Appendix B-1: 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 at the UG or PG level - Traditional Route

Institution	Application UG	Application PG	Fee/Payment UG	Fee/Payment PG	Transcript UG	Transcript PG	Fingerprint check UG	Fingerprint check PG	Background check UG	Background check PG	Experience in classroom UG	Experience in classroom PG	Minimum Credits Completed UG
Alliant International University	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No	NA
Antioch University Los Angeles	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No	NA
Antioch University Santa Barbara	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	No	NA
Argosy University	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA
Azusa Pacific University	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	No	NA
Bethany University	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	Yes	NA
Biola University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes
Brandman University	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No	NA
California Baptist University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes
California Lutheran University	No	Yes	No	Yes	No	Yes	No	No	No	No	No	No	No
California Polytechnic State University, San Luis Obispo	Yes	Yes	No	No	Yes	Yes	Yes	Yes	No	No	Yes	Yes	No

Appendix B-1: 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 at the UG or PG level - Traditional Route

Institution	Application UG	Application PG	Fee/Payment UG	Fee/Payment PG	Transcript UG	Transcript PG	Fingerprint check UG	Fingerprint check PG	Background check UG	Background check PG	Experience in classroom UG	Experience in classroom PG	Minimum Credits Completed UG
California State Polytechnic University, Pomona	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
California State University, Bakersfield	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Channel Islands	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA
California State University, Chico	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Dominguez Hills	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA
California State University, East Bay	NA	Yes	NA	No	NA	Yes	NA	Yes	NA	No	NA	Yes	NA

Appendix B-1: 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 at the UG or PG level - Traditional Route

Institution	Application UG	Application PG	Fee/Payment UG	Fee/Payment PG	Transcript UG	Transcript PG	Fingerprint check UG	Fingerprint check PG	Background check UG	Background check PG	Experience in classroom UG	Experience in classroom PG	Minimum Credits Completed UG
California State University, Fresno	NA	Yes	NA	No	NA	No	NA	Yes	NA	Yes	NA	Yes	NA
California State University, Fullerton	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Long Beach	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Los Angeles	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Monterey Bay	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Northridge	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No

Appendix B-1: 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 at the UG or PG level - Traditional Route

Institution	Application UG	Application PG	Fee/Payment UG	Fee/Payment PG	Transcript UG	Transcript PG	Fingerprint check UG	Fingerprint check PG	Background check UG	Background check PG	Experience in classroom UG	Experience in classroom PG	Minimum Credits Completed UG
California State University, Sacramento	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA
California State University, San Bernardino	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, San Marcos	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Stanislaus	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
CalState TEACH	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No
Chapman University	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No	NA
Claremont Graduate University	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA
Concordia University	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Dominican University of California	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes

Appendix B-1: 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 at the UG or PG level - Traditional Route

Institution	Application UG	Application PG	Fee/Payment UG	Fee/Payment PG	Transcript UG	Transcript PG	Fingerprint check UG	Fingerprint check PG	Background check UG	Background check PG	Experience in classroom UG	Experience in classroom PG	Minimum Credits Completed UG
Fresno Pacific University	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA
Hebrew Union College	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA
Holy Names University	No	Yes	No	Yes	No	Yes	No	No	No	No	No	No	No
Hope International University	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No	NA
Humboldt State University	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA
La Sierra University	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes
Loyola Marymount University	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Mills College	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	Yes	Yes	Yes
Mount St. Mary's College	Yes	Yes	No	Yes	Yes	Yes	No	No	No	No	Yes	Yes	No
National Hispanic University	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No	NA

Appendix B-1: 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 at the UG or PG level - Traditional Route

Institution	Application UG	Application PG	Fee/Payment UG	Fee/Payment PG	Transcript UG	Transcript PG	Fingerprint check UG	Fingerprint check PG	Background check UG	Background check PG	Experience in classroom UG	Experience in classroom PG	Minimum Credits Completed UG
National University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes
Notre Dame de Namur University	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	Yes	NA
Occidental College	No	Yes	No	Yes	No	Yes	No	No	No	No	No	No	No
Pacific Oaks College	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No	Yes
Pacific Union College	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Patten University	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
Pepperdine University	Yes	Yes	No	Yes	No	Yes	Yes	Yes	Yes	Yes	No	No	Yes
Point Loma Nazarene University	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No	NA

Appendix B-1: 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 at the UG or PG level - Traditional Route

Institution	Application UG	Application PG	Fee/Payment UG	Fee/Payment PG	Transcript UG	Transcript PG	Fingerprint check UG	Fingerprint check PG	Background check UG	Background check PG	Experience in classroom UG	Experience in classroom PG	Minimum Credits Completed UG
San Diego Christian College	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	Yes	NA
San Diego State University	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA
San Francisco State University	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA
San Jose State University	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA
Santa Clara University	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No	NA
Simpson University	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	Yes	NA
Sonoma State University	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA
St. Mary's College of California	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	No	NA
Stanford University	No	Yes	No	Yes	No	Yes	No	No	No	No	No	Yes	No
The Master's College	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA

Appendix B-1: 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 at the UG or PG level - Traditional Route

Institution	Application UG	Application PG	Fee/Payment UG	Fee/Payment PG	Transcript UG	Transcript PG	Fingerprint check UG	Fingerprint check PG	Background check UG	Background check PG	Experience in classroom UG	Experience in classroom PG	Minimum Credits Completed UG
Touro University	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	No	NA
United States University	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	Yes	NA
University of California, Berkeley	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	Yes	NA
University of California, Davis	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	Yes	NA
University of California, Irvine	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
University of California, Los Angeles	Yes	Yes	No	Yes	Yes	Yes	No	No	No	No	No	Yes	No
University of California, Riverside	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA
University of California, San Diego	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA
University of California, Santa Barbara	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA
University of California, Santa Cruz	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA
University of LaVerne	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	No	No	No	No
University of Phoenix	NA	Yes	NA	No	NA	Yes	NA	Yes	NA	Yes	NA	No	NA

Appendix B-1: 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 at the UG or PG level - Traditional Route

Institution	Application UG	Application PG	Fee/Payment UG	Fee/Payment PG	Transcript UG	Transcript PG	Fingerprint check UG	Fingerprint check PG	Background check UG	Background check PG	Experience in classroom UG	Experience in classroom PG	Minimum Credits Completed UG
University of Redlands	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
University of San Diego	Yes	Yes	No	Yes	Yes	Yes	No	No	No	No	No	No	Yes
University of San Francisco	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No	NA
University of Southern California	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	Yes	NA
University of the Pacific	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes
Vanguard University	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA

Appendix B-1: 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 at the UG or PG level - Traditional Route

Institution	Application UG	Application PG	Fee/Payment UG	Fee/Payment PG	Transcript UG	Transcript PG	Fingerprint check UG	Fingerprint check PG	Background check UG	Background check PG	Experience in classroom UG	Experience in classroom PG	Minimum Credits Completed UG
Western Governors University	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA
Westmont College	Yes	Yes	No	No	Yes	Yes	No	No	No	No	Yes	Yes	Yes
Whittier College	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	No	No
William Jessup University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	No

Appendix B-1: 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 at the UG or PG level - Traditional Route

Institution	Minimum Credits Completed PG	HS GPA UG	HS GPA PG	UG GPA UG	UG GPA PG	Content GPA UG	Content GPA PG	Professional GPA UG	Professional GPA PG	ACT UG	ACT PG	SAT UG	SAT PG	GRE UG	GRE PG
Alliant International University	No	NA	No	NA	Yes	NA	No	NA	No	NA	No	NA	No	NA	No
Antioch University Los Angeles	Yes	NA	No	NA	No	NA	No	NA	No	NA	No	NA	No	NA	No
Antioch University Santa Barbara	No	NA	No	NA	No	NA	No	NA	No	NA	No	NA	No	NA	No
Argosy University	Yes	NA	No	NA	Yes	NA	No	NA	Yes	NA	No	NA	No	NA	No
Azusa Pacific University	No	NA	No	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No
Bethany University	Yes	NA	No	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No
Biola University	No	No	No	Yes	Yes	No	No	Yes	Yes	No	No	No	No	No	No
Brandman University	No	NA	No	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	Yes
California Baptist University	Yes	No	No	Yes	No	No	No	No	No	No	No	No	No	No	No
California Lutheran University	No	No	No	No	Yes	No	No	No	Yes	No	No	No	No	No	No
California Polytechnic State University, San Luis Obispo	No	No	No	Yes	Yes	No	No	No	No	No	No	No	No	No	No

Appendix B-1: 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 at the UG or PG level - Traditional Route

Institution	Minimum Credits Completed PG	HS GPA UG	HS GPA PG	UG GPA UG	UG GPA PG	Content GPA UG	Content GPA PG	Professional GPA UG	Professional GPA PG	ACT UG	ACT PG	SAT UG	SAT PG	GRE UG	GRE PG
California State Polytechnic University, Pomona	Yes	No	No	No	Yes	No	Yes	No	Yes	No	No	No	No	No	No
California State University, Bakersfield	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No
California State University, Channel Islands	Yes	NA	No	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No
California State University, Chico	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No
California State University, Dominguez Hills	No	NA	No	NA	Yes	NA	No	NA	No	NA	No	NA	No	NA	No
California State University, East Bay	No	NA	No	NA	Yes	NA	No	NA	No	NA	No	NA	No	NA	No

Appendix B-1: 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 at the UG or PG level - Traditional Route

Institution	Minimum Credits Completed PG	HS GPA UG	HS GPA PG	UG GPA UG	UG GPA PG	Content GPA UG	Content GPA PG	Professional GPA UG	Professional GPA PG	ACT UG	ACT PG	SAT UG	SAT PG	GRE UG	GRE PG
California State University, Fresno	No	NA	No	NA	Yes	NA	No	NA	No	NA	No	NA	No	NA	No
California State University, Fullerton	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No
California State University, Long Beach	Yes	No	No	Yes	Yes	No	No	Yes	Yes	No	No	No	No	No	No
California State University, Los Angeles	Yes	No	No	No	No	No	No	No	No	No	No	No	No	No	No
California State University, Monterey Bay	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No
California State University, Northridge	No	No	No	Yes	Yes	No	No	No	No	No	No	No	No	No	No

Appendix B-1: 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 at the UG or PG level - Traditional Route

Institution	Minimum Credits Completed PG	HS GPA UG	HS GPA PG	UG GPA UG	UG GPA PG	Content GPA UG	Content GPA PG	Professional GPA UG	Professional GPA PG	ACT UG	ACT PG	SAT UG	SAT PG	GRE UG	GRE PG
California State University, Sacramento	Yes	NA	No	NA	Yes	NA	Yes	NA	No	NA	No	NA	No	NA	No
California State University, San Bernardino	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No
California State University, San Marcos	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No
California State University, Stanislaus	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No
CalState TEACH	No	No	No	Yes	Yes	No	No	No	No	No	No	No	No	No	No
Chapman University	No	NA	No	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	Yes
Claremont Graduate University	Yes	NA	No	NA	No	NA	No	NA	No	NA	No	NA	No	NA	No
Concordia University	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No
Dominican University of California	Yes	Yes	No	Yes	No	Yes	No	No	No	No	No	No	No	No	No

Appendix B-1: 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 at the UG or PG level - Traditional Route

Institution	Minimum Credits Completed PG	HS GPA UG	HS GPA PG	UG GPA UG	UG GPA PG	Content GPA UG	Content GPA PG	Professional GPA UG	Professional GPA PG	ACT UG	ACT PG	SAT UG	SAT PG	GRE UG	GRE PG
Fresno Pacific University	No	NA	No	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No
Hebrew Union College	Yes	NA	No	NA	No	NA	No	NA	No	NA	No	NA	No	NA	No
Holy Names University	No	No	No	No	Yes	No	Yes	No	No	No	No	No	No	No	No
Hope International University	Yes	NA	No	NA	Yes	NA	No	NA	No	NA	No	NA	No	NA	No
Humboldt State University	Yes	NA	No	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No
La Sierra University	Yes	No	No	No	No	Yes	Yes	Yes	Yes	No	No	No	No	No	No
Loyola Marymount University	No	No	No	Yes	Yes	No	No	Yes	No	No	No	No	No	No	No
Mills College	Yes	No	No	Yes	Yes	Yes	No	No	No	No	No	No	No	No	No
Mount St. Mary's College	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No
National Hispanic University	No	NA	No	NA	Yes	NA	No	NA	Yes	NA	No	NA	No	NA	No

Appendix B-1: 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 at the UG or PG level - Traditional Route

Institution	Minimum Credits Completed PG	HS GPA UG	HS GPA PG	UG GPA UG	UG GPA PG	Content GPA UG	Content GPA PG	Professional GPA UG	Professional GPA PG	ACT UG	ACT PG	SAT UG	SAT PG	GRE UG	GRE PG
National University	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No
Notre Dame de Namur University	No	NA	No	NA	Yes	NA	No	NA	No	NA	No	NA	No	NA	No
Occidental College	No	No	No	No	Yes	No	Yes	No	Yes	No	No	No	No	No	No
Pacific Oaks College	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
Pacific Union College	Yes	No	No	Yes	Yes	No	No	Yes	Yes	No	No	No	No	No	No
Patten University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No	No	No
Pepperdine University	Yes	No	No	No	Yes	No	Yes	No	No	No	No	No	No	No	No
Point Loma Nazarene University	No	NA	No	NA	Yes	NA	No	NA	No	NA	No	NA	No	NA	No

Appendix B-1: 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 at the UG or PG level - Traditional Route

Institution	Minimum Credits Completed PG	HS GPA UG	HS GPA PG	UG GPA UG	UG GPA PG	Content GPA UG	Content GPA PG	Professional GPA UG	Professional GPA PG	ACT UG	ACT PG	SAT UG	SAT PG	GRE UG	GRE PG
San Diego Christian College	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No
San Diego State University	Yes	NA	No	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No
San Francisco State University	No	NA	No	NA	No	NA	No	NA	No	NA	No	NA	No	NA	No
San Jose State University	Yes	NA	No	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No
Santa Clara University	No	NA	No	NA	No	NA	No	NA	No	NA	No	NA	No	NA	No
Simpson University	No	NA	No	NA	Yes	NA	No	NA	No	NA	No	NA	No	NA	No
Sonoma State University	Yes	NA	No	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No
St. Mary's College of California	No	NA	No	NA	Yes	NA	No	NA	No	NA	No	NA	No	NA	No
Stanford University	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
The Master's College	Yes	NA	No	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No

Appendix B-1: 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 at the UG or PG level - Traditional Route

Institution	Minimum Credits Completed PG	HS GPA UG	HS GPA PG	UG GPA UG	UG GPA PG	Content GPA UG	Content GPA PG	Professional GPA UG	Professional GPA PG	ACT UG	ACT PG	SAT UG	SAT PG	GRE UG	GRE PG
Touro University	Yes	NA	No	NA	Yes	NA	Yes	NA	No	NA	No	NA	No	NA	No
United States University	Yes	NA	No	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No
University of California, Berkeley	No	NA	No	NA	Yes	NA	No	NA	No	NA	No	NA	No	NA	No
University of California, Davis	No	NA	No	NA	Yes	NA	No	NA	No	NA	No	NA	No	NA	No
University of California, Irvine	Yes	No	No	No	Yes	No	Yes	No	Yes	No	No	No	No	No	No
University of California, Los Angeles	No	No	No	Yes	Yes	No	No	No	No	No	No	No	No	No	No
University of California, Riverside	No	NA	No	NA	Yes	NA	No	NA	Yes	NA	No	NA	No	NA	No
University of California, San Diego	Yes	NA	No	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	Yes
University of California, Santa Barbara	No	NA	No	NA	Yes	NA	No	NA	No	NA	No	NA	No	NA	No
University of California, Santa Cruz	No	NA	No	NA	Yes	NA	No	NA	No	NA	No	NA	No	NA	No
University of LaVerne	Yes	Yes	No	Yes	Yes	Yes	Yes	No	Yes	No	No	No	No	No	No
University of Phoenix	No	NA	No	NA	Yes	NA	No	NA	No	NA	No	NA	No	NA	No

Appendix B-1: 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 at the UG or PG level - Traditional Route

Institution	Minimum Credits Completed PG	HS GPA UG	HS GPA PG	UG GPA UG	UG GPA PG	Content GPA UG	Content GPA PG	Professional GPA UG	Professional GPA PG	ACT UG	ACT PG	SAT UG	SAT PG	GRE UG	GRE PG
University of Redlands	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No
University of San Diego	No	No	No	Yes	Yes	No	No	No	No	No	No	No	No	No	No
University of San Francisco	No	NA	No	NA	Yes	NA	No	NA	No	NA	No	NA	No	NA	No
University of Southern California	Yes	NA	No	NA	Yes	NA	No	NA	No	NA	No	NA	No	NA	No
University of the Pacific	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	No	No
Vanguard University	Yes	NA	No	NA	Yes	NA	No	NA	No	NA	No	NA	No	NA	No

Appendix B-1: 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 at the UG or PG level - Traditional Route

Institution	Minimum Credits Completed PG	HS GPA UG	HS GPA PG	UG GPA UG	UG GPA PG	Content GPA UG	Content GPA PG	Professional GPA UG	Professional GPA PG	ACT UG	ACT PG	SAT UG	SAT PG	GRE UG	GRE PG
Western Governors University	No	NA	No	NA	No	NA	No	NA	No	NA	No	NA	No	NA	No
Westmont College	Yes	No	No	Yes	Yes	No	No	No	No	No	No	No	No	No	No
Whittier College	No	No	Yes	No	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No
William Jessup University	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No

Appendix B-1: 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 at the UG or PG level - Traditional Route

Institution	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	Resume UG
Alliant International University	NA	Yes	NA	No	NA	No	NA	Yes	NA	Yes	NA	Yes	NA
Antioch University Los Angeles	NA	No	NA	No	NA	No	NA	Yes	NA	Yes	NA	Yes	NA
Antioch University Santa Barbara	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	Yes	NA	Yes	NA
Argosy University	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	Yes	NA	Yes	NA
Azusa Pacific University	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	Yes	NA	Yes	NA
Bethany University	NA	Yes	NA	No	NA	No	NA	Yes	NA	Yes	NA	Yes	NA
Biola University	No	Yes	No	Yes	No	No	Yes	Yes	Yes	Yes	No	Yes	No
Brandman University	NA	Yes	NA	No	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA
California Baptist University	Yes	Yes	No	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No
California Lutheran University	No	No	No	No	No	No	No	Yes	No	Yes	No	Yes	No
California Polytechnic State University, San Luis Obispo	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No

Appendix B-1: 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 at the UG or PG level - Traditional Route

Institution	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	Resume UG
California State Polytechnic University, Pomona	No	Yes	No	Yes	No	No	No	Yes	No	Yes	No	Yes	No
California State University, Bakersfield	Yes	Yes	Yes	Yes	No	No	No	No	Yes	Yes	Yes	Yes	No
California State University, Channel Islands	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	Yes	NA	Yes	NA
California State University, Chico	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Dominguez Hills	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	No	NA	No	NA
California State University, East Bay	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	Yes	NA	Yes	NA

Appendix B-1: 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 at the UG or PG level - Traditional Route

Institution	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	Resume UG
California State University, Fresno	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	Yes	NA	Yes	NA
California State University, Fullerton	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No
California State University, Long Beach	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No
California State University, Los Angeles	Yes	Yes	No	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No
California State University, Monterey Bay	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No
California State University, Northridge	Yes	Yes	No	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No

Appendix B-1: 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 at the UG or PG level - Traditional Route

Institution	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	Resume UG
California State University, Sacramento	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	Yes	NA	Yes	NA
California State University, San Bernardino	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No
California State University, San Marcos	Yes	Yes	No	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No
California State University, Stanislaus	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No
CalState TEACH	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No
Chapman University	NA	No	NA	No	NA	No	NA	Yes	NA	Yes	NA	Yes	NA
Claremont Graduate University	NA	No	NA	No	NA	No	NA	Yes	NA	Yes	NA	Yes	NA
Concordia University	Yes	Yes	No	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No
Dominican University of California	Yes	Yes	No	No	No	No	Yes	Yes	Yes	Yes	No	No	Yes

Appendix B-1: 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 at the UG or PG level - Traditional Route

Institution	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	Resume UG
Fresno Pacific University	NA	Yes	NA	No	NA	No	NA	Yes	NA	Yes	NA	Yes	NA
Hebrew Union College	NA	No	NA	No	NA	No	NA	Yes	NA	Yes	NA	Yes	NA
Holy Names University	No	No	No	No	No	No	No	Yes	No	Yes	No	Yes	No
Hope International University	NA	No	NA	No	NA	No	NA	Yes	NA	Yes	NA	No	NA
Humboldt State University	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	Yes	NA	Yes	NA
La Sierra University	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Loyola Marymount University	Yes	Yes	Yes	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No
Mills College	No	Yes	No	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No
Mount St. Mary's College	Yes	Yes	No	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No
National Hispanic University	NA	No	NA	No	NA	No	NA	Yes	NA	Yes	NA	No	NA

Appendix B-1: 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 at the UG or PG level - Traditional Route

Institution	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	Resume UG
National University	No	No	No	No	No	No	No	No	No	No	Yes	Yes	No
Notre Dame de Namur University	NA	No	NA	No	NA	No	NA	Yes	NA	Yes	NA	Yes	NA
Occidental College	No	No	No	No	No	No	No	Yes	No	Yes	No	Yes	No
Pacific Oaks College	Yes	Yes	No	No	No	No	Yes	Yes	Yes	Yes	No	No	Yes
Pacific Union College	Yes	Yes	No	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No
Patten University	Yes	Yes	No	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No
Pepperdine University	No	No	No	No	No	No	Yes	Yes	Yes	Yes	No	No	No
Point Loma Nazarene University	NA	No	NA	No	NA	No	NA	Yes	NA	No	NA	Yes	NA

Appendix B-1: 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 at the UG or PG level - Traditional Route

Institution	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	Resume UG
San Diego Christian College	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	Yes	NA	Yes	NA
San Diego State University	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	Yes	NA	Yes	NA
San Francisco State University	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	Yes	NA	Yes	NA
San Jose State University	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	Yes	NA	Yes	NA
Santa Clara University	NA	No	NA	No	NA	No	NA	Yes	NA	Yes	NA	No	NA
Simpson University	NA	No	NA	No	NA	No	NA	Yes	NA	Yes	NA	Yes	NA
Sonoma State University	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	Yes	NA	Yes	NA
St. Mary's College of California	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	Yes	NA	Yes	NA
Stanford University	No	No	No	No	No	No	No	Yes	No	Yes	No	No	No
The Master's College	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	Yes	NA	Yes	NA

Appendix B-1: 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 at the UG or PG level - Traditional Route

