school settings, including inclusionary K-12 classrooms, resource rooms or self-contained classrooms; serve as Teacher of Record K-8; as well as teach all basic school subjects in the Elementary Education Classroom. □</p> <p>With the successful completion of required assessments in the major area of teaching, the student can receive institutional recommendation for certification in special education, and in Elementary Education. During the required major or sequence of the standard path, students gain knowledge, skills and competencies essential to effective teaching while being involved in field-based experiences. □</p>

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Westmont College	Yes	Yes	Yes	<p><input type="checkbox"/> The Westmont Department of Education prepares all candidates to teach students with disabilities and students with limited English proficiency effectively. All candidates, elementary and secondary, complete a specific course in each of these areas. The course for teaching students with disabilities is taught by an experienced local practitioner who holds a graduate degree in the field of school psychology. Among many other topics addressed, candidates are taught how to participate effectively as a member of individualized education program teams. Some—but not all—student teachers participate in actual team sessions as part of their full-time student teaching placement. All candidates demonstrate their preparedness to work with students with disabilities on the California Teaching Performance Assessment. <input type="checkbox"/></p> <p><input type="checkbox"/> Similarly, all candidates are prepared to work effectively with students with limited English proficiency. This is a major and pervasive theme in our program, unsurprising given the demographics of Santa Barbara-area schools, where over half the student body is classified Latino and significant numbers of students with limited English proficiency are present in all schools where candidates are assigned to student teach. All teacher candidates complete a course on theories and practices relevant to working with students for whom English is a Second Language. All methods courses incorporate additional input on this topic, and incorporate assessment measures related to working with students for whom English is Second</p>	Not applicable	Not applicable	Not applicable	N/A

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Whittier College	Yes	Yes	Yes	<p>Section VI Teacher Training <input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>All Whittier College elementary and secondary candidates must complete coursework in Working with Special Populations. Topics in these required courses include: State and Federal laws pertaining to exceptional population; referral and Individualized Education Program (IEP) processes; assessment of the learning and language abilities of special population students; issues of social integration of students with special needs; major categories of disabilities; differentiated teaching strategies; and appropriate instructional materials and technologies for working with special-needs students in general education classrooms. <input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>In addition, all elementary and secondary candidates complete a comprehensive course dealing directly with teaching students who are English Language Proficient. This specialized course examines native and second language development in theory and as applied to multicultural/multilingual educational contexts; helping prospective teachers develop a sound understanding of first (L1) and second language (L2) processes. It focuses on the socio-cultural, historical, political nature of language learning in the classroom and how the education system</p>	Not applicable	Not applicable	Not applicable	
William Jessup University	Yes	Yes	Yes	<p>Through coursework and field experience. With every lesson plan we require an adapted lesson for ELL students and students <input type="checkbox"/></p> <p>with special needs. We place all student teachers in Title I schools and in classrooms that have ELL and students with special needs. We host guest speakers who are experts in ELL and special need students.</p>	Not applicable	Not applicable	Not applicable	