Institution	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	Resume UG
Touro University	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA
United States University	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	No	NA	Yes	NA
University of California, Berkeley	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	Yes	NA	Yes	NA
University of California, Davis	NA	No	NA	Yes	NA	No	NA	No	NA	Yes	NA	Yes	NA
University of California, Irvine	No	Yes	No	Yes	No	No	No	Yes	No	Yes	No	No	No
University of California, Los Angeles	No	No	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
University of California, Riverside	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	Yes	NA	Yes	NA
University of California, San Diego	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	Yes	NA	No	NA
University of California, Santa Barbara	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	Yes	NA	Yes	NA
University of California, Santa Cruz	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	Yes	NA	No	NA
University of LaVerne	No	Yes	No	Yes	No	No	No	Yes	No	Yes	No	Yes	No
University of Phoenix	NA	Yes	NA	No	NA	No	NA	No	NA	No	NA	No	NA

Appendix B-1: 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 at the UG or PG level - Traditional Route

Institution	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	Resume UG
University of Redlands	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	No	No	No
University of San Diego	Yes	Yes	No	No	No	No	Yes	Yes	No	Yes	Yes	Yes	No
University of San Francisco	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	Yes	NA	No	NA
University of Southern California	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	Yes	NA	No	NA
University of the Pacific	Yes	No	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No
Vanguard University	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	Yes	NA	Yes	NA

Appendix B-1: 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 at the UG or PG level - Traditional Route

Institution	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	Resume UG
Western Governors University	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	No	NA	Yes	NA
Westmont College	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No
Whittier College	No	Yes	No	Yes	No	No	No	Yes	No	Yes	No	Yes	No
William Jessup University	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Appendix B-1: 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 at the UG or PG level - Traditional Route

Institution	Resume PG	Degree UG	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	No	NA	Yes	NA	No	NA	No	NA	No		Postgraduate		Yes
Antioch University Los Angeles	Yes	NA	Yes	NA	No	NA	No	NA	No		Postgraduate	N/A	Yes
Antioch University Santa Barbara	Yes	NA	Yes	NA	No	NA	No	NA	No		Senior year		Yes
Argosy University	Yes	NA	Yes	NA	No	NA	No	NA	No	N/A	Postgraduate	N/A	Yes
Azusa Pacific University	Yes	NA	Yes	NA	No	NA	No	NA	Yes	Dispositions checklist	Postgraduate		Yes
Bethany University	No	NA	Yes	NA	No	NA	No	NA	Yes	StrengthsQuest	Postgraduate	or Senior	Yes
Biola University	No	No	Yes	No	No	No	No	No	No		Other	Undergraduate or Post-graduate	Yes
Brandman University	No	NA	Yes	NA	No	NA	No	NA	No	Not Applicable	Postgraduate		Yes
California Baptist University	No	No	No	No	No	No	No	No	No		Other	Undergrad & Postgrad	Yes
California Lutheran University	No	No	Yes	No	No	No	No	No	No		Postgraduate		Yes
California Polytechnic State University, San Luis Obispo	No	No	Yes	No	No	No	No	No	No		Other	Fall, Winter, Spring	Yes

Appendix B-1: 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 at the UG or PG level - Traditional Route

Institution	Resume PG	Degree UG	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 Polytechnic University, Pomona	No	No	Yes	No	No	No	No	No	Yes	TB Clearance, Student Program Plan	Postgraduate		Yes
California State University, Bakersfield	No	No	Yes	No	No	No	No	No	No	Special Education recommendations	Junior year	for blended students. All other programs admit students when requirements are satisfied.	Yes
California State University, Channel Islands	No	NA	Yes	NA	No	NA	No	NA	No		Postgraduate		No
California State University, Chico	Yes	No	Yes	No	No	No	No	No	No		Postgraduate	Junior Year for Pre-Bac Program	Yes
California State University, Dominguez Hills	No	NA	Yes	NA	No	NA	No	NA	No	N/A	Postgraduate		Yes
California State University, East Bay	No	NA	Yes	NA	No	NA	No	NA	Yes	Negative TB Test, US Constitution	Postgraduate	Bachelors Plus Early Pathway Program (BPEP)	Yes

Appendix B-1: 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 at the UG or PG level - Traditional Route

Institution	Resume PG	Degree UG	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, Fresno	No	NA	Yes	NA	No	NA	No	NA	Yes	orientation, medical clearance, advising form, university admission	Postgraduate		Yes
California State University, Fullerton	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	Yes	No	No	No	No	No	No		Other	Students may be admitted as juniors or higher.	Yes
California State University, Los Angeles	No	No	Yes	No	No	No	No	Yes	Yes	writing and speech proficiency	Postgraduate	Undergrad - junior status	Yes
California State University, Monterey Bay	No	Yes	Yes	No	No	No	No	No	No		Postgraduate		Yes
California State University, Northridge	No	No	Yes	No	No	No	No	Yes	Yes	Language Prof. for Bilingual Programs, Information Session and TB Clearance	Postgraduate	Freshman and Junior for blended programs	No

Appendix B-1: 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 at the UG or PG level - Traditional Route

Institution	Resume PG	Degree UG	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, Sacramento	Yes	NA	No	NA	No	NA	No	NA	No	No other	Postgraduate		Yes
California State University, San Bernardino	No	No	Yes	No	No	No	No	No	No		Other		Yes
California State University, San Marcos	No	No	Yes	No	No	No	No	No	No		Other	Postgrad for most programs & sophomore/junior year for ICP (see notes)	Yes
California State University, Stanislaus	No	No	Yes	No	No	No	No	No	No		Other	Completion of prerequisite	Yes
CalState TEACH	No	No	Yes	No	No	No	No	Yes	No	Senior Status	Postgraduate		Yes
Chapman University	No	NA	Yes	NA	No	NA	No	NA	No	Not Applicable	Postgraduate		Yes
Claremont Graduate University	Yes	NA	Yes	NA	No	NA	No	NA	Yes	Writing sample taken at interview	Postgraduate		Yes
Concordia University	No	No	Yes	No	No	No	No	No	No		Postgraduate	also, junior/senior year for undegrad students at CUI	Yes
Dominican University of California	Yes	No	Yes	No	No	No	No	Yes	Yes	TB Test	Senior year	Post Graduate	No

Appendix B-1: 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 at the UG or PG level - Traditional Route

Institution	Resume PG	Degree UG	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
Fresno Pacific University	No	NA	Yes	NA	No	NA	No	NA	No	no other elements required	Postgraduate	none	No
Hebrew Union College	Yes	NA	Yes	NA	No	NA	No	NA	No	none	Postgraduate		Yes
Holy Names University	No	No	Yes	No	No	No	No	No	No		Postgraduate		Yes
Hope International University	No	NA	Yes	NA	No	NA	No	NA	No		Postgraduate		Yes
Humboldt State University	Yes	NA	Yes	NA	No	NA	No	NA	No	none	Senior year		No
La Sierra University	Yes	No	Yes	No	No	No	No	Yes	Yes	CPR, TB Skin Test	Sophomore year	Postgraduate	Yes
Loyola Marymount University	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
Mills College	No	No	Yes	No	No	No	No	No	No		Other	postgrad or graduate	Yes
Mount St. Mary's College	No	No	Yes	No	No	No	No	No	Yes	Candidate Disposition Statement	Postgraduate	Undergrad Blended	Yes
National Hispanic University	No	NA	Yes	NA	No	NA	No	NA	No	none	Postgraduate		Yes

Appendix B-1: 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 at the UG or PG level - Traditional Route

Institution	Resume PG	Degree UG	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
National University	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	Yes	NA	Yes	NA	No	NA	No	NA	No		Postgraduate		Yes
Occidental College	Yes	No	Yes	No	No	No	No	No	No		Postgraduate		No
Pacific Oaks College	Yes	No	Yes	No	No	No	No	No	No		Junior year		No
Pacific Union College	No	No	Yes	No	No	No	No	No	No		Other	Rolling admissions, admitted when prerequisites are met	Yes
Patten University	No	No	Yes	No	No	No	No	Yes	Yes	Haberman Star Interview, English Essay Exam	Sophomore year	Graduate program: Completion of all admission requirements	Yes
Pepperdine University	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	No	NA	Yes	NA	No	NA	No	NA	No		Postgraduate		No

Appendix B-1: 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 at the UG or PG level - Traditional Route

Institution	Resume PG	Degree UG	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	No	NA	Yes	NA	No	NA	Yes	NA	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	No	NA	Yes	NA	No	NA	No	NA	No		Postgraduate		Yes
San Francisco State University	No	NA	Yes	NA	No	NA	No	NA	Yes	2nd language requirement	Postgraduate		Yes
San Jose State University	Yes	NA	Yes	NA	No	NA	No	NA	No	N/A	Postgraduate	Fall & Spring	Yes
Santa Clara University	No	NA	Yes	NA	No	NA	No	NA	No	none	Postgraduate	After BA	Yes
Simpson University	No	NA	Yes	NA	No	NA	No	NA	No		Postgraduate		Yes
Sonoma State University	No	NA	Yes	NA	No	NA	No	NA	No		Postgraduate	Blended program BA level	Yes
St. Mary's College of California	Yes	NA	Yes	NA	No	NA	No	NA	No	none	Postgraduate	none	Yes
Stanford University	Yes	No	Yes	No	No	No	No	No	Yes	transcript summary	Postgraduate		Yes
The Master’s College	No	NA	Yes	NA	No	NA	No	NA	No	None	Senior year	Full admission post graduate	Yes

Appendix B-1: 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 at the UG or PG level - Traditional Route

Institution	Resume PG	Degree UG	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
Touro University	No	NA	Yes	NA	No	NA	No	NA	No	NA	Postgraduate		Yes
United States University	Yes	NA	Yes	NA	No	NA	No	NA	No	NA	Postgraduate		Yes
University of California, Berkeley	No	NA	Yes	NA	No	NA	No	NA	No		Postgraduate		No
University of California, Davis	No	NA	Yes	NA	No	NA	No	NA	No	none	Postgraduate		No
University of California, Irvine	No	No	Yes	No	No	No	No	No	No	None	Postgraduate	Spring and Fall Start Program	Yes
University of California, Los Angeles	Yes	No	Yes	No	No	No	No	No	No		Postgraduate	Senior Year for Undergrad	Yes
University of California, Riverside	No	NA	Yes	NA	No	NA	No	NA	No	None	Postgraduate		Yes
University of California, San Diego	No	NA	Yes	NA	No	NA	No	NA	Yes	2nd Language acquisition, U.S. Constitution, TB test	Senior year		Yes
University of California, Santa Barbara	Yes	NA	Yes	NA	No	NA	No	NA	No	None	Postgraduate		No
University of California, Santa Cruz	Yes	NA	Yes	NA	No	NA	No	NA	Yes	Fingerprint clearance/Certificate of Clearance	Postgraduate		No
University of LaVerne	No	No	Yes	No	No	No	No	No	No	N/A	Postgraduate		Yes
University of Phoenix	No	NA	Yes	NA	No	NA	No	NA	No	0	Other	Within 12 credits of program	Yes

Appendix B-1: 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 at the UG or PG level - Traditional Route

Institution	Resume PG	Degree UG	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 Redlands	No	No	Yes	No	No	No	No	No	No		Junior year		Yes
University of San Diego	Yes	No	Yes	No	No	No	No	No	No		Postgraduate	Undergraduates may be accepted in their junior year. Compl[etion is typically postgraduate.	No
University of San Francisco	Yes	NA	Yes	NA	No	NA	No	NA	No	None	Postgraduate		Yes
University of Southern California	Yes	NA	Yes	NA	No	NA	No	NA	Yes	video tape of teaching (3mins)	Postgraduate		Yes
University of the Pacific	No	No	Yes	No	No	No	No	No	No		Junior year	Graduate student are formally admitted after completing the prerequisite teacher education courses.	Yes
Vanguard University	Yes	NA	Yes	NA	No	NA	No	NA	No		Postgraduate		Yes

Appendix B-1: 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 at the UG or PG level - Traditional Route

Institution	Resume PG	Degree UG	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
Western Governors University	Yes	NA	Yes	NA	No	NA	No	NA	Yes	Haberman Online Star Teacher Pre-screener	Postgraduate	Students matriculate into program upon completion of Education Without Boundaries (orientation)	No
Westmont College	No	No	Yes	No	No	No	No	No	No		Other	Junior or Senior year	Yes
Whittier College	No	No	Yes	No	No	No	No	No	No		Postgraduate		No
William Jessup University	Yes	No	Yes	No	No	No	No	No	No		Junior year		Yes

Section 1a. Program Admission Comments

Institution	Admissions Comments
Alliant International University	Applicants may petition for admission if they do not meet the minimum undergraduate GPA requirement. Application fee and faculty interview may be waived for applicants who are affiliated with partner organizations.
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 at Antioch. Students may be admitted conditionally before they pass the CBEST basic skills test.
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. The teacher candidate completes a writing test scored on a four-point rubric. All candidates must meet the entrance requirement of a cumulative GPA of 3.0 for an unconditional admission to the program. Candidates who are admitted under Provisional Status (cumulative GPA of 2.99 to 2.5), must follow the provisional requirements of the Education Department. A faculty advisor conducts a face-to-face conference to complete the admissions interview and advisory forms. Following completion of the admission process. the Chair reviews each candidate's advisory screening to recommend or decline the candidate to the Dean of the School of Education and Graduated Admissions Department.
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, and Education specialist 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.
California Lutheran University	Students are also admitted provisionally pending posting of the bachelor's degree for one semester. Degree conferral must be verified before updating to full admission and enrollment permitted in subsequent semesters.
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 the candidate is in progress of meeting one or more of the requirements or verifications are delayed. Not more than 15% of admissions can be awarded to teacher candidates who do not meet the GPA requirements or must retake a required examine; exceptional admission is reserved for candidates who bring exceptional circumstances and qualifications to the program.

Section 1a. Program Admission Comments

Institution	Admissions Comments
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, Dominguez Hills	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 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, Los Angeles	Our teacher education programs require a minimum GPA of 2.75 on the last 90 quarter units attempted. Up to 15% can be admitted by special action if the majority of requirements are satisfied.
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.

Section 1a. Program Admission Comments

Institution	Admissions Comments
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	Students with an admission grade point average between 2.75 and 2.990 can be admitted in provisional standing for a maximum of one semester; provisional standing for the MAT specifies that students can enroll in 400 or 500 level courses and can complete a maximum of 12 credits. Students who are below 2.750 grade point average will be denied admission to the MAT. Applicants with a grade point average between 2.500 and 2.750 for the stand alone credentials may be enrolled bu are required to submit passing scores from one of the following standard admission tests (GRE minimum score 550, MAT minimum scaled at 404, CSET passing score for all subtest in subject matter. A passing score will fulfill both the admission and the major grade point average requirements. They may not enroll in any coursework until one of the tests is passed.
Claremont Graduate University	While undergraduate GPA is an important factor 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.
Fresno Pacific University	Fresno Pacific admits a modest percentage of students who have met the minimal admission requirements, but are in process of addressing all requirements. For example, occasionally students are admitted with “academic stipulations”; one example might be that the student had passed 2/3 of the required subject matter tests. In such cases, this requirement is monitored during the first semester of the program. Another example would be a student who is admitted “on academic probation”, indicating that he/she is admitted with less than the required GPA requirement (2.75 CUM; 3.0 major). In such cases, the student’s performance in coursework, as measured by course grade, is carefully monitored.
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.
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.

Section 1a. Program Admission Comments

Institution	Admissions Comments
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.
Mills College	Graduate students are conditionally admitted if they have not passed all sub-tests of the subject matter (CSET) tests.
National University	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. 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.
Occidental College	Addmissions fee is waived if student attended Occidental as an undergraduate.
Pacific Oaks College	BA students must have a minimum of 60 units to transfer into the college. Post-BA students can be admitted into the credential program(s) 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 being revised with anticipated completion date April 29, 2011.
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	Master of Arts in Teaching (Multiple, Single, or Special Education Credentials) Exceptions Candidate Statement: In addition to all University admissions requirements, all applicants with a cumulative GPA between 2.25 and 2.99 must complete an exceptions letter which addresses the following: 1)Explanation of low cumulative GPA. 2)Work/Study habits gained that will lead to a higher cumulative GPA in the graduate education program. 3)Reason for pursuing graduate education. Applicants with cumulative GPA between 2.99 and 2.76 must complete all the following items: 1.Exceptions Candidate Statement (see prompts listed above) Applicants with cumulative GPA between 2.75 and 2.51 must complete all the following items: 1.Exceptions Candidate Statement (see prompts listed above) 2.Pass CBEST (or equivalent) 3.Pass the CSET exam in applicable subject area as required by CTC Applicants with cumulative GPA between 2.50 and below must complete all the following items: 1.Exceptions Candidate Statem

Section 1a. Program Admission Comments

Institution	Admissions Comments
San Diego Christian College	The minimum GPA requirement is 2.5 for entry to the Teacher Credential Program. If a student has a 2.4 or higher, they may write an appeal to the Teacher Education Committee, including the reasons why the GPA 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 dismissal 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 and a graduate writing exam because the credential candidates are being admitted to a master's program at the same time.
San Jose State University	For the Multiple Subjects Program there is a one semester grace period to complete the subject matter competency exam. For Education Specialist program there is a two semester grace period to complete the subject matter competency.
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	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 applying 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 must pass a minimum of two CSET sub tests in their subject area to begin the program. Those that have not passed this requirement when decisions 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 their Bachelor's degree is posted, they have a Certificate of Clearance, have taken the CBEST, and have interviewed with an admissions panel. If candidate's GPA is below 2.75, he/she must pass subject matter exam before admission to program is granted. Sixty days before they arrive, they must have a TB test done as well.
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.
United States University	NA, The website has the latest catalog with all admissions requirements, if needed for review.
University of California, Irvine	Exceptions made to the admissions are as follows: Degree posting, passage of State required Exams like CBEST and CSET, GRE, Certificate of Clearance, lower GPA, etc.
University of California, Los Angeles	Dean can approve admission for students with GPA under the 3.0 Junior / Senior threshold if faculty strongly recommended the candidate.
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.

Section 1a. Program Admission Comments

Institution	Admissions Comments
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 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.
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 probable success in the program. Conditional admittance my be granted for those who BA/BS degree will be posted prior to the start of the semester for which the individual has applied. Each credential candidate, at orientation/registration, is given a 3 week deadline to complete the Certificate of Clearance (CA Dept
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	We have conditionally admitted very few individuals to the graduate program for initial teacher preparation when the gpa is below the minimum gpa. We review evidence of potential to succeed, past experience with teaching, quality of recommendations, and grades in the content area.
Western Governors University	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. Additional details are 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.

Institution	Total Enrollment 2009-2010	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 race
Alliant International University	19	11	8	3	0	0	2	1	10	1
Antioch University Los Angeles	54	11	43	7	0	2	13	0	30	0
Antioch University Santa Barbara	22	4	18	5	1	0	0	0	15	0
Argosy University	74	25	49	12	0	3	21	0	32	6
Azusa Pacific University	566	161	405	138	2	28	25	1	273	0
Bethany University	83	22	61	9	0	4	4	0	62	4
Biola University	260	39	221	32	1	38	3	0	178	5
Brandman University	1772	480	1292	316	9	67	55	7	1194	15
California Baptist University	282	36	246	6	4	9	18	0	180	0
California Lutheran University	195	46	149	39	0	4	2	1	132	5
California Polytechnic State University, San Luis Obispo	293	58	235	12	2	5	3	1	188	4
California State Polytechnic University, Pomona	199	64	135	60	1	34	4	0	73	0
California State University, Bakersfield	357	107	250	92	5	13	20	0	224	3
California State University, Channel Islands	87	17	70	27	0	4	1	0	49	3
California State University, Chico	349	89	260	33	4	9	1	1	251	10
California State University, Dominguez Hills	393	115	278	93	3	26	65	2	93	12
California State University, East Bay	376	124	252	8	1	39	11	0	218	99
California State University, Fresno	358	112	246	117	4	26	4	1	168	19
California State University, Fullerton	621	140	481	172	5	78	10	0	266	13
California State University, Long Beach	1723	419	1304	471	0	275	45	20	747	72
California State University, Los Angeles	655	175	480	365	1	92	28	2	91	13
California State University, Monterey Bay	220	95	125	36	1	1	5	1	176	6
California State University, Northridge	870	174	696	244	5	100	28	3	374	116
California State University, Sacramento	704	169	535	98	8	50	15	12	456	30
California State University, San Bernardino	284	83	201	65	3	7	10	0	78	0
California State University, San Marcos	624	89	535	111	4	29	11	3	417	7
California State University, Stanislaus	603	136	467	145	2	30	10	2	259	22
CalState TEACH	922	146	776	113	22	52	32	2	363	150
Chapman University	183	35	148	40	1	20	3	0	108	2
Claremont Graduate University	17	3	14	8	0	1	0	0	16	0

Institution	Total Enrollment 2009-2010	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 race
Concordia University	177	24	153	15	0	7	1	0	145	0
Dominican University of California	190	50	140	11	2	5	3	0	138	8
Fresno Pacific University	234	29	205	74	2	8	0	0	130	0
Hebrew Union College	12	4	8	0	0	0	0	0	12	0
Holy Names University	359	129	230	48	0	41	83	18	143	26
Hope International University	37	2	35	4	0	3	2	0	21	0
Humboldt State University	101	24	77	9	0	1	0	0	91	0
La Sierra University	79	28	51	23	0	8	5	0	41	0
Loyola Marymount University	494	113	381	152	1	71	41	0	218	0
Mills College	58	9	49	5	0	4	7	0	40	2
Mount St. Mary’s College	96	22	74	50	0	7	6	0	20	0
National Hispanic University	151	52	99	73	0	21	14	0	28	3
National University	3554	1156	2344	658	18	148	228	19	1933	70
Notre Dame de Namur University	271	71	200	19	0	24	3	1	216	10
Occidental College	12	0	12	5	0	1	0	0	6	0
Pacific Oaks College	36	4	32	15	0	6	0	0	15	0
Pacific Union College	43	9	34	9	0	2	0	1	29	1
Patten University	41	6	35	6	0	4	11	1	19	0
Pepperdine University	280	50	230	35	1	26	19	0	89	0
Point Loma Nazarene University	370	112	258	90	3	14	7	0	228	28
San Diego Christian College	31	3	28	1	0	2	0	0	28	0
San Diego State University	868	255	642	272	3	28	11	5	418	41
San Francisco State University	667	180	487	59	1	114	25	3	317	8
San Jose State University	559	106	305	170	0	225	30	0	395	235
Santa Clara University	183	33	150	20	0	26	2	1	99	35
Simpson University	111	18	93	3	1	4	0	0	103	0
Sonoma State University	428	112	326	27	4	9	3	2	332	15
St. Mary's College of California	221	54	167	23	0	14	12	1	115	0
Stanford University	86	20	66	9	1	17	6	0	38	3
The Master’s College	34	6	28	2	0	2	0	0	30	0

Institution	Total Enrollment 2009-2010	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 race
Touro University	184	74	110	45	5	18	35	17	64	0
United States University	4	0	4	4	0	0	0	0	0	0
University of California, Berkeley	76	19	57	10	0	8	2	0	31	7
University of California, Davis	138	29	109	13	0	20	4	1	79	0
University of California, Irvine	211	50	161	25	0	43	0	0	114	9
University of California, Los Angeles	158	46	112	46	1	51	10	1	38	11
University of California, Riverside	99	22	77	31	0	13	3	1	32	0
University of California, San Diego	101	18	83	20	0	25	2	0	47	4
University of California, Santa Barbara	110	24	86	12	1	8	0	0	77	0
University of California, Santa Cruz	202	56	146	27	3	8	2	3	61	0
University of LaVerne	649	158	491	185	7	23	27	0	273	0
University of Phoenix	1733	546	1187	483	13	86	236	30	882	3
University of Redlands	452	134	318	112	1	17	17	4	237	17
University of San Diego	345	56	289	63	2	30	18	1	197	0
University of San Francisco	118	33	85	19	0	14	2	1	61	0
University of Southern California	547	154	393	105	4	135	40	0	215	0
University of the Pacific	161	47	114	23	1	27	3	3	100	4
Vanguard University	70	21	49	7	0	2	1	0	56	2
Western Governors University	1771	1249	522	161	29	65	124	245	1081	66
Westmont College	28	3	25	5	0	0	0	0	23	5
Whittier College	101	31	70	48	0	2	3	1	40	4
William Jessup University	93	18	75	4	2	0	1	1	46	4

Institution	Average number of clock hours required prior to student teaching	Average number of clock hours required for student teaching	Number of full-time equivalent faculty in supervised clinical experience during this academic year	Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	Number of students in supervised clinical experience during this academic year	Provide additional information about or descriptions of the supervised clinical experiences:
Alliant International University	30	720	0	0.4	13	
Antioch University Los Angeles	160	720	0.5	1.5	34	
Antioch University Santa Barbara	270	480	2	1	9	
Argosy University	138	450	4	3	14	Teacher credential students complete a beginning and an advanced student teaching course near the conclusion of their preliminary credential program. The two student teaching courses are E6907: Field Experience: Beginning Student Teaching and E6908: Field Experience: Advanced Student Teaching. Student teaching is intended to provide the student with opportunities to practice and apply the theories and instructional techniques that they have learned in their credential program coursework.

Institution	Average number of clock hours required prior to student teaching	Average number of clock hours required for student teaching	Number of full-time equivalent faculty in supervised clinical experience during this academic year	Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	Number of students in supervised clinical experience during this academic year	Provide additional information about or descriptions of the supervised clinical experiences:
Azusa Pacific University	300	600	18	70	356	Education candidates are required to complete a minimum of 18 weeks clinical practices at a WASC accredited school-site. Clinical practice is the culmination of the program in which the candidate will be recommended for that programs teaching credential. Each candidate receives a 'Student Handbook' precisely outlining program and course requirements. Before entering clinical practice each candidate is required to complete an orientation seminar. A university mentor is assigned to the candidate for nine classroom observations. The supervised fieldwork sequence is a developmental process through which the candidate plans, practices multiple strategies for implementing, managing and delivering differentiated modes of instruction for diverse learning populations. Each candidate must meet the Teacher Performance Expectations (TPE) standards as well as a portfolio with specific objectives connected to state-adopted academic content standards and curriculum frameworks. The candidate will observe students
Bethany University	60	375	2	2	34	
Biola University	120	665	4	9	69	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).

Institution	Average number of clock hours required prior to student teaching	Average number of clock hours required for student teaching	Number of full-time equivalent faculty in supervised clinical experience during this academic year	Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	Number of students in supervised clinical experience during this academic year	Provide additional information about or descriptions of the supervised clinical experiences:
Brandman University	60	480	1	19	1384	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. Directed teaching in Multiple and Single Subject consists of two sessions of full-day directed teaching at two different 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
California Baptist University	123	420	7	22	20	

Institution	Average number of clock hours required prior to student teaching	Average number of clock hours required for student teaching	Number of full-time equivalent faculty in supervised clinical experience during this academic year	Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	Number of students in supervised clinical experience during this academic year	Provide additional information about or descriptions of the supervised clinical experiences:
California Lutheran University	157	480	1	3	14	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 in which coursework-based strategies are used and reviewed in relation to (1) state-adopted academic content standards and curriculum frameworks; (2) the California Teacher Performance Expectations (TPEs); (3) students' needs, interests and accomplishments; and (4) the observed results of strategies. In the introductory elementary and secondary student teaching courses, candidates are placed in school settings with diverse student populations. 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.
California Polytechnic State University, San Luis Obispo	70	400	12	35	281	During methods courses, candidates observe in local classrooms and are supervised by their instructor. During student teaching, each candidates 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	23	20	240	
California State University, Bakersfield	45	300	14	6	357	

Institution	Average number of clock hours required prior to student teaching	Average number of clock hours required for student teaching	Number of full-time equivalent faculty in supervised clinical experience during this academic year	Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	Number of students in supervised clinical experience during this academic year	Provide additional information about or descriptions of the supervised clinical experiences:
California State University, Channel Islands	48	384	3	5	164	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. During each of two semesters of the credential program, teacher preparation candidates work in classroom
California State University, Chico	200	375	3.6	8.16	349	
California State University, Dominguez Hills	110	640	26	22	240	Candidates complete two supervised clinical experiences: "early fieldwork," and a traditional student teaching placement. All of these hours are reflected in the numbers above. Multiple Subject student teaching occurs in two 8-week experiences. Single Subject and Special Education student teaching occurs in one placement over 15 weeks.
California State University, East Bay	120	576	10	22	221	Supervised clinical experiences take place for the duration of three out of four quarters for candidates in the teaching credential programs.

Institution	Average number of clock hours required prior to student teaching	Average number of clock hours required for student teaching	Number of full-time equivalent faculty in supervised clinical experience during this academic year	Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	Number of students in supervised clinical experience during this academic year	Provide additional information about or descriptions of the supervised clinical experiences:
California State University, Fresno	45	880	25	4	645	
California State University, Fullerton	100	468	9	28	759	
California State University, Long Beach	90	517	20	90	728	
California State University, Los Angeles	74	318	15	270	915	Students enrolled in the elementary or secondary 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 and throughout the programs. As a result, candidates are engaged in extensive supervised clinical experiences. 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.
California State University, Monterey Bay	15	15	20	24	220	

Institution	Average number of clock hours required prior to student teaching	Average number of clock hours required for student teaching	Number of full-time equivalent faculty in supervised clinical experience during this academic year	Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	Number of students in supervised clinical experience during this academic year	Provide additional information about or descriptions of the supervised clinical experiences:
California State University, Northridge	97.77	486.67	27	71	790	
California State University, Sacramento	50	550	32	587	538	
California State University, San Bernardino	175	700	15	71	476	
California State University, San Marcos	135	640	15	613	378	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	422	24.6	18	374	

Institution	Average number of clock hours required prior to student teaching	Average number of clock hours required for student teaching	Number of full-time equivalent faculty in supervised clinical experience during this academic year	Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	Number of students in supervised clinical experience during this academic year	Provide additional information about or descriptions of the supervised clinical experiences:
CalState TEACH	270	525	43	387	776	CalStateTEACH requires clinical experience in all four-semesters of its program: 1 full day per week in a school-based fieldexperience in Term 1 (Field Experience Participant); 2 full days per week in Term 2 (Field Experience Participant); halftime 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.
Chapman University	60	480	8	9	62	Field experiences prior to student teaching are components of nearly every course and are supervised by the course instructor. Most courses require a minimum of 15 hours of field experience. In addition, more structured experiences occur through specially designed praxis course: Literacy and Learning: Elementary Learning explores the components of balanced, comprehensive literacy instruction, and the research basis of effective literacy teaching and learning relevant to students from varied cultural and linguistic backgrounds, and those with identified disabilities. Twenty hours of coaching while tutoring one-to-one with an elementary age student ensures the opportunity to bridge theory with practice. Study units are grounded in the principles of the California Standards for the Teaching Profession, Reading/Language Arts Framework for California Public Schools, and California Language Arts Standards. Second Language Acquisition for Elementary Students focuses on language acquisition, assessment and literac

Institution	Average number of clock hours required prior to student teaching	Average number of clock hours required for student teaching	Number of full-time equivalent faculty in supervised clinical experience during this academic year	Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	Number of students in supervised clinical experience during this academic year	Provide additional information about or descriptions of the supervised clinical experiences:
Claremont Graduate University	80	770	0	2	16	The CGU TEIP has traditionally been an intern-only program. However, with the difficult job market, some candidates cannot find internship teaching positions. They have the option to do a Residency Program, which is like a traditional student teaching, but longer, with more opportunities for modeling and feedback from the Master Teacher and CGU Advisor.
Concordia University	45	680	9	10	69	
Dominican University of California	60	560	1.78	6.59	59	
Fresno Pacific University	120	450	5	38	115	Fresno Pacific University's teacher education program is committed to developing close partnerships with local districts where we place the majority of our students for daily student teaching. These partnership schools provide a setting in which university faculty and supervisors develop trustworthy, collaborative relationships with school site leaders and master teachers. Students are placed in partner schools in a cohort, which has been cited as a "best practice" in clinical experience models. Students enrolled in Fresno Pacific University's traditional teacher education programs are supervised by a university mentor hired by FPU. University mentors visit their student teachers a minimum of 6-8 times/semester. These visits create opportunities for the university mentor to coach their student teacher, work with the master teacher, co-plan lessons, and evaluate lessons, including video-taped lessons. Additionally, student teachers participate in seminars taught by program directors. Clinical experience is a
Hebrew Union College	224	700	1	5	12	We have one full time education director that oversees the 5 part-time clinical education faculty who visit the students on a weekly basis.
Holy Names University	45	140	4	6	28	

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Hope International University	40	640	0	4	17	
Humboldt State University	45	836	1.4	6.75	101	
La Sierra University	50	720	5	1	5	
Loyola Marymount University	0	936	0	8	285	
Mills College	40	450	7	82	45	
Mount St. Mary's College	45	560	5	76	83	
National Hispanic University	135	480	0.5	5.5	44	
National University	30	594	22	242	1007	
Notre Dame de Namur University	40	500	1	5	135	NDNU university supervisors make a minimum of 6 visits to every student teacher if necessary. Every candidate does a semester of student teaching in a low performing school or low socio-economic area.
Occidental College	140	570	2	1	12	

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Pacific Oaks College	75	450	1	1	24	All students in our credential programs are required to complete three one-unit courses of supervised clinical experience. During each course, students complete 25 hours of supervised clinical experience in the classroom. The three courses must be completed prior to the six-unit course of student teaching. During student teaching, student teachers complete a 15-week (semester) placement. In the four courses of supervised clinical experience, credential students must meet the following requirements: 1. Two different grade levels (K-2, 3-5, 6-9) 2. Minimum of one placement with identified English Learners 3. Minimum of three placements in public school 4. Minimum of one placement in "underperforming school" (based on API scores 5. Students are encouraged to have at least one placement in an inclusive setting (mainstreamed special education students)
Pacific Union College	110	385	3	46	19	Students complete two 25-hour short-term field experiences with an experienced cooperating teacher and supervised by a college faculty, and one 60-hour field experience with an experienced teacher, prior to the full-time student teaching experience. The full-time student teaching experience is completed over an 11-week experience and is supervised by a college faculty, an adjunct student teaching supervisor, and the cooperating teacher.
Patten University	100	640	0	19	18	EDU583 Classroom Observation,Participation,& Management(prior) ** All Supervised Student Teaching Placements
Pepperdine University	250	560	3	0	146	

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Point Loma Nazarene University	60	480	4	45	134	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.
San Diego Christian College	50	510	0	2	12	
San Diego State University	100	450	45	383	383	Number of FTE faculty is a headcount. 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	190	303	9	6	592	
San Jose State University	50	488	2	6	136	
Santa Clara University	130	600	0	80	51	

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Simpson University	313	680	2	4	44	Four full-time professors supervise student teachers, but not at a full-time equivalent. Twenty-four adjunct professors supervise student teachers on a part-time basis.
Sonoma State University	168	525	2.46	6.87	206	
St. Mary's College of California	48	306	0	0	191	Supervision is provided by part-time adjunct faculty who each have a significant level of teaching experience in the credential area in which they supervise student teachers.
Stanford University	0	785	0	28	86	The design of STEP's clinical experiences provides ongoing opportunities for candidates to work with elementary and secondary students and to collaborate with experienced teachers. Candidates observe classrooms, plan and implement learning segments, design curriculum units, practice various pedagogical approaches, assess student work, and reflect on their practice. Candidates' responsibilities in their placements increase in scope and complexity throughout the school year.
The Master's College	176	480	3	0	20	The semester prior to student teaching is known as our fieldwork semester. During this semester in conjunction with coursework, candidates participate in K-8 classrooms (Multiple Subject) or 6-12 classrooms (Single Subject). The candidates are in classrooms Monday through Thursday for approximately 11 hours per week for 16 weeks. The second semester is known as our student teaching semester. Each multiple subject student teacher has an eight-week assignment at the primary level (grades K-2) and another eight-week assignment at the intermediate level (grades 3-6). Single subject student teachers are placed in a junior high and a senior high school. They too have two consecutive eight-week assignments. In addition to student teaching in the classroom, candidates attend Student Teaching Colloquium on campus for two hours on Monday evenings.
Touro University	405	450	5	47	40	the adjunct faculty are not considered full time at Touro University, they work a total of 45 hours per semester.

Institution	Average number of clock hours required prior to student teaching	Average number of clock hours required for student teaching	Number of full-time equivalent faculty in supervised clinical experience during this academic year	Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	Number of students in supervised clinical experience during this academic year	Provide additional information about or descriptions of the supervised clinical experiences:
United States University	25	128	1	1	3	
University of California, Berkeley	130	467	1.25	2.83	61	
University of California, Davis	35	750	9.5	1.25	138	
University of California, Irvine	90	665	0.63	37.45	185	The Multiple and Single Subject students are supervised by two clinical experts during the course of their supervised clinical experience.
University of California, Los Angeles	60	432	20	0	143	Students are enrolled in 10 weeks of observation & participation prior to student teaching. This averages 3 hours a day at least twice a week. Student teaching averages 5 hours a day for at least 4 days a week and covers a duration of 20 weeks.
University of California, Riverside	90	540	8	136	80	
University of California, San Diego	120	450	9	0	101	Candidates serve as student teachers at the elementary level or in math, science, or English classroom at the secondary level. Each student teacher is assigned a university supervisor and a district based cooperating teacher.

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University of California, Santa Barbara	60	1000	0	85	100	Candidates in all programs—elementary, secondary and special education—student teach for the entire academic year. Fall student teaching comprises of fewer hours than winter or spring, where candidates take on more responsibility as they grow in expertise. Candidates are only placed at partner schools in a cohort of 4-11 candidates. Each partner school has a university supervisor assigned solely to the site (sometimes a supervisor will have 2 sites if they are small), and a school-based student teaching coordinator (usually a teacher or site administrator) who receives a stipend from the university. The school-based coordinator works with the university supervisor to make placements, teach on-site seminars, and handle issues that arise when the university supervisor is off site. In all programs, the university-based supervisors, school-based student teaching coordinators, and school-based cooperating teachers work in concert to support the teacher candidates' developing expertise over the 9 months of student
University of California, Santa Cruz	10	668	1.25	5	99	
University of LaVerne	0	135	7	0	104	
University of Phoenix	100	600	7	32	325	
University of Redlands	75	560	6	23	169	
University of San Diego	143	397	5	5	117	

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University of San Francisco	36	800	0	2	66	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 to 5 students. In calculating what the supervision load would be
University of Southern California	100	700	23	12	195	
University of the Pacific	148	640	2.5	1	31	The number of full-time equivalent faculty represents one person whose full-time responsibility is to arrange placements, oversee supervision, and to supervise student teachers. Other faculty have a portion of their load assigned to supervision, and the number includes two graduate assistants.

Institution	Average number of clock hours required prior to student teaching	Average number of clock hours required for student teaching	Number of full-time equivalent faculty in supervised clinical experience during this academic year	Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	Number of students in supervised clinical experience during this academic year	Provide additional information about or descriptions of the supervised clinical experiences:
Vanguard University	75	500	0.5	2.44	44	EDUG 584 • Beginning Student Teaching (1 unit) Beginning Student Teaching provides candidates with an opportunity to observe, practice, and validate the methods and curriculum they are studying in their professional coursework. During their first full semester in the program, candidates complete Beginning Student Teaching consisting of a minimum of three hours a week (45 hours a semester) at a school site, preferably working with a master teacher who will supervise the student during Advanced Student Teaching in the second semester. Candidates support their master teacher in all aspects of classroom work as assigned, tutor individual students, work with small groups, teach sample lessons, complete classroom-based course assignments, submit assignments and reflect on experiences with their faculty cohort leader, and complete a Professional Portfolio related to their experience. EDUG 585 • Advanced Student Teaching (10-12 units) Advanced Student Teaching provides candidates with an opportunity to observe,
Western Governors University	120	480	0	0	33	Pre-clinical experiences may differ depending on the program. Demonstration Teaching is a minimum of 12 weeks full-time (depending on state), plus 12 hours participating in cohort seminar calls and assignments, plus completion of a teacher work sample portfolio. WGU has no full-time equivalent clinical faculty or adjunct faculty in supervised clinical experience; WGU works with districts and principals to select and pay honoraria to qualified local clinical supervisors. WGU then trains these clinical supervisors to regularly observe and evaluate our candidates in the classroom setting.
Westmont College	70	525	3	0	8	All candidates are supervised by full-time Westmont faculty.
Whittier College	125	480	1	7	36	
William Jessup University	60	540	1	1	18	

Section 1d. Provide the number of teachers prepared, by acdemic major to teach in 2009-2010

Institution	Program Type	Academic Major Description	Number Prepared
Alliant International University	Traditional	Anthropology	1
Alliant International University	Traditional	Business Economics/Geography	1
Alliant International University	Traditional	BusinessAdministration/Psychology	1
Alliant International University	Traditional	English	1
Alliant International University	Traditional	Government	1
Alliant International University	Traditional	Kinesiology	1
Alliant International University	Traditional	Psychology	1
Alliant International University	Traditional	Spanish	1
Alliant International University	Traditional	TOTAL	8
Antioch University Los Angeles	Traditional	Education	1
Antioch University Los Angeles	Traditional	English	2
Antioch University Los Angeles	Traditional	Government	1
Antioch University Los Angeles	Traditional	Health Science	1
Antioch University Los Angeles	Traditional	Hispanic Forms	1
Antioch University Los Angeles	Traditional	Political Science	1
Antioch University Los Angeles	Traditional	Psychology	3
Antioch University Los Angeles	Traditional	Spanish	1
Antioch University Los Angeles	Traditional	TOTAL	11
Antioch University Santa Barbara	Traditional	English	1
Antioch University Santa Barbara	Traditional	Environmental Systems	1
Antioch University Santa Barbara	Traditional	Industrial Technology	1
Antioch University Santa Barbara	Traditional	Liberal Studies	4
Antioch University Santa Barbara	Traditional	Sociology	1
Antioch University Santa Barbara	Traditional	TOTAL	8
Argosy University	Traditional	Bio Science	1
Argosy University	Traditional	English	3
Argosy University	Traditional	Foreign Language Mandarin	2
Argosy University	Traditional	Foreign Language Spanish	1
Argosy University	Traditional	General Subjects	5
Argosy University	Traditional	Math	1
Argosy University	Traditional	Multiple	19
Argosy University	Traditional	Physical Education	2
Argosy University	Traditional	Single	30
Argosy University	Traditional	TOTAL	49
Azusa Pacific University	Traditional	Applied Exercise Science	2
Azusa Pacific University	Traditional	Applied Health	1
Azusa Pacific University	Traditional	Art	5

Section 1d. Provide the number of teachers prepared, by acdemic major to teach in 2009-2010

Institution	Program Type	Academic Major Description	Number Prepared
Azusa Pacific University	Traditional	Biblical Studies	1
Azusa Pacific University	Traditional	Biology	3
Azusa Pacific University	Traditional	Business Administration	21
Azusa Pacific University	Traditional	Business Economics	1
Azusa Pacific University	Traditional	Chemistry	2
Azusa Pacific University	Traditional	Christian Ministries	2
Azusa Pacific University	Traditional	Cinematic Arts Production	3
Azusa Pacific University	Traditional	Communication Studies	12
Azusa Pacific University	Traditional	Computer Information Systems	1
Azusa Pacific University	Traditional	Computer Science	1
Azusa Pacific University	Traditional	English	16
Azusa Pacific University	Traditional	Global Studies	1
Azusa Pacific University	Traditional	History	15
Azusa Pacific University	Traditional	Journalism	1
Azusa Pacific University	Traditional	Liberal Studies	117
Azusa Pacific University	Traditional	Marketing	2
Azusa Pacific University	Traditional	Mathematics	4
Azusa Pacific University	Traditional	Music	6
Azusa Pacific University	Traditional	Physical Education	9
Azusa Pacific University	Traditional	Physics	1
Azusa Pacific University	Traditional	Political Science	6
Azusa Pacific University	Traditional	Psychology	26
Azusa Pacific University	Traditional	Social Science	11
Azusa Pacific University	Traditional	Social Work	4
Azusa Pacific University	Traditional	Sociology	13
Azusa Pacific University	Traditional	Spanish	4
Azusa Pacific University	Traditional	Theatre Arts	2
Azusa Pacific University	Traditional	TOTAL	293
Bethany University	Traditional	Art	1
Bethany University	Traditional	Chemistry	1
Bethany University	Traditional	Child Developmt	2
Bethany University	Traditional	Communications	2
Bethany University	Traditional	English	1
Bethany University	Traditional	Envir. Studies	1
Bethany University	Traditional	Liberal Studies	4
Bethany University	Traditional	Literature	2
Bethany University	Traditional	Math	1

Section 1d. Provide the number of teachers prepared, by acdemic major to teach in 2009-2010

Institution	Program Type	Academic Major Description	Number Prepared
Bethany University	Traditional	Music	1
Bethany University	Traditional	Physical Educ	1
Bethany University	Traditional	Psychology	3
Bethany University	Traditional	TOTAL	19
Biola University	Traditional	Art History	1
Biola University	Traditional	Biological Science	2
Biola University	Traditional	Business Management	1
Biola University	Traditional	Economics	1
Biola University	Traditional	English	6
Biola University	Traditional	Film and Video	1
Biola University	Traditional	History	5
Biola University	Traditional	Intercultural Studies	3
Biola University	Traditional	Kinesiology	1
Biola University	Traditional	Liberal Studies, Elementary Education	31
Biola University	Traditional	Mathematics	3
Biola University	Traditional	Music Education	2
Biola University	Traditional	Nursing	1
Biola University	Traditional	Physical Education	2
Biola University	Traditional	Political Science	1
Biola University	Traditional	Psychology	2
Biola University	Traditional	Spanish	1
Biola University	Traditional	Studio Arts	1
Biola University	Traditional	TOTAL	65
California Baptist University	Traditional	Administrative Accounting	1
California Baptist University	Traditional	Advertising	1
California Baptist University	Traditional	Animal Science	1
California Baptist University	Traditional	Biology	1
California Baptist University	Traditional	Business	1
California Baptist University	Traditional	Child Development	2
California Baptist University	Traditional	Christian Behavior Science	1
California Baptist University	Traditional	Communications	1
California Baptist University	Traditional	Communicative Disorders	1
California Baptist University	Traditional	Criminal Justice	1
California Baptist University	Traditional	English	4
California Baptist University	Traditional	Ethnic Studies	1
California Baptist University	Traditional	Fine Arts	1
California Baptist University	Traditional	Health Science	2

Section 1d. Provide the number of teachers prepared, by acdemic major to teach in 2009-2010

Institution	Program Type	Academic Major Description	Number Prepared
California Baptist University	Traditional	History	5
California Baptist University	Traditional	Industrial Engineering	1
California Baptist University	Traditional	International Relations	1
California Baptist University	Traditional	Kinesiology	4
California Baptist University	Traditional	Liberal Studies	59
California Baptist University	Traditional	Math	5
California Baptist University	Traditional	Music	1
California Baptist University	Traditional	Political Science	1
California Baptist University	Traditional	Psychology	2
California Baptist University	Traditional	TOTAL	99
California Baptist University	Traditional	Visual Arts	1
California Lutheran University	Traditional	Animal Science	1
California Lutheran University	Traditional	Anthropology	1
California Lutheran University	Traditional	Art	1
California Lutheran University	Traditional	Biology	1
California Lutheran University	Traditional	Business Administration	4
California Lutheran University	Traditional	Business Management	2
California Lutheran University	Traditional	Chicana & Chicano Studies	1
California Lutheran University	Traditional	Child Development	2
California Lutheran University	Traditional	Communication	1
California Lutheran University	Traditional	Dance	1
California Lutheran University	Traditional	Earth Systems Science & Policy	1
California Lutheran University	Traditional	Economics	1
California Lutheran University	Traditional	English	5
California Lutheran University	Traditional	History	5
California Lutheran University	Traditional	Human Development	1
California Lutheran University	Traditional	Human Services	1
California Lutheran University	Traditional	International Studies	1
California Lutheran University	Traditional	Journalism	1
California Lutheran University	Traditional	Kinesiology	1
California Lutheran University	Traditional	Liberal Studies	28
California Lutheran University	Traditional	Marketing	1
California Lutheran University	Traditional	Materials Engineering	1
California Lutheran University	Traditional	Mathematics	3
California Lutheran University	Traditional	Medieval Studies	1
California Lutheran University	Traditional	Multimedia	1
California Lutheran University	Traditional	Music	1

Section 1d. Provide the number of teachers prepared, by acdemic major to teach in 2009-2010

Institution	Program Type	Academic Major Description	Number Prepared
California Lutheran University	Traditional	Political Science	1
California Lutheran University	Traditional	Psychology	3
California Lutheran University	Traditional	Radio & TV	1
California Lutheran University	Traditional	Social Science	2
California Lutheran University	Traditional	Sociology	1
California Lutheran University	Traditional	Spanish	1
California Lutheran University	Traditional	Theater Arts	1
California Lutheran University	Traditional	TOTAL	78
California Polytechnic State University, San Luis Obispo	Traditional	Agricultural Business	4
California Polytechnic State University, San Luis Obispo	Traditional	Agricultural Education	2
California Polytechnic State University, San Luis Obispo	Traditional	Agricultural Science	9
California Polytechnic State University, San Luis Obispo	Traditional	Agriculture (Animal Science)	2
California Polytechnic State University, San Luis Obispo	Traditional	Agriculture Studies	1
California Polytechnic State University, San Luis Obispo	Traditional	Anthropology	1
California Polytechnic State University, San Luis Obispo	Traditional	Biological Sciences	6
California Polytechnic State University, San Luis Obispo	Traditional	Biology	2
California Polytechnic State University, San Luis Obispo	Traditional	Biology (Zoology)	1
California Polytechnic State University, San Luis Obispo	Traditional	Biology: Ecology	1
California Polytechnic State University, San Luis Obispo	Traditional	Business Administration	1
California Polytechnic State University, San Luis Obispo	Traditional	Business Economics	1
California Polytechnic State University, San Luis Obispo	Traditional	Chemistry	3
California Polytechnic State University, San Luis Obispo	Traditional	Child Development	9
California Polytechnic State University, San Luis Obispo	Traditional	Communication Studies	3
California Polytechnic State University, San Luis Obispo	Traditional	Crop Science	1
California Polytechnic State University, San Luis Obispo	Traditional	Dairy Science	1
California Polytechnic State University, San Luis Obispo	Traditional	Education	1
California Polytechnic State University, San Luis Obispo	Traditional	English	15
California Polytechnic State University, San Luis Obispo	Traditional	Environmental Horticultural Science	2
California Polytechnic State University, San Luis Obispo	Traditional	Film	1
California Polytechnic State University, San Luis Obispo	Traditional	General Engineering	2
California Polytechnic State University, San Luis Obispo	Traditional	History	8
California Polytechnic State University, San Luis Obispo	Traditional	Industrial Engineering	1
California Polytechnic State University, San Luis Obispo	Traditional	Industrial Technology	1
California Polytechnic State University, San Luis Obispo	Traditional	Integrated Marketing Communication	1
California Polytechnic State University, San Luis Obispo	Traditional	Kinesiology	2
California Polytechnic State University, San Luis Obispo	Traditional	Landscape Architecture	1
California Polytechnic State University, San Luis Obispo	Traditional	Liberal Studies	71

Section 1d. Provide the number of teachers prepared, by acdemic major to teach in 2009-2010

Institution	Program Type	Academic Major Description	Number Prepared
California Polytechnic State University, San Luis Obispo	Traditional	Mathematics	5
California Polytechnic State University, San Luis Obispo	Traditional	Microbiology	1
California Polytechnic State University, San Luis Obispo	Traditional	Music	1
California Polytechnic State University, San Luis Obispo	Traditional	Philosophy	2
California Polytechnic State University, San Luis Obispo	Traditional	Physics	1
California Polytechnic State University, San Luis Obispo	Traditional	Political Science	2
California Polytechnic State University, San Luis Obispo	Traditional	Psychology	7
California Polytechnic State University, San Luis Obispo	Traditional	Recreation, Parks, and Tourism Administration	1
California Polytechnic State University, San Luis Obispo	Traditional	Social Sciences	6
California Polytechnic State University, San Luis Obispo	Traditional	Statistics	1
California Polytechnic State University, San Luis Obispo	Traditional	TOTAL	182
California State University, Bakersfield	Traditional	Agriculture	1
California State University, Bakersfield	Traditional	Anthropology	2
California State University, Bakersfield	Traditional	Art	9
California State University, Bakersfield	Traditional	Biology	8
California State University, Bakersfield	Traditional	Business	6
California State University, Bakersfield	Traditional	Chemistry	1
California State University, Bakersfield	Traditional	Chicano Studies	1
California State University, Bakersfield	Traditional	Child Adolescent & Family Studies	4
California State University, Bakersfield	Traditional	Child Development	1
California State University, Bakersfield	Traditional	Cinema	1
California State University, Bakersfield	Traditional	Communication	7
California State University, Bakersfield	Traditional	Creative Writing	1
California State University, Bakersfield	Traditional	Criminal Justice	1
California State University, Bakersfield	Traditional	Deaf Studies	1
California State University, Bakersfield	Traditional	Economics	1
California State University, Bakersfield	Traditional	Electrical Engineering	1
California State University, Bakersfield	Traditional	English	26
California State University, Bakersfield	Traditional	Geology	1
California State University, Bakersfield	Traditional	German	2
California State University, Bakersfield	Traditional	History	29
California State University, Bakersfield	Traditional	Human Development	1
California State University, Bakersfield	Traditional	Human Performance & Health Science	1
California State University, Bakersfield	Traditional	Human Performance & Wellness	1
California State University, Bakersfield	Traditional	Human Services	1
California State University, Bakersfield	Traditional	International Relations	2
California State University, Bakersfield	Traditional	Italian Studies	1

Section 1d. Provide the number of teachers prepared, by acdemic major to teach in 2009-2010

Institution	Program Type	Academic Major Description	Number Prepared
California State University, Bakersfield	Traditional	Journalism	1
California State University, Bakersfield	Traditional	Kinesiology	1
California State University, Bakersfield	Traditional	Language	1
California State University, Bakersfield	Traditional	Liberal Studies	144
California State University, Bakersfield	Traditional	Mathematics	13
California State University, Bakersfield	Traditional	Mechanical Engineering	1
California State University, Bakersfield	Traditional	Microbiology	1
California State University, Bakersfield	Traditional	Music	4
California State University, Bakersfield	Traditional	Organizational Management	1
California State University, Bakersfield	Traditional	Peace Conflict Studies	1
California State University, Bakersfield	Traditional	Philosophy	2
California State University, Bakersfield	Traditional	Physical Education And Kinesiology	9
California State University, Bakersfield	Traditional	Political Science	6
California State University, Bakersfield	Traditional	Psychology	11
California State University, Bakersfield	Traditional	Religious Studies	1
California State University, Bakersfield	Traditional	Science	1
California State University, Bakersfield	Traditional	Sociology	6
California State University, Bakersfield	Traditional	Spanish	10
California State University, Bakersfield	Traditional	Television Arts	1
California State University, Bakersfield	Traditional	Television-Film Studies	1
California State University, Bakersfield	Traditional	Theater Arts	3
California State University, Bakersfield	Traditional	Western Humanities	1
California State University, Bakersfield	Traditional	TOTAL	331
California State University, Channel Islands	Traditional	Agricultural	1
California State University, Channel Islands	Traditional	Anthropology	1
California State University, Channel Islands	Traditional	Art	1
California State University, Channel Islands	Traditional	Biology	4
California State University, Channel Islands	Traditional	Business	3
California State University, Channel Islands	Traditional	Economics	1
California State University, Channel Islands	Traditional	Electrical Engineer	1
California State University, Channel Islands	Traditional	English	6
California State University, Channel Islands	Traditional	Enviromental Studies	1
California State University, Channel Islands	Traditional	Finance	1
California State University, Channel Islands	Traditional	Geology	1
California State University, Channel Islands	Traditional	History	4
California State University, Channel Islands	Traditional	International Studies	1
California State University, Channel Islands	Traditional	Journalism	2

Section 1d. Provide the number of teachers prepared, by acdemic major to teach in 2009-2010

Institution	Program Type	Academic Major Description	Number Prepared
California State University, Channel Islands	Traditional	Language Studies	1
California State University, Channel Islands	Traditional	Law Studies	1
California State University, Channel Islands	Traditional	Liberal Studies	29
California State University, Channel Islands	Traditional	Math	5
California State University, Channel Islands	Traditional	Media Producation	2
California State University, Channel Islands	Traditional	Philosophy	1
California State University, Channel Islands	Traditional	Physical Ed	1
California State University, Channel Islands	Traditional	Political Science	1
California State University, Channel Islands	Traditional	Psychology	2
California State University, Channel Islands	Traditional	Recreation Managment	1
California State University, Channel Islands	Traditional	Religious Studies	1
California State University, Channel Islands	Traditional	Sociology	2
California State University, Channel Islands	Traditional	Spanish	1
California State University, Channel Islands	Traditional	Speech	1
California State University, Channel Islands	Traditional	TOTAL	77
California State University, Chico	Traditional	Accounting	1
California State University, Chico	Traditional	Agriculture	8
California State University, Chico	Traditional	American Studies	1
California State University, Chico	Traditional	Art	3
California State University, Chico	Traditional	Biology	4
California State University, Chico	Traditional	Business Administration	5
California State University, Chico	Traditional	Child Development	6
California State University, Chico	Traditional	Communication	9
California State University, Chico	Traditional	Computer Science	1
California State University, Chico	Traditional	Engineering	2
California State University, Chico	Traditional	English	25
California State University, Chico	Traditional	French	1
California State University, Chico	Traditional	Geoscience	1
California State University, Chico	Traditional	German	1
California State University, Chico	Traditional	Health Science	1
California State University, Chico	Traditional	History	19
California State University, Chico	Traditional	Humanities	1
California State University, Chico	Traditional	International Relations	2
California State University, Chico	Traditional	Journalism	6
California State University, Chico	Traditional	Kinesiology	13
California State University, Chico	Traditional	Latin American Studies	3
California State University, Chico	Traditional	Liberal Studies	102

Section 1d. Provide the number of teachers prepared, by acdemic major to teach in 2009-2010

Institution	Program Type	Academic Major Description	Number Prepared
California State University, Chico	Traditional	Linguistics	3
California State University, Chico	Traditional	Mathematics	12
California State University, Chico	Traditional	Modern Languages & Literature	1
California State University, Chico	Traditional	Music	1
California State University, Chico	Traditional	Philosophy	1
California State University, Chico	Traditional	Physical Education	1
California State University, Chico	Traditional	Political Science	2
California State University, Chico	Traditional	Psychology	11
California State University, Chico	Traditional	Recreation	2
California State University, Chico	Traditional	Sociology	3
California State University, Chico	Traditional	Spanish	8
California State University, Chico	Traditional	Special Major	2
California State University, Chico	Traditional	Speech Pathology and Audiology	1
California State University, Chico	Traditional	Theatre Arts	1
California State University, Chico	Traditional	TOTAL	264
California State University, Dominguez Hills	Traditional	Art	2
California State University, Dominguez Hills	Traditional	Biology	4
California State University, Dominguez Hills	Traditional	Child Development	9
California State University, Dominguez Hills	Traditional	English	18
California State University, Dominguez Hills	Traditional	Geology	1
California State University, Dominguez Hills	Traditional	History	4
California State University, Dominguez Hills	Traditional	Kinesiology	11
California State University, Dominguez Hills	Traditional	Liberal Studies	106
California State University, Dominguez Hills	Traditional	Math	17
California State University, Dominguez Hills	Traditional	Physics	1
California State University, Dominguez Hills	Traditional	Spanish	6
California State University, Dominguez Hills	Traditional	TOTAL	179
California State University, East Bay	Traditional	American Literature	1
California State University, East Bay	Traditional	American Studies	2
California State University, East Bay	Traditional	Anthropology	1
California State University, East Bay	Traditional	Applied Foreign Languages	1
California State University, East Bay	Traditional	Applied Mathematics	2
California State University, East Bay	Traditional	Applied Physics	1
California State University, East Bay	Traditional	Applied Science & Theatre	1
California State University, East Bay	Traditional	Aquatic Biology	1
California State University, East Bay	Traditional	Art	2
California State University, East Bay	Traditional	Bioengineering	1

Section 1d. Provide the number of teachers prepared, by acdemic major to teach in 2009-2010

Institution	Program Type	Academic Major Description	Number Prepared
California State University, East Bay	Traditional	Biological Science	6
California State University, East Bay	Traditional	Biotechnology	1
California State University, East Bay	Traditional	Black Studies	1
California State University, East Bay	Traditional	Business	12
California State University, East Bay	Traditional	Chemistry	4
California State University, East Bay	Traditional	Child & Adolescent Development	2
California State University, East Bay	Traditional	Cinema	2
California State University, East Bay	Traditional	Civil Engineering	1
California State University, East Bay	Traditional	Communication	4
California State University, East Bay	Traditional	Computer & Video Imaging	1
California State University, East Bay	Traditional	Computer Science	3
California State University, East Bay	Traditional	Consumer Food Science	1
California State University, East Bay	Traditional	Criminal Justice	2
California State University, East Bay	Traditional	Dance	1
California State University, East Bay	Traditional	Drama	1
California State University, East Bay	Traditional	Economics	4
California State University, East Bay	Traditional	Electrical Engineering	3
California State University, East Bay	Traditional	Engineering	2
California State University, East Bay	Traditional	English	12
California State University, East Bay	Traditional	Environmental Engineering	1
California State University, East Bay	Traditional	Family & Consumer Sciences	1
California State University, East Bay	Traditional	Fashion	2
California State University, East Bay	Traditional	Finance	1
California State University, East Bay	Traditional	Fine Arts	2
California State University, East Bay	Traditional	General Science	1
California State University, East Bay	Traditional	Government	1
California State University, East Bay	Traditional	Government	1
California State University, East Bay	Traditional	History	8
California State University, East Bay	Traditional	Human Development	4
California State University, East Bay	Traditional	Instructional Design	1
California State University, East Bay	Traditional	International Studies	1
California State University, East Bay	Traditional	Kinesiology	8
California State University, East Bay	Traditional	Legal Studies	1
California State University, East Bay	Traditional	Liberal Studies	51
California State University, East Bay	Traditional	Linguistics	2
California State University, East Bay	Traditional	Literary Studies	1
California State University, East Bay	Traditional	Mass Communication	2

Section 1d. Provide the number of teachers prepared, by acdemic major to teach in 2009-2010

Institution	Program Type	Academic Major Description	Number Prepared
California State University, East Bay	Traditional	Mathematics	3
California State University, East Bay	Traditional	Mechanical & Aerospace Engineering	1
California State University, East Bay	Traditional	Molecular & Cell Biology	2
California State University, East Bay	Traditional	Multimedia Design	1
California State University, East Bay	Traditional	Music	5
California State University, East Bay	Traditional	Painting	2
California State University, East Bay	Traditional	Physics	1
California State University, East Bay	Traditional	Political Science	5
California State University, East Bay	Traditional	Psychology	13
California State University, East Bay	Traditional	Recreation	3
California State University, East Bay	Traditional	Religious Studies	1
California State University, East Bay	Traditional	Rhetoric	2
California State University, East Bay	Traditional	Sociology	9
California State University, East Bay	Traditional	Spanish	2
California State University, East Bay	Traditional	Speech Communication	2
California State University, East Bay	Traditional	Systems Engineering	1
California State University, East Bay	Traditional	Textiles & Clothing	1
California State University, East Bay	Traditional	Theater Arts	1
California State University, East Bay	Traditional	TOTAL	220
California State University, Fresno	Traditional	Agriculture Education-Teacher Prep	9
California State University, Fresno	Traditional	Agriculture Science	1
California State University, Fresno	Traditional	Anthropology	1
California State University, Fresno	Traditional	Art	5
California State University, Fresno	Traditional	Art-Graphic Design Option	1
California State University, Fresno	Traditional	Biology-Ecol/Evol & Orgnsmc B	2
California State University, Fresno	Traditional	Biology-Molecu Cell and Devl	2
California State University, Fresno	Traditional	Biology-Organismic & General	1
California State University, Fresno	Traditional	Biology-Physiology	1
California State University, Fresno	Traditional	Biology-Physiology & Anatomy	1
California State University, Fresno	Traditional	Business Administration-Entrepreneurship	1
California State University, Fresno	Traditional	Business Administration-Finance-General	3
California State University, Fresno	Traditional	Business Administration-Management	4
California State University, Fresno	Traditional	Business Administration-Marketing	1
California State University, Fresno	Traditional	Business Administration-Real Estate/Urban Lnd Econ	1
California State University, Fresno	Traditional	Chemistry	1
California State University, Fresno	Traditional	Chicano Studies	6
California State University, Fresno	Traditional	Child Development	2

Section 1d. Provide the number of teachers prepared, by acdemic major to teach in 2009-2010

Institution	Program Type	Academic Major Description	Number Prepared
California State University, Fresno	Traditional	Child Development - Practitioner	1
California State University, Fresno	Traditional	Child Development Pre-Credential	2
California State University, Fresno	Traditional	Comm Disorders-Deaf Education	4
California State University, Fresno	Traditional	Comm Disorders-Speech Pathology	1
California State University, Fresno	Traditional	Communication	4
California State University, Fresno	Traditional	Communication-Credential Con	1
California State University, Fresno	Traditional	Criminology-Law Enforcement	2
California State University, Fresno	Traditional	Criminology-Victimology	3
California State University, Fresno	Traditional	English	8
California State University, Fresno	Traditional	English Education	12
California State University, Fresno	Traditional	English-Credential Program	6
California State University, Fresno	Traditional	Fm Con Sci - H Ec-Teacher Ed	2
California State University, Fresno	Traditional	Fm Con Sci-Child & Fam Studies	1
California State University, Fresno	Traditional	French	2
California State University, Fresno	Traditional	Geography	1
California State University, Fresno	Traditional	Geology	2
California State University, Fresno	Traditional	Health Science-Comm Health	4
California State University, Fresno	Traditional	Health Science-Env/Occ Hlth&S	1
California State University, Fresno	Traditional	History	30
California State University, Fresno	Traditional	Human Development	1
California State University, Fresno	Traditional	Industrial Technology-Cad/Cam Sys Mgt	2
California State University, Fresno	Traditional	Industrial Technology-Network Administration	1
California State University, Fresno	Traditional	Interior Design	1
California State University, Fresno	Traditional	International Relations	2
California State University, Fresno	Traditional	Journalism - Public Relations	3
California State University, Fresno	Traditional	Kinesiology-Physical Education Credential	21
California State University, Fresno	Traditional	Liberal Studies	159
California State University, Fresno	Traditional	Linguistics-Gen Linguistics	1
California State University, Fresno	Traditional	Management Information Services	1
California State University, Fresno	Traditional	Mass Communications & Journalism-Advertising	1
California State University, Fresno	Traditional	Mass Communications & Journalism-Print Journal	1
California State University, Fresno	Traditional	Mathematics	14
California State University, Fresno	Traditional	Music-Choral/Vocal Education	2
California State University, Fresno	Traditional	Music-Instrumental Music Education	8
California State University, Fresno	Traditional	Music-Music As A Liberal Art	1
California State University, Fresno	Traditional	Natural Sciences-Chemistry Option	3
California State University, Fresno	Traditional	Nursing	1

Section 1d. Provide the number of teachers prepared, by acdemic major to teach in 2009-2010

Institution	Program Type	Academic Major Description	Number Prepared
California State University, Fresno	Traditional	Plant Science-Prd Mgt-Horticultur	1
California State University, Fresno	Traditional	Political Science	5
California State University, Fresno	Traditional	Pre-Psychology	1
California State University, Fresno	Traditional	Psychology	10
California State University, Fresno	Traditional	Rec Admin-Therapeutic Rec Emp	1
California State University, Fresno	Traditional	Sociology	1
California State University, Fresno	Traditional	Sp Maj-Liberal Arts	1
California State University, Fresno	Traditional	Spanish	7
California State University, Fresno	Traditional	Studio Art	1
California State University, Fresno	Traditional	Telecommunications-Production	1
California State University, Fresno	Traditional	Theatre Arts	3
California State University, Fresno	Traditional	Theatre Arts - Acting	2
California State University, Fresno	Traditional	TOTAL	386
California State University, Fullerton	Traditional	Advertising/Marketing	2
California State University, Fullerton	Traditional	American Studies	6
California State University, Fullerton	Traditional	Anthropology	1
California State University, Fullerton	Traditional	Applied Science	1
California State University, Fullerton	Traditional	Architecture	1
California State University, Fullerton	Traditional	Art	11
California State University, Fullerton	Traditional	Art Education	3
California State University, Fullerton	Traditional	Asian Studies	2
California State University, Fullerton	Traditional	Biology	7
California State University, Fullerton	Traditional	Business	7
California State University, Fullerton	Traditional	Child & Adolescent Studies	134
California State University, Fullerton	Traditional	Communications	17
California State University, Fullerton	Traditional	Communicative Disorders	2
California State University, Fullerton	Traditional	Computer Science	1
California State University, Fullerton	Traditional	Criminal Justice	2
California State University, Fullerton	Traditional	Economics	1
California State University, Fullerton	Traditional	Education	2
California State University, Fullerton	Traditional	Engineering	7
California State University, Fullerton	Traditional	English	49
California State University, Fullerton	Traditional	Environmental Studies	2
California State University, Fullerton	Traditional	French	1
California State University, Fullerton	Traditional	Geography	3
California State University, Fullerton	Traditional	Geology	1
California State University, Fullerton	Traditional	History	39

Section 1d. Provide the number of teachers prepared, by acdemic major to teach in 2009-2010

Institution	Program Type	Academic Major Description	Number Prepared
California State University, Fullerton	Traditional	Human Development	2
California State University, Fullerton	Traditional	Human Services	6
California State University, Fullerton	Traditional	Humanities	1
California State University, Fullerton	Traditional	International Relations	1
California State University, Fullerton	Traditional	Journalism	3
California State University, Fullerton	Traditional	Kinesiology	14
California State University, Fullerton	Traditional	Labor Studies	1
California State University, Fullerton	Traditional	Language Arts	1
California State University, Fullerton	Traditional	Liberal Studies	116
California State University, Fullerton	Traditional	Math Education	4
California State University, Fullerton	Traditional	Mathematics	12
California State University, Fullerton	Traditional	Music	5
California State University, Fullerton	Traditional	Music Education	9
California State University, Fullerton	Traditional	Nutrition	1
California State University, Fullerton	Traditional	Philosophy	1
California State University, Fullerton	Traditional	Political Science	11
California State University, Fullerton	Traditional	Psychology	28
California State University, Fullerton	Traditional	Public Health Science	1
California State University, Fullerton	Traditional	Rehabilitative Studies	1
California State University, Fullerton	Traditional	Religious Studies	1
California State University, Fullerton	Traditional	Social Science	2
California State University, Fullerton	Traditional	Sociology	20
California State University, Fullerton	Traditional	Spanish	14
California State University, Fullerton	Traditional	Special Education	3
California State University, Fullerton	Traditional	Theatre Arts	4
California State University, Fullerton	Traditional	Women Studies	1
California State University, Fullerton	Traditional	TOTAL	556
California State University, Long Beach	Traditional	Agronomy	1
California State University, Long Beach	Traditional	Anthropology	3
California State University, Long Beach	Traditional	Art	25
California State University, Long Beach	Traditional	Asian-American Studies	3
California State University, Long Beach	Traditional	Astronomy	1
California State University, Long Beach	Traditional	Biochemistry	2
California State University, Long Beach	Traditional	Biology	19
California State University, Long Beach	Traditional	Business Administration	20
California State University, Long Beach	Traditional	Cardio-Pulmonary Science	1
California State University, Long Beach	Traditional	Chemistry	2

Section 1d. Provide the number of teachers prepared, by acdemic major to teach in 2009-2010

Institution	Program Type	Academic Major Description	Number Prepared
California State University, Long Beach	Traditional	Child Development	4
California State University, Long Beach	Traditional	Chinese	2
California State University, Long Beach	Traditional	Classical Studies	3
California State University, Long Beach	Traditional	Communication	13
California State University, Long Beach	Traditional	Communicative Disorders	1
California State University, Long Beach	Traditional	Comparative Literature	1
California State University, Long Beach	Traditional	Computer Science	2
California State University, Long Beach	Traditional	Criminal Justice	5
California State University, Long Beach	Traditional	Dietetics & Food Administration	2
California State University, Long Beach	Traditional	Economics	3
California State University, Long Beach	Traditional	Engineering	2
California State University, Long Beach	Traditional	English	56
California State University, Long Beach	Traditional	Environmental Studies	1
California State University, Long Beach	Traditional	Family & Consumer Science	12
California State University, Long Beach	Traditional	Film & Electronic Arts	5
California State University, Long Beach	Traditional	French	2
California State University, Long Beach	Traditional	Geography	3
California State University, Long Beach	Traditional	German	3
California State University, Long Beach	Traditional	Health Care Administration	1
California State University, Long Beach	Traditional	Health Science	9
California State University, Long Beach	Traditional	History	44
California State University, Long Beach	Traditional	Hospitality & Tourism	4
California State University, Long Beach	Traditional	Human Development	4
California State University, Long Beach	Traditional	International Studies	3
California State University, Long Beach	Traditional	Italian	1
California State University, Long Beach	Traditional	Japanese	1
California State University, Long Beach	Traditional	Journalism	4
California State University, Long Beach	Traditional	Kinesiology	22
California State University, Long Beach	Traditional	Liberal Studies	240
California State University, Long Beach	Traditional	Linguistics	2
California State University, Long Beach	Traditional	Mathematics	22
California State University, Long Beach	Traditional	Modern Languages	1
California State University, Long Beach	Traditional	Multidisciplinary Studies	1
California State University, Long Beach	Traditional	Music	13
California State University, Long Beach	Traditional	Nursing	1
California State University, Long Beach	Traditional	Occupational Studies	1
California State University, Long Beach	Traditional	Pharmacy	1

Section 1d. Provide the number of teachers prepared, by acdemic major to teach in 2009-2010

Institution	Program Type	Academic Major Description	Number Prepared
California State University, Long Beach	Traditional	Physical Education	2
California State University, Long Beach	Traditional	Physics	2
California State University, Long Beach	Traditional	Political Science	8
California State University, Long Beach	Traditional	Psychology	27
California State University, Long Beach	Traditional	Public Administration Management	1
California State University, Long Beach	Traditional	Religious Studies	1
California State University, Long Beach	Traditional	Social Science	2
California State University, Long Beach	Traditional	Sociology	20
California State University, Long Beach	Traditional	Spanish	9
California State University, Long Beach	Traditional	Theatre Arts	4
California State University, Long Beach	Traditional	Womens Studies	2
California State University, Long Beach	Traditional	World Language & Culture	1
California State University, Long Beach	Traditional	TOTAL	641
California State University, Los Angeles	Traditional	Accounting	1
California State University, Los Angeles	Traditional	Anthropology/Geography	6
California State University, Los Angeles	Traditional	Art	10
California State University, Los Angeles	Traditional	Biochemistry	1
California State University, Los Angeles	Traditional	Biology	3
California State University, Los Angeles	Traditional	Business Administration	6
California State University, Los Angeles	Traditional	Chicano Studies	1
California State University, Los Angeles	Traditional	Child Development	40
California State University, Los Angeles	Traditional	Communications	5
California State University, Los Angeles	Traditional	Computer Science	3
California State University, Los Angeles	Traditional	Drama	1
California State University, Los Angeles	Traditional	Economics	3
California State University, Los Angeles	Traditional	Education	3
California State University, Los Angeles	Traditional	Engineering	2
California State University, Los Angeles	Traditional	English	23
California State University, Los Angeles	Traditional	Environmental Studies	1
California State University, Los Angeles	Traditional	Ethnic Studies	1
California State University, Los Angeles	Traditional	Foreign Lang/Lit	1
California State University, Los Angeles	Traditional	French	1
California State University, Los Angeles	Traditional	General Studies	1
California State University, Los Angeles	Traditional	Geography	1
California State University, Los Angeles	Traditional	Health Science	1
California State University, Los Angeles	Traditional	History	14
California State University, Los Angeles	Traditional	Human Development	1

Section 1d. Provide the number of teachers prepared, by acdemic major to teach in 2009-2010

Institution	Program Type	Academic Major Description	Number Prepared
California State University, Los Angeles	Traditional	Humanities	2
California State University, Los Angeles	Traditional	Industrial Arts	1
California State University, Los Angeles	Traditional	Interdisciplinary Studies	2
California State University, Los Angeles	Traditional	International Business	1
California State University, Los Angeles	Traditional	International Relations	1
California State University, Los Angeles	Traditional	Italian	1
California State University, Los Angeles	Traditional	Journalism	3
California State University, Los Angeles	Traditional	Kinesiology	2
California State University, Los Angeles	Traditional	Labor Studies	1
California State University, Los Angeles	Traditional	Latin American Studies	1
California State University, Los Angeles	Traditional	Law and Society	1
California State University, Los Angeles	Traditional	Liberal Studies	39
California State University, Los Angeles	Traditional	Management	2
California State University, Los Angeles	Traditional	Mathematics	8
California State University, Los Angeles	Traditional	Microbiology	1
California State University, Los Angeles	Traditional	Music Education	4
California State University, Los Angeles	Traditional	Natural Science	1
California State University, Los Angeles	Traditional	Photography	1
California State University, Los Angeles	Traditional	Physical Education	1
California State University, Los Angeles	Traditional	Physics	1
California State University, Los Angeles	Traditional	Political Science	4
California State University, Los Angeles	Traditional	Psychology	8
California State University, Los Angeles	Traditional	Radio/TV	1
California State University, Los Angeles	Traditional	Recreation Administration	1
California State University, Los Angeles	Traditional	Religious Study	1
California State University, Los Angeles	Traditional	Science	1
California State University, Los Angeles	Traditional	Social Ecology	1
California State University, Los Angeles	Traditional	Social Science	5
California State University, Los Angeles	Traditional	Sociology	5
California State University, Los Angeles	Traditional	Spanish	7
California State University, Los Angeles	Traditional	Theatre Arts Performance	2
California State University, Los Angeles	Traditional	Urban Learning	20
California State University, Los Angeles	Traditional	Zoology	1
California State University, Los Angeles	Traditional	TOTAL	260
California State University, Monterey Bay	Traditional	Biology	17
California State University, Monterey Bay	Traditional	English	27
California State University, Monterey Bay	Traditional	ForeignLangSpanish	20

Section 1d. Provide the number of teachers prepared, by acdemic major to teach in 2009-2010

Institution	Program Type	Academic Major Description	Number Prepared
California State University, Monterey Bay	Traditional	General Science	22
California State University, Monterey Bay	Traditional	History	31
California State University, Monterey Bay	Traditional	Liberal Studies	72
California State University, Monterey Bay	Traditional	Mathematics	31
California State University, Monterey Bay	Traditional	TOTAL	220
California State University, Northridge	Traditional	American Studies	1
California State University, Northridge	Traditional	Animal Studies	2
California State University, Northridge	Traditional	Anthropology	2
California State University, Northridge	Traditional	Architecture	1
California State University, Northridge	Traditional	Art	14
California State University, Northridge	Traditional	Biology	5
California State University, Northridge	Traditional	Business	10
California State University, Northridge	Traditional	Chemistry	2
California State University, Northridge	Traditional	Chicano Studies	2
California State University, Northridge	Traditional	Child and Adolescent Development	1
California State University, Northridge	Traditional	Child Development	25
California State University, Northridge	Traditional	Cinema	2
California State University, Northridge	Traditional	Communications	13
California State University, Northridge	Traditional	Computer Science	2
California State University, Northridge	Traditional	Conservation and Resource Studies	1
California State University, Northridge	Traditional	Deaf Studies	7
California State University, Northridge	Traditional	Early Childhood Education	1
California State University, Northridge	Traditional	Economics	2
California State University, Northridge	Traditional	English	44
California State University, Northridge	Traditional	Family Environmental Sciences	2
California State University, Northridge	Traditional	French	1
California State University, Northridge	Traditional	Geography	2
California State University, Northridge	Traditional	Global Studies	2
California State University, Northridge	Traditional	Health Science	3
California State University, Northridge	Traditional	History	22
California State University, Northridge	Traditional	International Studies	1
California State University, Northridge	Traditional	Jewish Studies	2
California State University, Northridge	Traditional	Journalism	8
California State University, Northridge	Traditional	Kinesiology	12
California State University, Northridge	Traditional	Language	9
California State University, Northridge	Traditional	Liberal Studies	162
California State University, Northridge	Traditional	Mathematics	19

Section 1d. Provide the number of teachers prepared, by acdemic major to teach in 2009-2010

Institution	Program Type	Academic Major Description	Number Prepared
California State University, Northridge	Traditional	Music	10
California State University, Northridge	Traditional	Oriental Studies	1
California State University, Northridge	Traditional	Philosophy	2
California State University, Northridge	Traditional	Physics	1
California State University, Northridge	Traditional	Political Science	7
California State University, Northridge	Traditional	Psychological and Social Behavior	1
California State University, Northridge	Traditional	Psychology	22
California State University, Northridge	Traditional	Sociology	10
California State University, Northridge	Traditional	Spanish	1
California State University, Northridge	Traditional	Statistics	1
California State University, Northridge	Traditional	Theater	5
California State University, Northridge	Traditional	Women's Studies	1
California State University, Northridge	Traditional	TOTAL	440
California State University, Sacramento	Traditional	Anthro	3
California State University, Sacramento	Traditional	Art	7
California State University, Sacramento	Traditional	Avian Sci	1
California State University, Sacramento	Traditional	Bio Chem	1
California State University, Sacramento	Traditional	Bio Tech	1
California State University, Sacramento	Traditional	Biol Sci	8
California State University, Sacramento	Traditional	Bus Adm	2
California State University, Sacramento	Traditional	Business	3
California State University, Sacramento	Traditional	Chicano Std	1
California State University, Sacramento	Traditional	Child Adol Fam Std	1
California State University, Sacramento	Traditional	Child Dev	40
California State University, Sacramento	Traditional	Cinema	1
California State University, Sacramento	Traditional	Com Std	9
California State University, Sacramento	Traditional	Comm Health	1
California State University, Sacramento	Traditional	Computer Sci	1
California State University, Sacramento	Traditional	Crim Just	1
California State University, Sacramento	Traditional	Dance	1
California State University, Sacramento	Traditional	Design	2
California State University, Sacramento	Traditional	Economics	1
California State University, Sacramento	Traditional	Engineering	1
California State University, Sacramento	Traditional	English	24
California State University, Sacramento	Traditional	Env Std	2
California State University, Sacramento	Traditional	FACS	3
California State University, Sacramento	Traditional	French	4

Section 1d. Provide the number of teachers prepared, by acdemic major to teach in 2009-2010

Institution	Program Type	Academic Major Description	Number Prepared
California State University, Sacramento	Traditional	Genetics	1
California State University, Sacramento	Traditional	Geography	1
California State University, Sacramento	Traditional	German	1
California State University, Sacramento	Traditional	Government	2
California State University, Sacramento	Traditional	History	14
California State University, Sacramento	Traditional	Home Econ	1
California State University, Sacramento	Traditional	Hum Dev	6
California State University, Sacramento	Traditional	Humanities	1
California State University, Sacramento	Traditional	Integrated Biol	1
California State University, Sacramento	Traditional	Inter Std	1
California State University, Sacramento	Traditional	Intern Rel	1
California State University, Sacramento	Traditional	Journalism	4
California State University, Sacramento	Traditional	Kinesiology	14
California State University, Sacramento	Traditional	Landscape Arch	1
California State University, Sacramento	Traditional	Law & Society	1
California State University, Sacramento	Traditional	Liberal Studies	123
California State University, Sacramento	Traditional	Marine Biol	1
California State University, Sacramento	Traditional	Marketing	1
California State University, Sacramento	Traditional	Math	16
California State University, Sacramento	Traditional	Mech Engineering	1
California State University, Sacramento	Traditional	Music	5
California State University, Sacramento	Traditional	Nutrition	1
California State University, Sacramento	Traditional	Org Comm	1
California State University, Sacramento	Traditional	Philosophy	2
California State University, Sacramento	Traditional	Photography	2
California State University, Sacramento	Traditional	Pol Sci	5
California State University, Sacramento	Traditional	Psychology	22
California State University, Sacramento	Traditional	Public Rel	1
California State University, Sacramento	Traditional	Rec Admin	2
California State University, Sacramento	Traditional	Rhetoric/Com	1
California State University, Sacramento	Traditional	Soc	8
California State University, Sacramento	Traditional	Soc Sci	15
California State University, Sacramento	Traditional	Soc Wellness	1
California State University, Sacramento	Traditional	Soc Wrk	2
California State University, Sacramento	Traditional	Spanish	7
California State University, Sacramento	Traditional	Speech Path	2
California State University, Sacramento	Traditional	Stats	1

Section 1d. Provide the number of teachers prepared, by acdemic major to teach in 2009-2010

Institution	Program Type	Academic Major Description	Number Prepared
California State University, Sacramento	Traditional	Techno Cult Std	1
California State University, Sacramento	Traditional	Womens Std	1
California State University, Sacramento	Traditional	TOTAL	391
California State University, San Bernardino	Traditional	Accounting	2
California State University, San Bernardino	Traditional	Agricultural Science	1
California State University, San Bernardino	Traditional	Animal Studies	1
California State University, San Bernardino	Traditional	Anthropology	1
California State University, San Bernardino	Traditional	Art	2
California State University, San Bernardino	Traditional	Art History	1
California State University, San Bernardino	Traditional	Asian American Studies	1
California State University, San Bernardino	Traditional	Biology	4
California State University, San Bernardino	Traditional	Business Administration	2
California State University, San Bernardino	Traditional	Business Management	2
California State University, San Bernardino	Traditional	Chemistry	1
California State University, San Bernardino	Traditional	Christian Education	1
California State University, San Bernardino	Traditional	Communication Studies	2
California State University, San Bernardino	Traditional	Communications	3
California State University, San Bernardino	Traditional	Communications, Mass	1
California State University, San Bernardino	Traditional	Communicative Disorders	1
California State University, San Bernardino	Traditional	Computer Info Systems	1
California State University, San Bernardino	Traditional	Computer Science	1
California State University, San Bernardino	Traditional	Creative Writing	2
California State University, San Bernardino	Traditional	Criminal Justice	1
California State University, San Bernardino	Traditional	Early Childhood Development	1
California State University, San Bernardino	Traditional	Engineering	1
California State University, San Bernardino	Traditional	English	24
California State University, San Bernardino	Traditional	Environmental Studies	1
California State University, San Bernardino	Traditional	French	1
California State University, San Bernardino	Traditional	Health Science: School Health Concentration	2
California State University, San Bernardino	Traditional	History	18
California State University, San Bernardino	Traditional	Hotel & Restaurant Management	1
California State University, San Bernardino	Traditional	Human Communication	1
California State University, San Bernardino	Traditional	Human Development	2
California State University, San Bernardino	Traditional	Kinesiology	19
California State University, San Bernardino	Traditional	Liberal Studies	77
California State University, San Bernardino	Traditional	Linguistics	1
California State University, San Bernardino	Traditional	Marketing	1

Section 1d. Provide the number of teachers prepared, by acdemic major to teach in 2009-2010

Institution	Program Type	Academic Major Description	Number Prepared
California State University, San Bernardino	Traditional	Mathematics	13
California State University, San Bernardino	Traditional	Music	4
California State University, San Bernardino	Traditional	Music Education	3
California State University, San Bernardino	Traditional	Philosophy	1
California State University, San Bernardino	Traditional	Political Science	1
California State University, San Bernardino	Traditional	Psychology	10
California State University, San Bernardino	Traditional	Rehab Services Ed	1
California State University, San Bernardino	Traditional	Social Science	4
California State University, San Bernardino	Traditional	Social Work	1
California State University, San Bernardino	Traditional	Sociology	4
California State University, San Bernardino	Traditional	Spanish	11
California State University, San Bernardino	Traditional	Statistics	1
California State University, San Bernardino	Traditional	TOTAL	233
California State University, San Marcos	Traditional	Business Administration	3
California State University, San Marcos	Traditional	Communication	1
California State University, San Marcos	Traditional	Computer Science	1
California State University, San Marcos	Traditional	History	10
California State University, San Marcos	Traditional	Human Development	2
California State University, San Marcos	Traditional	Kinesiology	1
California State University, San Marcos	Traditional	Liberal Studies	131
California State University, San Marcos	Traditional	Literature & Writing Studies	17
California State University, San Marcos	Traditional	Mathematics	7
California State University, San Marcos	Traditional	Psychology	6
California State University, San Marcos	Traditional	Sociology	2
California State University, San Marcos	Traditional	Spanish	2
California State University, San Marcos	Traditional	Visual & Performing Arts	2
California State University, San Marcos	Traditional	TOTAL	184
California State University, Stanislaus	Traditional	Agriculture	1
California State University, Stanislaus	Traditional	American Multicultural Studies	1
California State University, Stanislaus	Traditional	Anthropology	1
California State University, Stanislaus	Traditional	Art	3
California State University, Stanislaus	Traditional	Biblical Studies	1
California State University, Stanislaus	Traditional	Biology	5
California State University, Stanislaus	Traditional	Business	15
California State University, Stanislaus	Traditional	C.I.S.	2
California State University, Stanislaus	Traditional	Chemistry	3
California State University, Stanislaus	Traditional	Child Development	2

Section 1d. Provide the number of teachers prepared, by acdemic major to teach in 2009-2010

Institution	Program Type	Academic Major Description	Number Prepared
California State University, Stanislaus	Traditional	Cinema-Television	1
California State University, Stanislaus	Traditional	Communication Studies	1
California State University, Stanislaus	Traditional	Criminal Justice	4
California State University, Stanislaus	Traditional	English	12
California State University, Stanislaus	Traditional	Environmental Horticulture Science	1
California State University, Stanislaus	Traditional	Film Production	1
California State University, Stanislaus	Traditional	Geography	1
California State University, Stanislaus	Traditional	Health Science	1
California State University, Stanislaus	Traditional	History	14
California State University, Stanislaus	Traditional	Human Resources	1
California State University, Stanislaus	Traditional	Human Services	1
California State University, Stanislaus	Traditional	Industrial Arts	1
California State University, Stanislaus	Traditional	International Communication	1
California State University, Stanislaus	Traditional	Kinesiology	1
California State University, Stanislaus	Traditional	Legal Studies	1
California State University, Stanislaus	Traditional	Liberal Studies	131
California State University, Stanislaus	Traditional	Literature	1
California State University, Stanislaus	Traditional	Math	7
California State University, Stanislaus	Traditional	Mechanical Engineering	1
California State University, Stanislaus	Traditional	Music	6
California State University, Stanislaus	Traditional	Nursing	1
California State University, Stanislaus	Traditional	Organizational Communication	2
California State University, Stanislaus	Traditional	Physical Education	12
California State University, Stanislaus	Traditional	Physical Sciences	1
California State University, Stanislaus	Traditional	Political Science	3
California State University, Stanislaus	Traditional	Psychology	17
California State University, Stanislaus	Traditional	Religious Studies	2
California State University, Stanislaus	Traditional	Social Science	7
California State University, Stanislaus	Traditional	Social Work	1
California State University, Stanislaus	Traditional	Sociology	5
California State University, Stanislaus	Traditional	Spanish	13
California State University, Stanislaus	Traditional	Speech Communication	1
California State University, Stanislaus	Traditional	TOTAL	287
CalState TEACH	Traditional	liberal studies	297
CalState TEACH	Traditional	TOTAL	297
Chapman University	Traditional	Bachelor Equivalent from France	1
Chapman University	Traditional	Bachelor of Arts: Anthropology	1

Section 1d. Provide the number of teachers prepared, by acdemic major to teach in 2009-2010

Institution	Program Type	Academic Major Description	Number Prepared
Chapman University	Traditional	Bachelor of Arts: Child Development	2
Chapman University	Traditional	Bachelor of Arts: Child/Adolescent Studies	2
Chapman University	Traditional	Bachelor of Arts: Communication	1
Chapman University	Traditional	Bachelor of Arts: Communication Studies	1
Chapman University	Traditional	Bachelor of Arts: English	5
Chapman University	Traditional	Bachelor of Arts: English Literature and Human	1
Chapman University	Traditional	Bachelor of Arts: Geology	1
Chapman University	Traditional	Bachelor of Arts: History	2
Chapman University	Traditional	Bachelor of Arts: Kinesiology	1
Chapman University	Traditional	Bachelor of Arts: Kinesiology - Athletic Training	1
Chapman University	Traditional	Bachelor of Arts: Language Studies - Spanish	1
Chapman University	Traditional	Bachelor of Arts: Legal Studies	1
Chapman University	Traditional	Bachelor of Arts: Liberal Studies	11
Chapman University	Traditional	Bachelor of Arts: Liberal Studies - Teacher Prep	1
Chapman University	Traditional	Bachelor of Arts: Liberal Studies, Media Studies	1
Chapman University	Traditional	Bachelor of Arts: Linguistics - Italian	1
Chapman University	Traditional	Bachelor of Arts: Mathematics	1
Chapman University	Traditional	Bachelor of Arts: Modern Literature	1
Chapman University	Traditional	Bachelor of Arts: Peach Studies	1
Chapman University	Traditional	Bachelor of Arts: Philosphy	1
Chapman University	Traditional	Bachelor of Arts: Psychology	2
Chapman University	Traditional	Bachelor of Arts: Psychology and Economics	1
Chapman University	Traditional	Bachelor of Arts: Psychology and Social Behavior	2
Chapman University	Traditional	Bachelor of Arts: Psychology, Spanish and Communication	1
Chapman University	Traditional	Bachelor of Arts: Social Science	2
Chapman University	Traditional	Bachelor of Arts: Sociology	2
Chapman University	Traditional	Bachelor of Arts: Spanish	1
Chapman University	Traditional	Bachelor of Arts: Teaching English	2
Chapman University	Traditional	Bachelor of Fine Arts: Television Broadcasting	1
Chapman University	Traditional	Bachelor of Music: Music Education	3
Chapman University	Traditional	Bachelor of Music: Performance	2
Chapman University	Traditional	Bachelor of Science: Chemistry	2
Chapman University	Traditional	Bachelor of Science: Communication	1
Chapman University	Traditional	Bachelor of Science: International Security	1
Chapman University	Traditional	TOTAL	62
Claremont Graduate University	Traditional	Education	14
Claremont Graduate University	Traditional	TOTAL	14

Section 1d. Provide the number of teachers prepared, by acdemic major to teach in 2009-2010

Institution	Program Type	Academic Major Description	Number Prepared
Concordia University	Traditional	Art	1
Concordia University	Traditional	Biology	2
Concordia University	Traditional	Business	6
Concordia University	Traditional	Child Development	3
Concordia University	Traditional	Christian Education	1
Concordia University	Traditional	Communications	3
Concordia University	Traditional	English	2
Concordia University	Traditional	History	6
Concordia University	Traditional	Liberal Studies	33
Concordia University	Traditional	Math	2
Concordia University	Traditional	Music	1
Concordia University	Traditional	Philosophy	1
Concordia University	Traditional	Physical Education	2
Concordia University	Traditional	Political Science	2
Concordia University	Traditional	Psychology	2
Concordia University	Traditional	Science	1
Concordia University	Traditional	Therapeutic Recreation	1
Concordia University	Traditional	TOTAL	69
Dominican University of California	Traditional	Accounting/Finance	1
Dominican University of California	Traditional	Art	1
Dominican University of California	Traditional	Art History	1
Dominican University of California	Traditional	BFA	2
Dominican University of California	Traditional	Biological Science	1
Dominican University of California	Traditional	Chemical Engineering	1
Dominican University of California	Traditional	Chinese	1
Dominican University of California	Traditional	Communications	4
Dominican University of California	Traditional	Criminology	1
Dominican University of California	Traditional	Design	1
Dominican University of California	Traditional	Early Childhood Education	1
Dominican University of California	Traditional	Economics	4
Dominican University of California	Traditional	English	1
Dominican University of California	Traditional	English Literature	1
Dominican University of California	Traditional	Geography	1
Dominican University of California	Traditional	Geology	1
Dominican University of California	Traditional	German	1
Dominican University of California	Traditional	History	4
Dominican University of California	Traditional	Human Development	1

Section 1d. Provide the number of teachers prepared, by acdemic major to teach in 2009-2010

Institution	Program Type	Academic Major Description	Number Prepared
Dominican University of California	Traditional	Humanities	2
Dominican University of California	Traditional	International Affairs	2
Dominican University of California	Traditional	Journalism	2
Dominican University of California	Traditional	Liberal Studies	16
Dominican University of California	Traditional	Literature	1
Dominican University of California	Traditional	Philosphy	1
Dominican University of California	Traditional	Political Science	1
Dominican University of California	Traditional	Psychology	7
Dominican University of California	Traditional	Sociology	5
Dominican University of California	Traditional	Spanish	3
Dominican University of California	Traditional	Speech Communications	1
Dominican University of California	Traditional	Strategic Management	1
Dominican University of California	Traditional	Theatre Arts	1
Dominican University of California	Traditional	TOTAL	74
Fresno Pacific University	Traditional	Ag Education	1
Fresno Pacific University	Traditional	Ag Science	1
Fresno Pacific University	Traditional	Animal Science	1
Fresno Pacific University	Traditional	Biology	1
Fresno Pacific University	Traditional	Business Admin.	1
Fresno Pacific University	Traditional	Child Dev.	3
Fresno Pacific University	Traditional	Communication Dis.	1
Fresno Pacific University	Traditional	Communications	1
Fresno Pacific University	Traditional	Criminology	1
Fresno Pacific University	Traditional	Early Childhood	3
Fresno Pacific University	Traditional	English	7
Fresno Pacific University	Traditional	Geography	1
Fresno Pacific University	Traditional	History	4
Fresno Pacific University	Traditional	Interior Design	1
Fresno Pacific University	Traditional	Journalism	1
Fresno Pacific University	Traditional	Kinesiology	2
Fresno Pacific University	Traditional	Liberal Studies	63
Fresno Pacific University	Traditional	Math	6
Fresno Pacific University	Traditional	Music	2
Fresno Pacific University	Traditional	Organizational Leadership	1
Fresno Pacific University	Traditional	Personalized Major	1
Fresno Pacific University	Traditional	Philosophy	2
Fresno Pacific University	Traditional	Physical Therapy	1

Section 1d. Provide the number of teachers prepared, by acdemic major to teach in 2009-2010

Institution	Program Type	Academic Major Description	Number Prepared
Fresno Pacific University	Traditional	Political Science	1
Fresno Pacific University	Traditional	Psychology	5
Fresno Pacific University	Traditional	Social Studies	3
Fresno Pacific University	Traditional	Social Work	1
Fresno Pacific University	Traditional	Spanish	2
Fresno Pacific University	Traditional	Theatre	1
Fresno Pacific University	Traditional	TOTAL	119
Hebrew Union College	Traditional	multiple subjects	12
Hebrew Union College	Traditional	TOTAL	12
Holy Names University	Traditional	Child Development	1
Holy Names University	Traditional	Communication and Theatre Arts	1
Holy Names University	Traditional	Humanities	1
Holy Names University	Traditional	Liberal Studies	3
Holy Names University	Traditional	Psychology	1
Holy Names University	Traditional	Special Education	2
Holy Names University	Traditional	Speech Pathology and Audiology	1
Holy Names University	Traditional	TOTAL	10
Hope International University	Traditional	Behavioral Science	1
Hope International University	Traditional	Criminal Justice	1
Hope International University	Traditional	Dance	1
Hope International University	Traditional	Electrical Engineering	1
Hope International University	Traditional	History	2
Hope International University	Traditional	Human Development	2
Hope International University	Traditional	Liberal Studies	4
Hope International University	Traditional	Organizational Leadership	1
Hope International University	Traditional	Psychology	1
Hope International University	Traditional	TOTAL	14
Humboldt State University	Traditional	Anthropology	4
Humboldt State University	Traditional	Art	4
Humboldt State University	Traditional	Biology	6
Humboldt State University	Traditional	Chemistry	1
Humboldt State University	Traditional	Child Development	2
Humboldt State University	Traditional	Communication	1
Humboldt State University	Traditional	English	9
Humboldt State University	Traditional	Environmental Science	1
Humboldt State University	Traditional	French	1
Humboldt State University	Traditional	Geography	2

Section 1d. Provide the number of teachers prepared, by acdemic major to teach in 2009-2010

Institution	Program Type	Academic Major Description	Number Prepared
Humboldt State University	Traditional	Geology	2
Humboldt State University	Traditional	German	1
Humboldt State University	Traditional	History	3
Humboldt State University	Traditional	Journalism	2
Humboldt State University	Traditional	Kinesiology	4
Humboldt State University	Traditional	Liberal Studies	25
Humboldt State University	Traditional	Mathematics	1
Humboldt State University	Traditional	Music	5
Humboldt State University	Traditional	Peace Studies	1
Humboldt State University	Traditional	Philosophy	2
Humboldt State University	Traditional	Physics	1
Humboldt State University	Traditional	Psychology	5
Humboldt State University	Traditional	Religion	1
Humboldt State University	Traditional	Social Science	3
Humboldt State University	Traditional	Spanish	1
Humboldt State University	Traditional	Studio Art	3
Humboldt State University	Traditional	Wildlife	1
Humboldt State University	Traditional	TOTAL	92
La Sierra University	Traditional	Communication	1
La Sierra University	Traditional	Excersice Science: Physical Education	1
La Sierra University	Traditional	History	2
La Sierra University	Traditional	Mathematics	1
La Sierra University	Traditional	TOTAL	5
Loyola Marymount University	Traditional	Elementary Education	74
Loyola Marymount University	Traditional	History	1
Loyola Marymount University	Traditional	Liberal Studies	8
Loyola Marymount University	Traditional	Secondary Education	75
Loyola Marymount University	Traditional	Special Education	5
Loyola Marymount University	Traditional	TOTAL	163
Mills College	Traditional	Art	8
Mills College	Traditional	Biology	3
Mills College	Traditional	Black Studies	1
Mills College	Traditional	Business	1
Mills College	Traditional	Child Development	2
Mills College	Traditional	Computer Science	1
Mills College	Traditional	Education Studies	1
Mills College	Traditional	English/Lit	8

Section 1d. Provide the number of teachers prepared, by acdemic major to teach in 2009-2010

Institution	Program Type	Academic Major Description	Number Prepared
Mills College	Traditional	Film/Media Studies	1
Mills College	Traditional	Law/Legal Studies	1
Mills College	Traditional	Math	2
Mills College	Traditional	Physics	1
Mills College	Traditional	Religion	1
Mills College	Traditional	Social Science/History	13
Mills College	Traditional	Speech & Hearing Science	1
Mills College	Traditional	TOTAL	45
Mount St. Mary's College	Traditional	Business Administration	2
Mount St. Mary's College	Traditional	Communicative Disorders	1
Mount St. Mary's College	Traditional	Criminal Justice	1
Mount St. Mary's College	Traditional	East Asian Studies	1
Mount St. Mary's College	Traditional	English	2
Mount St. Mary's College	Traditional	History	2
Mount St. Mary's College	Traditional	Liberal Studies	6
Mount St. Mary's College	Traditional	Modern Jewish Studies	1
Mount St. Mary's College	Traditional	Psychology	1
Mount St. Mary's College	Traditional	TOTAL	17
National Hispanic University	Traditional	Business Administration	1
National Hispanic University	Traditional	Business Administration / Management	1
National Hispanic University	Traditional	Business Administration / Marketing	2
National Hispanic University	Traditional	Computer Engineering	1
National Hispanic University	Traditional	Economics	1
National Hispanic University	Traditional	English Literature	1
National Hispanic University	Traditional	Fine Arts	1
National Hispanic University	Traditional	French	1
National Hispanic University	Traditional	History	1
National Hispanic University	Traditional	Integrated Studies	1
National Hispanic University	Traditional	Interdisciplinary Studies	1
National Hispanic University	Traditional	Latin American Studies	1
National Hispanic University	Traditional	Liberal Studies	4
National Hispanic University	Traditional	Library & Information Services	1
National Hispanic University	Traditional	Math	1
National Hispanic University	Traditional	Psychology	2
National Hispanic University	Traditional	Sociology	2
National Hispanic University	Traditional	Sociology / Criminology	1
National Hispanic University	Traditional	Spanish	2

Section 1d. Provide the number of teachers prepared, by acdemic major to teach in 2009-2010

Institution	Program Type	Academic Major Description	Number Prepared
National Hispanic University	Traditional	TOTAL	26
National University	Traditional	Accounting	2
National University	Traditional	Administration of Justice	1
National University	Traditional	Advertising	2
National University	Traditional	African Studies	1
National University	Traditional	Agricultural Business	4
National University	Traditional	American Literature	1
National University	Traditional	American Studies	2
National University	Traditional	Animal Psysiology and Neuroscience	1
National University	Traditional	Animal Science	2
National University	Traditional	Animation and Visual Effects	1
National University	Traditional	Anthropology	6
National University	Traditional	Architecture	2
National University	Traditional	Art	12
National University	Traditional	Art History	4
National University	Traditional	Asian American Studies	2
National University	Traditional	Behavioral Science	1
National University	Traditional	Biology	15
National University	Traditional	Business Administration	32
National University	Traditional	Business Economics	10
National University	Traditional	Business Management	18
National University	Traditional	Chemical Engineering	1
National University	Traditional	Chemistry	7
National University	Traditional	Child Development	22
National University	Traditional	Childrens Ministry	2
National University	Traditional	Cinema and Television	2
National University	Traditional	Civil Engineering	2
National University	Traditional	Communication Studies	31
National University	Traditional	Communicative Disorders	3
National University	Traditional	Computer Art	1
National University	Traditional	Computer Science	7
National University	Traditional	Computer Systems Engineering	1
National University	Traditional	Criminal Justice	12
National University	Traditional	Early Childhood	6
National University	Traditional	Education	1
National University	Traditional	Educational Psychology	1
National University	Traditional	Electrical Engineering	2

Section 1d. Provide the number of teachers prepared, by acdemic major to teach in 2009-2010

Institution	Program Type	Academic Major Description	Number Prepared
National University	Traditional	Electronics Engineering	1
National University	Traditional	English	39
National University	Traditional	English Literature	7
National University	Traditional	Enology	1
National University	Traditional	Environmental Conservation	1
National University	Traditional	Ethnic Studies	1
National University	Traditional	Exercise and Sport Science	2
National University	Traditional	Exercise Biology	2
National University	Traditional	Family and Consumer Sciences	1
National University	Traditional	Family Studies	2
National University	Traditional	Film and Digital Media	4
National University	Traditional	Finance	5
National University	Traditional	Fine Arts	4
National University	Traditional	Foods and Nutrition	3
National University	Traditional	Forestry	2
National University	Traditional	French	4
National University	Traditional	General Engineering	1
National University	Traditional	Geography	2
National University	Traditional	Geology	2
National University	Traditional	German	2
National University	Traditional	Global Studies	1
National University	Traditional	Graphic Design	1
National University	Traditional	Health and Exercise Science	1
National University	Traditional	Health Care Management	1
National University	Traditional	Health Promotion and Disease Prevention	1
National University	Traditional	Health Science	6
National University	Traditional	History	62
National University	Traditional	Home Economics	1
National University	Traditional	Human Development	5
National University	Traditional	Human Services	5
National University	Traditional	Information Systems	2
National University	Traditional	International Business	1
National University	Traditional	International Relations	1
National University	Traditional	Journalism	8
National University	Traditional	Journalism and Media Studies	2
National University	Traditional	Kinesiology	30
National University	Traditional	Latin American Studies	1

Section 1d. Provide the number of teachers prepared, by acdemic major to teach in 2009-2010

Institution	Program Type	Academic Major Description	Number Prepared
National University	Traditional	Liberal Studies	160
National University	Traditional	Linguistics	1
National University	Traditional	Literature and Language	1
National University	Traditional	Literature and Writing	2
National University	Traditional	Marketing	10
National University	Traditional	Math	10
National University	Traditional	Mechanical Engineering	1
National University	Traditional	Media and Multi-Media Arts	2
National University	Traditional	Music	11
National University	Traditional	Music Therapy	1
National University	Traditional	Naval Architecture and Marine Engineering	1
National University	Traditional	Organizational Behavior	1
National University	Traditional	PE	15
National University	Traditional	Philosophy	1
National University	Traditional	Physics	1
National University	Traditional	Political Science	19
National University	Traditional	Professional Photographic Illustration	1
National University	Traditional	Psychology	61
National University	Traditional	Radio and Television	4
National University	Traditional	Real Estate	1
National University	Traditional	Recreation Administration	4
National University	Traditional	Religion	3
National University	Traditional	Russian Language and Literature	1
National University	Traditional	Science and Technology	1
National University	Traditional	Screenwriting	1
National University	Traditional	Social Ecology	1
National University	Traditional	Social Science	23
National University	Traditional	Social Work	6
National University	Traditional	Sociology	32
National University	Traditional	Spanish	17
National University	Traditional	Special Populations	1
National University	Traditional	Speech Communication	4
National University	Traditional	Sport Management	2
National University	Traditional	Telecommunications	1
National University	Traditional	Theatre and Dance	2
National University	Traditional	Theatre Arts	6
National University	Traditional	Visual and Performing Arts	2

Section 1d. Provide the number of teachers prepared, by acdemic major to teach in 2009-2010

Institution	Program Type	Academic Major Description	Number Prepared
National University	Traditional	Visual Design Jewelry	1
National University	Traditional	Vocational Education	1
National University	Traditional	Zoology	1
National University	Traditional	TOTAL	839
Notre Dame de Namur University	Traditional	Biology	4
Notre Dame de Namur University	Traditional	Educational Specialist (mild/mod)	5
Notre Dame de Namur University	Traditional	Educational Speicialist (mod/severe)	2
Notre Dame de Namur University	Traditional	English	9
Notre Dame de Namur University	Traditional	French	1
Notre Dame de Namur University	Traditional	Geosciences	1
Notre Dame de Namur University	Traditional	Health Sci	1
Notre Dame de Namur University	Traditional	Math	4
Notre Dame de Namur University	Traditional	multiple subjects	24
Notre Dame de Namur University	Traditional	other	1
Notre Dame de Namur University	Traditional	PE	3
Notre Dame de Namur University	Traditional	Social Science	8
Notre Dame de Namur University	Traditional	TOTAL	63
Occidental College	Traditional	Multiple Subject	8
Occidental College	Traditional	Single Subject	4
Occidental College	Traditional	TOTAL	12
Pacific Oaks College	Traditional	Human Development	21
Pacific Oaks College	Traditional	TOTAL	21
Pacific Union College	Traditional	English	3
Pacific Union College	Traditional	Exercise Science	1
Pacific Union College	Traditional	Liberal Studies	7
Pacific Union College	Traditional	Social Studies	2
Pacific Union College	Traditional	TOTAL	13
Pepperdine University	Traditional	Art	3
Pepperdine University	Traditional	Biology	6
Pepperdine University	Traditional	Chemistry	1
Pepperdine University	Traditional	English	21
Pepperdine University	Traditional	Geophysical Sciences	2
Pepperdine University	Traditional	History/Soc. Science	22
Pepperdine University	Traditional	Language	1
Pepperdine University	Traditional	Liberal Studies	79
Pepperdine University	Traditional	Mathematics	6
Pepperdine University	Traditional	Music	1

Section 1d. Provide the number of teachers prepared, by acdemic major to teach in 2009-2010

Institution	Program Type	Academic Major Description	Number Prepared
Pepperdine University	Traditional	P.E.	3
Pepperdine University	Traditional	Spanish	1
Pepperdine University	Traditional	TOTAL	146
Point Loma Nazarene University	Traditional	Art	1
Point Loma Nazarene University	Traditional	Biological Sciences (Specialized)	1
Point Loma Nazarene University	Traditional	Business	0
Point Loma Nazarene University	Traditional	Chemistry	1
Point Loma Nazarene University	Traditional	English	13
Point Loma Nazarene University	Traditional	French	0
Point Loma Nazarene University	Traditional	General Science	1
Point Loma Nazarene University	Traditional	General Subjects	54
Point Loma Nazarene University	Traditional	Geosciences	1
Point Loma Nazarene University	Traditional	Health Science	1
Point Loma Nazarene University	Traditional	Home Economics	1
Point Loma Nazarene University	Traditional	Japanese	0
Point Loma Nazarene University	Traditional	Mathematics	5
Point Loma Nazarene University	Traditional	Mild/Moderate Disabilities	9
Point Loma Nazarene University	Traditional	Moderate/Severe Disabilities	2
Point Loma Nazarene University	Traditional	Music	1
Point Loma Nazarene University	Traditional	Physical Education	4
Point Loma Nazarene University	Traditional	Science: Biological Science	2
Point Loma Nazarene University	Traditional	Social Science	3
Point Loma Nazarene University	Traditional	Spanish	1
Point Loma Nazarene University	Traditional	TOTAL	101
San Diego Christian College	Traditional	Dance	1
San Diego Christian College	Traditional	English	1
San Diego Christian College	Traditional	Human Development	1
San Diego Christian College	Traditional	Interdisciplinary Studies	2
San Diego Christian College	Traditional	Liberal Studies	7
San Diego Christian College	Traditional	Spanish	1
San Diego Christian College	Traditional	TOTAL	13
San Diego State University	Traditional	Educationa: Secondary Curriculum & Instruction	1
San Diego State University	Traditional	Educational Technology	1
San Diego State University	Traditional	English	1
San Diego State University	Traditional	Liberal Studies	1
San Diego State University	Traditional	Special Education	16
San Diego State University	Traditional	Teaching: Elementary Education	3

Section 1d. Provide the number of teachers prepared, by acdemic major to teach in 2009-2010

Institution	Program Type	Academic Major Description	Number Prepared
San Diego State University	Traditional	Teaching: Language Arts	13
San Diego State University	Traditional	Undeclared	427
San Diego State University	Traditional	TOTAL	433
San Jose State University	Traditional	Agricultural Business	1
San Jose State University	Traditional	American Studies	2
San Jose State University	Traditional	Anthropology	2
San Jose State University	Traditional	Aparel Design	1
San Jose State University	Traditional	Architecture	1
San Jose State University	Traditional	Art	9
San Jose State University	Traditional	Aviation	1
San Jose State University	Traditional	Behavioral Studies	1
San Jose State University	Traditional	Biochemistry	2
San Jose State University	Traditional	Biology	10
San Jose State University	Traditional	Business	12
San Jose State University	Traditional	Cell Biology	1
San Jose State University	Traditional	Child Development	29
San Jose State University	Traditional	Christian Education	1
San Jose State University	Traditional	Cinema	1
San Jose State University	Traditional	Civil Engineering	1
San Jose State University	Traditional	Classical Studies	1
San Jose State University	Traditional	Combined Science	1
San Jose State University	Traditional	Communication	8
San Jose State University	Traditional	Communication Engineering	1
San Jose State University	Traditional	Communicative Disorders	2
San Jose State University	Traditional	Computer Science	5
San Jose State University	Traditional	Creative Arts	1
San Jose State University	Traditional	Criminal Justice	1
San Jose State University	Traditional	Dance	1
San Jose State University	Traditional	Decision & Information Science	1
San Jose State University	Traditional	Dietetics	1
San Jose State University	Traditional	Early Childhood Special education	1
San Jose State University	Traditional	Economics	6
San Jose State University	Traditional	Electronic Engineering	1
San Jose State University	Traditional	Engineering	2
San Jose State University	Traditional	English	22
San Jose State University	Traditional	Enviromental Studies	2
San Jose State University	Traditional	Ethnic Studies	1

Section 1d. Provide the number of teachers prepared, by acdemic major to teach in 2009-2010

Institution	Program Type	Academic Major Description	Number Prepared
San Jose State University	Traditional	European History	1
San Jose State University	Traditional	French	1
San Jose State University	Traditional	Global Studies	1
San Jose State University	Traditional	Graphic Design	1
San Jose State University	Traditional	Health Science	1
San Jose State University	Traditional	History	15
San Jose State University	Traditional	Human Communication	1
San Jose State University	Traditional	Human Development	3
San Jose State University	Traditional	Humanities	1
San Jose State University	Traditional	Industrial Technology	1
San Jose State University	Traditional	Information Technology	1
San Jose State University	Traditional	Instructional Technology	1
San Jose State University	Traditional	International Business	1
San Jose State University	Traditional	Journalism	2
San Jose State University	Traditional	Kinesiology	4
San Jose State University	Traditional	Liberal Studies	32
San Jose State University	Traditional	Linguistics	1
San Jose State University	Traditional	Literature	3
San Jose State University	Traditional	Marketing	1
San Jose State University	Traditional	Mass Communication	1
San Jose State University	Traditional	Mathematics	7
San Jose State University	Traditional	Mechanical Engineering	2
San Jose State University	Traditional	Music	9
San Jose State University	Traditional	Nutrition	1
San Jose State University	Traditional	Operations and Management	1
San Jose State University	Traditional	Paralegal Studies	1
San Jose State University	Traditional	Philosophy	3
San Jose State University	Traditional	Physical Education	1
San Jose State University	Traditional	Physics	5
San Jose State University	Traditional	Political Science	9
San Jose State University	Traditional	Psychology	22
San Jose State University	Traditional	Public & Community Service	1
San Jose State University	Traditional	Public Relations	2
San Jose State University	Traditional	Radio Television	2
San Jose State University	Traditional	recreation	1
San Jose State University	Traditional	Russian Language	1
San Jose State University	Traditional	Science	1

Section 1d. Provide the number of teachers prepared, by acdemic major to teach in 2009-2010

Institution	Program Type	Academic Major Description	Number Prepared
San Jose State University	Traditional	Social Science	3
San Jose State University	Traditional	Sociology	5
San Jose State University	Traditional	Spanish	4
San Jose State University	Traditional	Special Major	1
San Jose State University	Traditional	Speech	2
San Jose State University	Traditional	Television and Film	2
San Jose State University	Traditional	Theatre	3
San Jose State University	Traditional	TOTAL	245
Santa Clara University	Traditional	Art	3
Santa Clara University	Traditional	Biology	3
Santa Clara University	Traditional	Business Administration	1
Santa Clara University	Traditional	Chemical Engineering	1
Santa Clara University	Traditional	Chemistry	1
Santa Clara University	Traditional	Child and Adolescent Development	2
Santa Clara University	Traditional	Communications	3
Santa Clara University	Traditional	Community Health Education	1
Santa Clara University	Traditional	Creative Arts	1
Santa Clara University	Traditional	Criminal Justice	1
Santa Clara University	Traditional	Developmental Psychology	1
Santa Clara University	Traditional	Drama	1
Santa Clara University	Traditional	Electrical Engineering	1
Santa Clara University	Traditional	English	3
Santa Clara University	Traditional	Exercise Science and Health	1
Santa Clara University	Traditional	Film and Digital Media	1
Santa Clara University	Traditional	Finance	1
Santa Clara University	Traditional	History	3
Santa Clara University	Traditional	Industrial Automatic Technology	1
Santa Clara University	Traditional	International Relations	1
Santa Clara University	Traditional	Liberal Studies	9
Santa Clara University	Traditional	Management	1
Santa Clara University	Traditional	Marketing	1
Santa Clara University	Traditional	Mathematics	2
Santa Clara University	Traditional	Near Eastern Studies	1
Santa Clara University	Traditional	Not Specified	1
Santa Clara University	Traditional	Nutrition Science	1
Santa Clara University	Traditional	Physics	1
Santa Clara University	Traditional	Political Science	4

Section 1d. Provide the number of teachers prepared, by acdemic major to teach in 2009-2010

Institution	Program Type	Academic Major Description	Number Prepared
Santa Clara University	Traditional	Psychology	5
Santa Clara University	Traditional	Social Science	1
Santa Clara University	Traditional	Sociology	2
Santa Clara University	Traditional	Spanish	2
Santa Clara University	Traditional	Spanish Literature	1
Santa Clara University	Traditional	Studio Art	2
Santa Clara University	Traditional	TOTAL	64
Simpson University	Traditional	Agricultural/Animal Science	1
Simpson University	Traditional	Arts & Science	1
Simpson University	Traditional	Bible & Theology Christian Leadership	1
Simpson University	Traditional	Business/Human Resources	2
Simpson University	Traditional	Communications	1
Simpson University	Traditional	Computer & Information	1
Simpson University	Traditional	Elementary	21
Simpson University	Traditional	English	1
Simpson University	Traditional	Health Science	1
Simpson University	Traditional	History	1
Simpson University	Traditional	Mathematics	1
Simpson University	Traditional	Music	1
Simpson University	Traditional	Organizational Leadership	2
Simpson University	Traditional	Physical Education	2
Simpson University	Traditional	Psychology	2
Simpson University	Traditional	Science Geoscience, Economics	1
Simpson University	Traditional	Sociology	1
Simpson University	Traditional	Theatre Arts	1
Simpson University	Traditional	TOTAL	42
Sonoma State University	Traditional	Accounting and Finance	1
Sonoma State University	Traditional	Agriculture Business	1
Sonoma State University	Traditional	Anthropology	2
Sonoma State University	Traditional	Art	3
Sonoma State University	Traditional	Art and Design	1
Sonoma State University	Traditional	Biology	4
Sonoma State University	Traditional	Business Administration	4
Sonoma State University	Traditional	Chemical Engineering	1
Sonoma State University	Traditional	Chemistry	2
Sonoma State University	Traditional	Chicano and Latino Studies	1
Sonoma State University	Traditional	Child Development	1

Section 1d. Provide the number of teachers prepared, by acdemic major to teach in 2009-2010

Institution	Program Type	Academic Major Description	Number Prepared
Sonoma State University	Traditional	Communications	8
Sonoma State University	Traditional	Electrical Engineering	1
Sonoma State University	Traditional	English	11
Sonoma State University	Traditional	Environmental Science	4
Sonoma State University	Traditional	Genetics	1
Sonoma State University	Traditional	History	19
Sonoma State University	Traditional	Human Development	5
Sonoma State University	Traditional	Humanities	1
Sonoma State University	Traditional	Interdisciplinary Studies	1
Sonoma State University	Traditional	International Relations	1
Sonoma State University	Traditional	Kinesiology	7
Sonoma State University	Traditional	Latin American and Latino Studies	1
Sonoma State University	Traditional	Liberal Studies	81
Sonoma State University	Traditional	Literature	1
Sonoma State University	Traditional	Mathematics	7
Sonoma State University	Traditional	Molecular Biology	1
Sonoma State University	Traditional	Music	5
Sonoma State University	Traditional	Natural Resources	2
Sonoma State University	Traditional	Nutritional Science	1
Sonoma State University	Traditional	Physical Education	1
Sonoma State University	Traditional	Psychology	13
Sonoma State University	Traditional	Radio and TV	1
Sonoma State University	Traditional	Recreation	1
Sonoma State University	Traditional	Social Science	2
Sonoma State University	Traditional	Social Welfare	1
Sonoma State University	Traditional	Sociology	5
Sonoma State University	Traditional	Spanish	2
Sonoma State University	Traditional	Theatre Arts	1
Sonoma State University	Traditional	TOTAL	206
St. Mary's College of California	Traditional	Art	2
St. Mary's College of California	Traditional	Business Administration	6
St. Mary's College of California	Traditional	Chemistry	1
St. Mary's College of California	Traditional	Communication	9
St. Mary's College of California	Traditional	Computer Science	1
St. Mary's College of California	Traditional	Economics	2
St. Mary's College of California	Traditional	English	5
St. Mary's College of California	Traditional	Environmental Science	1

Section 1d. Provide the number of teachers prepared, by acdemic major to teach in 2009-2010

Institution	Program Type	Academic Major Description	Number Prepared
St. Mary's College of California	Traditional	German Studies	1
St. Mary's College of California	Traditional	Global Studies	1
St. Mary's College of California	Traditional	History	10
St. Mary's College of California	Traditional	Human Development	1
St. Mary's College of California	Traditional	Human Resource Admin	1
St. Mary's College of California	Traditional	Integral	2
St. Mary's College of California	Traditional	International Studies	1
St. Mary's College of California	Traditional	Kinesiology	1
St. Mary's College of California	Traditional	Liberal & Civic Studies	19
St. Mary's College of California	Traditional	Liberal Studies	6
St. Mary's College of California	Traditional	Management	1
St. Mary's College of California	Traditional	Marketing	1
St. Mary's College of California	Traditional	Mass Communication	1
St. Mary's College of California	Traditional	Mathematics	2
St. Mary's College of California	Traditional	Microbiology	1
St. Mary's College of California	Traditional	Performing Art - Music	1
St. Mary's College of California	Traditional	Philosophy	1
St. Mary's College of California	Traditional	Political Science	2
St. Mary's College of California	Traditional	Politics	1
St. Mary's College of California	Traditional	Psychology	10
St. Mary's College of California	Traditional	Public Policy	1
St. Mary's College of California	Traditional	Raza Studies	1
St. Mary's College of California	Traditional	Social Ecology	1
St. Mary's College of California	Traditional	Social Sciences	2
St. Mary's College of California	Traditional	Sociology	4
St. Mary's College of California	Traditional	Spanish	2
St. Mary's College of California	Traditional	Theater	2
St. Mary's College of California	Traditional	TOTAL	106
Stanford University	Traditional	African American Studies	1
Stanford University	Traditional	American Studies	3
Stanford University	Traditional	Anthropology	1
Stanford University	Traditional	Bio Chemistry	2
Stanford University	Traditional	Biology	6
Stanford University	Traditional	Biopsychology	1
Stanford University	Traditional	Business Administration	1
Stanford University	Traditional	Chemistry	2
Stanford University	Traditional	Computer Science	1

Section 1d. Provide the number of teachers prepared, by acdemic major to teach in 2009-2010

Institution	Program Type	Academic Major Description	Number Prepared
Stanford University	Traditional	Conservation And Resource Studies	1
Stanford University	Traditional	Economics	1
Stanford University	Traditional	Education	3
Stanford University	Traditional	Electrical Studies	1
Stanford University	Traditional	Engineering	2
Stanford University	Traditional	English	18
Stanford University	Traditional	Gender Studies	1
Stanford University	Traditional	Geography	1
Stanford University	Traditional	History	4
Stanford University	Traditional	Human Biology	3
Stanford University	Traditional	Latin American Studies	1
Stanford University	Traditional	Legal Studies	1
Stanford University	Traditional	Linguistics	1
Stanford University	Traditional	Mathematics	5
Stanford University	Traditional	Physics	1
Stanford University	Traditional	Political Science	5
Stanford University	Traditional	Psychology	8
Stanford University	Traditional	Public Policy	3
Stanford University	Traditional	Religion	1
Stanford University	Traditional	Sociology	1
Stanford University	Traditional	Urban Studies	2
Stanford University	Traditional	TOTAL	82
The Master’s College	Traditional	Biblical Studies	2
The Master’s College	Traditional	English	2
The Master’s College	Traditional	Home Economics	1
The Master’s College	Traditional	Liberal Studies	4
The Master’s College	Traditional	Liberal Studies/Teacher Education	7
The Master’s College	Traditional	Political Studies	1
The Master’s College	Traditional	Social Science	3
The Master’s College	Traditional	TOTAL	20
Touro University	Traditional	Art	3
Touro University	Traditional	Biological Science	2
Touro University	Traditional	Business	1
Touro University	Traditional	Developmentally Handicapped	1
Touro University	Traditional	Economics	2
Touro University	Traditional	Engineering	1
Touro University	Traditional	English	3

Section 1d. Provide the number of teachers prepared, by acdemic major to teach in 2009-2010

Institution	Program Type	Academic Major Description	Number Prepared
Touro University	Traditional	Health Sciences	2
Touro University	Traditional	Liberal Studies (Arts)	7
Touro University	Traditional	Mathematics	4
Touro University	Traditional	Music	1
Touro University	Traditional	Physical Education	3
Touro University	Traditional	Political Science	3
Touro University	Traditional	Psychology	3
Touro University	Traditional	School Age Children Development	1
Touro University	Traditional	Science	4
Touro University	Traditional	Spanish	3
Touro University	Traditional	TOTAL	44
United States University	Traditional	Multiple Subjects	3
United States University	Traditional	TOTAL	3
University of California, Berkeley	Traditional	Anthropology	2
University of California, Berkeley	Traditional	Art History	2
University of California, Berkeley	Traditional	Botany	1
University of California, Berkeley	Traditional	Child Development	2
University of California, Berkeley	Traditional	Communications	3
University of California, Berkeley	Traditional	Earth Science	1
University of California, Berkeley	Traditional	Ecology and Evolution	1
University of California, Berkeley	Traditional	Ecosystem Photojourn	1
University of California, Berkeley	Traditional	Elementary Education	1
University of California, Berkeley	Traditional	English	8
University of California, Berkeley	Traditional	Environ Science	1
University of California, Berkeley	Traditional	Geography	1
University of California, Berkeley	Traditional	History	1
University of California, Berkeley	Traditional	Human Development	1
University of California, Berkeley	Traditional	Liberal Studies	1
University of California, Berkeley	Traditional	Mathematics	3
University of California, Berkeley	Traditional	Physics	2
University of California, Berkeley	Traditional	Political Science	1
University of California, Berkeley	Traditional	Psychology	7
University of California, Berkeley	Traditional	Religious Studies	2
University of California, Berkeley	Traditional	Theater Performance	1
University of California, Berkeley	Traditional	Women's Studies	1
University of California, Berkeley	Traditional	TOTAL	44
University of California, Davis	Traditional	Advertising	1

Section 1d. Provide the number of teachers prepared, by acdemic major to teach in 2009-2010

Institution	Program Type	Academic Major Description	Number Prepared
University of California, Davis	Traditional	African-Amer&Afr Studies	1
University of California, Davis	Traditional	Agricultural Economics	1
University of California, Davis	Traditional	Agricultural Education	3
University of California, Davis	Traditional	American Studies	1
University of California, Davis	Traditional	American Studies	1
University of California, Davis	Traditional	Animal Science	1
University of California, Davis	Traditional	Anthropology	3
University of California, Davis	Traditional	Art	3
University of California, Davis	Traditional	Asian American Studies	1
University of California, Davis	Traditional	Biblical Studies	1
University of California, Davis	Traditional	Biological Sciences	7
University of California, Davis	Traditional	Chemical Education	1
University of California, Davis	Traditional	Chemistry	4
University of California, Davis	Traditional	Chicana/O Studies	1
University of California, Davis	Traditional	Child Development	2
University of California, Davis	Traditional	Communication Studies	4
University of California, Davis	Traditional	Dramatic Art	2
University of California, Davis	Traditional	Economics and Communication	1
University of California, Davis	Traditional	Education	1
University of California, Davis	Traditional	Engineering	1
University of California, Davis	Traditional	English	17
University of California, Davis	Traditional	Evolution and Ecology	1
University of California, Davis	Traditional	Exercise Biology	1
University of California, Davis	Traditional	Geology	1
University of California, Davis	Traditional	Global & International Studies	2
University of California, Davis	Traditional	History	13
University of California, Davis	Traditional	Human Development	11
University of California, Davis	Traditional	International Relations	2
University of California, Davis	Traditional	Language Studies	1
University of California, Davis	Traditional	Linguistics	1
University of California, Davis	Traditional	Managerial Economics	1
University of California, Davis	Traditional	Mathematics	10
University of California, Davis	Traditional	Medieval Studies	1
University of California, Davis	Traditional	Microbiology	1
University of California, Davis	Traditional	Molecular & Cell Biology	1
University of California, Davis	Traditional	Natural Sciences	1
University of California, Davis	Traditional	Neuro, Physiology and Behavior	1

Section 1d. Provide the number of teachers prepared, by acdemic major to teach in 2009-2010

Institution	Program Type	Academic Major Description	Number Prepared
University of California, Davis	Traditional	Political Science	4
University of California, Davis	Traditional	Psychology	10
University of California, Davis	Traditional	Radio Broadcasting	1
University of California, Davis	Traditional	Recreation Administration	1
University of California, Davis	Traditional	Religious Studies	2
University of California, Davis	Traditional	Russian Lit & History	1
University of California, Davis	Traditional	Social Sciences	1
University of California, Davis	Traditional	Sociology	4
University of California, Davis	Traditional	Sociology/Psychology & Social Behavior	1
University of California, Davis	Traditional	Spanish	5
University of California, Davis	Traditional	Teledramatic Arts & Technology	1
University of California, Davis	Traditional	Women's Studies	1
University of California, Davis	Traditional	TOTAL	138
University of California, Irvine	Traditional	Accounting	1
University of California, Irvine	Traditional	Apparel Merchandising	1
University of California, Irvine	Traditional	Art Education	1
University of California, Irvine	Traditional	Art History	6
University of California, Irvine	Traditional	Biochemistry	4
University of California, Irvine	Traditional	Bioengineering	1
University of California, Irvine	Traditional	Biological Science	7
University of California, Irvine	Traditional	Biology	5
University of California, Irvine	Traditional	Business Economics and Marketing	4
University of California, Irvine	Traditional	Business/Administration	2
University of California, Irvine	Traditional	Chemistry	3
University of California, Irvine	Traditional	Child Development	1
University of California, Irvine	Traditional	Civil Engineering	1
University of California, Irvine	Traditional	Classics	2
University of California, Irvine	Traditional	Communications	4
University of California, Irvine	Traditional	Community Studies	1
University of California, Irvine	Traditional	Comparative Literature	1
University of California, Irvine	Traditional	Computer Science	1
University of California, Irvine	Traditional	Criminology	2
University of California, Irvine	Traditional	Dance	1
University of California, Irvine	Traditional	Drama	2
University of California, Irvine	Traditional	Ecology	1
University of California, Irvine	Traditional	Economics	4
University of California, Irvine	Traditional	Electrical Engineering	1

Section 1d. Provide the number of teachers prepared, by acdemic major to teach in 2009-2010

Institution	Program Type	Academic Major Description	Number Prepared
University of California, Irvine	Traditional	English Education	1
University of California, Irvine	Traditional	English/Litrature	27
University of California, Irvine	Traditional	Enviornment Analysis	1
University of California, Irvine	Traditional	Film and Media Studies	1
University of California, Irvine	Traditional	French Literature	1
University of California, Irvine	Traditional	Geography	1
University of California, Irvine	Traditional	Global Cultures	1
University of California, Irvine	Traditional	History	18
University of California, Irvine	Traditional	Journalism	1
University of California, Irvine	Traditional	Liberal Art Education	1
University of California, Irvine	Traditional	Liberal Studies	7
University of California, Irvine	Traditional	Literary Journalism	2
University of California, Irvine	Traditional	Literature	1
University of California, Irvine	Traditional	Machanical Engineering	2
University of California, Irvine	Traditional	Mathematics	11
University of California, Irvine	Traditional	Media and Cultural Studies	1
University of California, Irvine	Traditional	Music	3
University of California, Irvine	Traditional	Philosophy	1
University of California, Irvine	Traditional	Physics	1
University of California, Irvine	Traditional	Political Science	11
University of California, Irvine	Traditional	Psychology	15
University of California, Irvine	Traditional	Psychology & Social Behavior	13
University of California, Irvine	Traditional	Science Education	1
University of California, Irvine	Traditional	Social Ecology	1
University of California, Irvine	Traditional	Social Psychology	1
University of California, Irvine	Traditional	Social Science	7
University of California, Irvine	Traditional	Sociology	14
University of California, Irvine	Traditional	Spanish	6
University of California, Irvine	Traditional	Studio Art	3
University of California, Irvine	Traditional	Textiles	1
University of California, Irvine	Traditional	Theater Arts	2
University of California, Irvine	Traditional	World Arts and Cultures	1
University of California, Irvine	Traditional	TOTAL	211
University of California, Los Angeles	Traditional	Biology	1
University of California, Los Angeles	Traditional	Chemistry	1
University of California, Los Angeles	Traditional	Education	133
University of California, Los Angeles	Traditional	Mathematics	6

Section 1d. Provide the number of teachers prepared, by acdemic major to teach in 2009-2010

Institution	Program Type	Academic Major Description	Number Prepared
University of California, Los Angeles	Traditional	Music	10
University of California, Los Angeles	Traditional	Physics	1
University of California, Los Angeles	Traditional	TOTAL	152
University of California, Riverside	Traditional	Anthropology/Spanish	1
University of California, Riverside	Traditional	Art History	2
University of California, Riverside	Traditional	Asian Studies	1
University of California, Riverside	Traditional	Biological Sci.	5
University of California, Riverside	Traditional	Biology	2
University of California, Riverside	Traditional	Business Economics	1
University of California, Riverside	Traditional	Business Management	1
University of California, Riverside	Traditional	Child and Adoles. Dev.	1
University of California, Riverside	Traditional	Creative Writing	1
University of California, Riverside	Traditional	English	9
University of California, Riverside	Traditional	History	7
University of California, Riverside	Traditional	History/English	1
University of California, Riverside	Traditional	Hotel & Restaurant Admin.	1
University of California, Riverside	Traditional	Intercultural Studies	1
University of California, Riverside	Traditional	Kinesiology	1
University of California, Riverside	Traditional	Liberal Studies	27
University of California, Riverside	Traditional	Mathematics	12
University of California, Riverside	Traditional	Political Science	1
University of California, Riverside	Traditional	Psychology	1
University of California, Riverside	Traditional	Psychology/Biological Sci.	1
University of California, Riverside	Traditional	Religion	1
University of California, Riverside	Traditional	Spanish	1
University of California, Riverside	Traditional	Theatre	1
University of California, Riverside	Traditional	TOTAL	80
University of California, San Diego	Traditional	Anthropology	1
University of California, San Diego	Traditional	Art History	2
University of California, San Diego	Traditional	Biology	2
University of California, San Diego	Traditional	Chemistry	1
University of California, San Diego	Traditional	Child Development	1
University of California, San Diego	Traditional	Communication	3
University of California, San Diego	Traditional	Creative Writing	1
University of California, San Diego	Traditional	Criminal Justice	1
University of California, San Diego	Traditional	Economics	2
University of California, San Diego	Traditional	Elementary Education	1

Section 1d. Provide the number of teachers prepared, by acdemic major to teach in 2009-2010

Institution	Program Type	Academic Major Description	Number Prepared
University of California, San Diego	Traditional	English	1
University of California, San Diego	Traditional	Human Development	3
University of California, San Diego	Traditional	Journalism	1
University of California, San Diego	Traditional	Liberal Studies	4
University of California, San Diego	Traditional	Literature	4
University of California, San Diego	Traditional	Mathematics	4
University of California, San Diego	Traditional	Political Science	3
University of California, San Diego	Traditional	Psychology	7
University of California, San Diego	Traditional	Sociology	6
University of California, San Diego	Traditional	Spanish Literature	2
University of California, San Diego	Traditional	TOTAL	50
University of California, Santa Barbara	Traditional	American Literature and Cultures	1
University of California, Santa Barbara	Traditional	Aquatic Biology	2
University of California, Santa Barbara	Traditional	Biology	2
University of California, Santa Barbara	Traditional	Business Administration	1
University of California, Santa Barbara	Traditional	Business Economics	1
University of California, Santa Barbara	Traditional	Chemical Engineering	1
University of California, Santa Barbara	Traditional	Chemistry	1
University of California, Santa Barbara	Traditional	Chicana/o Studies	2
University of California, Santa Barbara	Traditional	Communication	5
University of California, Santa Barbara	Traditional	Dramatic Arts	2
University of California, Santa Barbara	Traditional	Economics	1
University of California, Santa Barbara	Traditional	Economics/Latin American Studies	1
University of California, Santa Barbara	Traditional	English	8
University of California, Santa Barbara	Traditional	English and French	1
University of California, Santa Barbara	Traditional	English and Spanish	1
University of California, Santa Barbara	Traditional	Environmental Studies	1
University of California, Santa Barbara	Traditional	Film Studies	2
University of California, Santa Barbara	Traditional	French and Political Science	1
University of California, Santa Barbara	Traditional	German	2
University of California, Santa Barbara	Traditional	Global Studies	2
University of California, Santa Barbara	Traditional	History	3
University of California, Santa Barbara	Traditional	History and English	1
University of California, Santa Barbara	Traditional	History of Public Policy	1
University of California, Santa Barbara	Traditional	Human Biology	1
University of California, Santa Barbara	Traditional	International Political Economics	1
University of California, Santa Barbara	Traditional	Journalism	1

Section 1d. Provide the number of teachers prepared, by acdemic major to teach in 2009-2010

Institution	Program Type	Academic Major Description	Number Prepared
University of California, Santa Barbara	Traditional	Kinesiology	2
University of California, Santa Barbara	Traditional	Liberal Studies	8
University of California, Santa Barbara	Traditional	Literature-English Language	1
University of California, Santa Barbara	Traditional	Mathematical Sciences	1
University of California, Santa Barbara	Traditional	Mathematics	2
University of California, Santa Barbara	Traditional	Mathematics and Business Economics	1
University of California, Santa Barbara	Traditional	Mathmatics and Computer Science	1
University of California, Santa Barbara	Traditional	Microbiology	1
University of California, Santa Barbara	Traditional	Physics	1
University of California, Santa Barbara	Traditional	Political Science	1
University of California, Santa Barbara	Traditional	Psychology	10
University of California, Santa Barbara	Traditional	Psychology and Law and Society	1
University of California, Santa Barbara	Traditional	Public Relations	1
University of California, Santa Barbara	Traditional	Religious Studies	2
University of California, Santa Barbara	Traditional	Social Science	1
University of California, Santa Barbara	Traditional	Sociology	6
University of California, Santa Barbara	Traditional	Spanish	2
University of California, Santa Barbara	Traditional	Spanish and Chicana/o Studies	1
University of California, Santa Barbara	Traditional	Spanish and Psychology	1
University of California, Santa Barbara	Traditional	Spanish Literature	1
University of California, Santa Barbara	Traditional	Theatre Arts	1
University of California, Santa Barbara	Traditional	Visual Arts (Studio)	1
University of California, Santa Barbara	Traditional	TOTAL	93
University of California, Santa Cruz	Traditional	Adventure Education	1
University of California, Santa Cruz	Traditional	Anthropology	4
University of California, Santa Cruz	Traditional	Art	5
University of California, Santa Cruz	Traditional	Art History	1
University of California, Santa Cruz	Traditional	Biology	6
University of California, Santa Cruz	Traditional	Business	1
University of California, Santa Cruz	Traditional	Child Dev	1
University of California, Santa Cruz	Traditional	Cognitive Sci	1
University of California, Santa Cruz	Traditional	Community Studies	4
University of California, Santa Cruz	Traditional	Creative Studies	1
University of California, Santa Cruz	Traditional	ECE	4
University of California, Santa Cruz	Traditional	Economics	4
University of California, Santa Cruz	Traditional	Education & Learning	1
University of California, Santa Cruz	Traditional	Educational Studies	1

Section 1d. Provide the number of teachers prepared, by acdemic major to teach in 2009-2010

Institution	Program Type	Academic Major Description	Number Prepared
University of California, Santa Cruz	Traditional	English	4
University of California, Santa Cruz	Traditional	Environmental Studies	5
University of California, Santa Cruz	Traditional	Exercise Science	1
University of California, Santa Cruz	Traditional	Feminist Studies	1
University of California, Santa Cruz	Traditional	History	13
University of California, Santa Cruz	Traditional	Human Development	1
University of California, Santa Cruz	Traditional	Italian	1
University of California, Santa Cruz	Traditional	LALS	1
University of California, Santa Cruz	Traditional	Legal Studies	1
University of California, Santa Cruz	Traditional	Liberal Studies	2
University of California, Santa Cruz	Traditional	Linguistics	1
University of California, Santa Cruz	Traditional	Literature	5
University of California, Santa Cruz	Traditional	Marine Biology	1
University of California, Santa Cruz	Traditional	mathematics	9
University of California, Santa Cruz	Traditional	MCD Biology	1
University of California, Santa Cruz	Traditional	Music	2
University of California, Santa Cruz	Traditional	Philosophy	1
University of California, Santa Cruz	Traditional	Physics	1
University of California, Santa Cruz	Traditional	Political Science	2
University of California, Santa Cruz	Traditional	Psychology	5
University of California, Santa Cruz	Traditional	Religious Studies	1
University of California, Santa Cruz	Traditional	Science	1
University of California, Santa Cruz	Traditional	Social Science	1
University of California, Santa Cruz	Traditional	Sociology	6
University of California, Santa Cruz	Traditional	Spanish	2
University of California, Santa Cruz	Traditional	Studio Art	2
University of California, Santa Cruz	Traditional	TOTAL	98
University of LaVerne	Traditional	Agriculture Science	1
University of LaVerne	Traditional	American Studies	1
University of LaVerne	Traditional	Architecture	1
University of LaVerne	Traditional	Art	5
University of LaVerne	Traditional	Behavioral Science	2
University of LaVerne	Traditional	Biblical Studies	1
University of LaVerne	Traditional	Biology	2
University of LaVerne	Traditional	Broadcasting	1
University of LaVerne	Traditional	Business	9
University of LaVerne	Traditional	Child Development	3

Section 1d. Provide the number of teachers prepared, by acdemic major to teach in 2009-2010

Institution	Program Type	Academic Major Description	Number Prepared
University of LaVerne	Traditional	Child, Adolescent, and Family Studies	2
University of LaVerne	Traditional	Cinema	1
University of LaVerne	Traditional	Civil Engineering	1
University of LaVerne	Traditional	Communications	3
University of LaVerne	Traditional	Criminal Justice	3
University of LaVerne	Traditional	Drama	1
University of LaVerne	Traditional	Economics	1
University of LaVerne	Traditional	English	10
University of LaVerne	Traditional	Environmental Management	2
University of LaVerne	Traditional	Exercise Science and Sports Medicine	1
University of LaVerne	Traditional	History	9
University of LaVerne	Traditional	Hospital Management	1
University of LaVerne	Traditional	Human Development	1
University of LaVerne	Traditional	Interdisciplinary Studies	2
University of LaVerne	Traditional	Kinesiology	5
University of LaVerne	Traditional	Liberal Studies	74
University of LaVerne	Traditional	Mathematics	2
University of LaVerne	Traditional	Movement and Sports Science	3
University of LaVerne	Traditional	Musical Theater	1
University of LaVerne	Traditional	Organizational Management	2
University of LaVerne	Traditional	Physical Education	1
University of LaVerne	Traditional	Political Science	1
University of LaVerne	Traditional	Psychology	5
University of LaVerne	Traditional	Radio, Television, and Film	1
University of LaVerne	Traditional	Social Science	2
University of LaVerne	Traditional	Sociology	2
University of LaVerne	Traditional	Spanish	1
University of LaVerne	Traditional	TOTAL	164
University of Phoenix	Traditional	MAED/TED-E	145
University of Phoenix	Traditional	MAED/TED-S	141
University of Phoenix	Traditional	TOTAL	286
University of Redlands	Traditional	Accounting	1
University of Redlands	Traditional	Art	2
University of Redlands	Traditional	Asian Studies	1
University of Redlands	Traditional	Biology	3
University of Redlands	Traditional	Biophysics	1
University of Redlands	Traditional	Business & Management	3

Section 1d. Provide the number of teachers prepared, by acdemic major to teach in 2009-2010

Institution	Program Type	Academic Major Description	Number Prepared
University of Redlands	Traditional	Commerce	1
University of Redlands	Traditional	Communications	5
University of Redlands	Traditional	Criminal Justice	2
University of Redlands	Traditional	Dance	1
University of Redlands	Traditional	English	6
University of Redlands	Traditional	Environmental Studies	1
University of Redlands	Traditional	Ethnic Studies	1
University of Redlands	Traditional	Geography	1
University of Redlands	Traditional	Government	1
University of Redlands	Traditional	Health Science	1
University of Redlands	Traditional	History	10
University of Redlands	Traditional	Hotel & Restaurant Management	2
University of Redlands	Traditional	Human Development	3
University of Redlands	Traditional	Interdisciplinary Studies	1
University of Redlands	Traditional	International Studies	2
University of Redlands	Traditional	Kinesiology	4
University of Redlands	Traditional	Languages	2
University of Redlands	Traditional	Liberal Studies	34
University of Redlands	Traditional	Marketing	6
University of Redlands	Traditional	Math	3
University of Redlands	Traditional	Music	5
University of Redlands	Traditional	Political Science	2
University of Redlands	Traditional	Psychology	10
University of Redlands	Traditional	Religious Studies	1
University of Redlands	Traditional	Sociology/Anthropology	4
University of Redlands	Traditional	Spanish	5
University of Redlands	Traditional	Zoology	1
University of Redlands	Traditional	TOTAL	169
University of San Diego	Traditional	M.Ed. Character Education	1
University of San Diego	Traditional	M.Ed. Curriculum and Instruction	37
University of San Diego	Traditional	M.Ed. Mathematics, Science and Technology Education	7
University of San Diego	Traditional	M.Ed. Special Education	7
University of San Diego	Traditional	M.Ed. Special Education Deaf & Hard of Hearning emphas	10
University of San Diego	Traditional	M.Ed. TESOL, Literacy, and Culture	7
University of San Diego	Traditional	Master of Arts in Teaching	2
University of San Diego	Traditional	TOTAL	71
University of San Francisco	Traditional	Elementary Education	65

Section 1d. Provide the number of teachers prepared, by acdemic major to teach in 2009-2010

Institution	Program Type	Academic Major Description	Number Prepared
University of San Francisco	Traditional	Secondary Education	38
University of San Francisco	Traditional	TOTAL	103
University of Southern California	Traditional	Multiple Subject	33
University of Southern California	Traditional	Single subject	37
University of Southern California	Traditional	TOTAL	70
University of the Pacific	Traditional	Diversified-Liberal Studies	12
University of the Pacific	Traditional	Mathematics	2
University of the Pacific	Traditional	Music Education	10
University of the Pacific	Traditional	Social Sciences	2
University of the Pacific	Traditional	Sports Pedagogy	3
University of the Pacific	Traditional	TOTAL	29
Vanguard University	Traditional	Art	1
Vanguard University	Traditional	Elementary Education	25
Vanguard University	Traditional	English	4
Vanguard University	Traditional	Math	6
Vanguard University	Traditional	Music	3
Vanguard University	Traditional	Social Science	4
Vanguard University	Traditional	Spanish	1
Vanguard University	Traditional	TOTAL	44
Western Governors University	Traditional	TOTAL	65
Westmont College	Traditional	History	2
Westmont College	Traditional	LIberal Studies	6
Westmont College	Traditional	TOTAL	8
Whittier College	Traditional	Biology	4
Whittier College	Traditional	Business Admin	1
Whittier College	Traditional	Chemistry	1
Whittier College	Traditional	Child Development	6
Whittier College	Traditional	Communication	1
Whittier College	Traditional	Comp. Cultures	1
Whittier College	Traditional	English	3
Whittier College	Traditional	Environmental Stu.	1
Whittier College	Traditional	Geography	1
Whittier College	Traditional	History	3
Whittier College	Traditional	Liberal Studies	4
Whittier College	Traditional	Linguistics	1
Whittier College	Traditional	Mathematics	1
Whittier College	Traditional	PE	2

Section 1d. Provide the number of teachers prepared, by acdemic major to teach in 2009-2010

Institution	Program Type	Academic Major Description	Number Prepared
Whittier College	Traditional	Political Science	2
Whittier College	Traditional	Psychology	1
Whittier College	Traditional	Social Change	1
Whittier College	Traditional	Sociology	1
Whittier College	Traditional	TOTAL	35
William Jessup University	Traditional	Liberal Studies	10
William Jessup University	Traditional	TOTAL	10

Section 1d. Provide the number of teachers prepared by Subject area to teach in 2009-2010

Institution	Program Type	Subject Area Description	Number Prepared
Alliant International University	Traditional	Biological Sciences (Specialized)	1
Alliant International University	Traditional	English	2
Alliant International University	Traditional	Foreign Language: Spanish	1
Alliant International University	Traditional	Foundational Level Mathematics	1
Alliant International University	Traditional	Physical Education	1
Alliant International University	Traditional	Science: Chemistry	1
Alliant International University	Traditional	Social Science	1
Alliant International University	Traditional	TOTAL	8
Antioch University Los Angeles	Traditional	Education Specialist Level I	4
Antioch University Los Angeles	Traditional	General studies	7
Antioch University Los Angeles	Traditional	TOTAL	11
Antioch University Santa Barbara	Traditional	Education Specialist M/M	2
Antioch University Santa Barbara	Traditional	Multiple Subject	8
Antioch University Santa Barbara	Traditional	TOTAL	8
Argosy University	Traditional	English	9
Argosy University	Traditional	FLM	5
Argosy University	Traditional	LOTE	1
Argosy University	Traditional	Math	2
Argosy University	Traditional	Multiple	19
Argosy University	Traditional	Music	2
Argosy University	Traditional	PE	5
Argosy University	Traditional	Science	6
Argosy University	Traditional	TOTAL	49
Azusa Pacific University	Traditional	Art	5
Azusa Pacific University	Traditional	Business	3
Azusa Pacific University	Traditional	English	26
Azusa Pacific University	Traditional	Foundational-Level General Sciences	1
Azusa Pacific University	Traditional	Foundational-Level Mathematics	13
Azusa Pacific University	Traditional	General Subjects	194
Azusa Pacific University	Traditional	Health Science	2
Azusa Pacific University	Traditional	Mathematics	6
Azusa Pacific University	Traditional	Music	4
Azusa Pacific University	Traditional	Physical Education	9
Azusa Pacific University	Traditional	Science: Biological Sciences	3
Azusa Pacific University	Traditional	Science: Physics	1
Azusa Pacific University	Traditional	Social Science	22
Azusa Pacific University	Traditional	Spanish	4

Section 1d. Provide the number of teachers prepared by Subject area to teach in 2009-2010

Institution	Program Type	Subject Area Description	Number Prepared
Azusa Pacific University	Traditional	TOTAL	293
Bethany University	Traditional	English	4
Bethany University	Traditional	Introd. Music	1
Bethany University	Traditional	Introd. Psych	3
Bethany University	Traditional	Math	1
Bethany University	Traditional	Multiple Subjects	11
Bethany University	Traditional	Music	1
Bethany University	Traditional	Physical Educ	1
Bethany University	Traditional	Science	1
Bethany University	Traditional	Spanish	1
Bethany University	Traditional	TOTAL	24
Biola University	Traditional	Art	1
Biola University	Traditional	English	9
Biola University	Traditional	Foundational-Level Mathematics	2
Biola University	Traditional	General Subjects	39
Biola University	Traditional	Health Science	1
Biola University	Traditional	Mathematics	3
Biola University	Traditional	Music	2
Biola University	Traditional	Physical Education	2
Biola University	Traditional	Science: Biological Science	2
Biola University	Traditional	Social Science	4
Biola University	Traditional	TOTAL	65
Brandman University	Traditional	Agriculture	1
Brandman University	Traditional	American Sign Language	1
Brandman University	Traditional	ART	5
Brandman University	Traditional	Biological Sciences (Specialized)	1
Brandman University	Traditional	Business	1
Brandman University	Traditional	Chemistry (Specialized)	1
Brandman University	Traditional	English	18
Brandman University	Traditional	Foundational - Level Mathematics	16
Brandman University	Traditional	General Sciences	293
Brandman University	Traditional	Health Science	5
Brandman University	Traditional	Mathematics	12
Brandman University	Traditional	Music	3
Brandman University	Traditional	Physical Education	15
Brandman University	Traditional	Punjabi	1
Brandman University	Traditional	Science: Biological Sciences	10

Section 1d. Provide the number of teachers prepared by Subject area to teach in 2009-2010

Institution	Program Type	Subject Area Description	Number Prepared
Brandman University	Traditional	Science: Chemistry	1
Brandman University	Traditional	Science: Geoscience	2
Brandman University	Traditional	Science: Physics	1
Brandman University	Traditional	Social Science	34
Brandman University	Traditional	Spanish	6
Brandman University	Traditional	TOTAL	427
California Baptist University	Traditional	Art	1
California Baptist University	Traditional	English	4
California Baptist University	Traditional	Foundational Math	3
California Baptist University	Traditional	General Subjects	77
California Baptist University	Traditional	Health Science	2
California Baptist University	Traditional	Math	2
California Baptist University	Traditional	Music	1
California Baptist University	Traditional	Physical Education	3
California Baptist University	Traditional	Social Science	5
California Baptist University	Traditional	TOTAL	98
California Lutheran University	Traditional	Art	2
California Lutheran University	Traditional	Biology	3
California Lutheran University	Traditional	English	22
California Lutheran University	Traditional	Foundational General Science	4
California Lutheran University	Traditional	Foundational Mathematics	10
California Lutheran University	Traditional	General Subjects	108
California Lutheran University	Traditional	Geosciences	3
California Lutheran University	Traditional	Health Science	2
California Lutheran University	Traditional	Mathematics	8
California Lutheran University	Traditional	Music	1
California Lutheran University	Traditional	Physical Education	5
California Lutheran University	Traditional	Social Science	24
California Lutheran University	Traditional	Spanish	3
California Lutheran University	Traditional	TOTAL	195
California Polytechnic State University, San Luis Obispo	Traditional	Agriculture	19
California Polytechnic State University, San Luis Obispo	Traditional	Biological Science	14
California Polytechnic State University, San Luis Obispo	Traditional	Chemistry	3
California Polytechnic State University, San Luis Obispo	Traditional	English	17
California Polytechnic State University, San Luis Obispo	Traditional	General Subjects	108
California Polytechnic State University, San Luis Obispo	Traditional	Mathematics	9
California Polytechnic State University, San Luis Obispo	Traditional	Physical Education	1

Section 1d. Provide the number of teachers prepared by Subject area to teach in 2009-2010

Institution	Program Type	Subject Area Description	Number Prepared
California Polytechnic State University, San Luis Obispo	Traditional	Physics	3
California Polytechnic State University, San Luis Obispo	Traditional	Social Science	8
California Polytechnic State University, San Luis Obispo	Traditional	TOTAL	182
California State Polytechnic University, Pomona	Traditional	Agriculture	3
California State Polytechnic University, Pomona	Traditional	Art	4
California State Polytechnic University, Pomona	Traditional	Biological Sciences	2
California State Polytechnic University, Pomona	Traditional	Business	1
California State Polytechnic University, Pomona	Traditional	Education Specialist Elementary	21
California State Polytechnic University, Pomona	Traditional	English	16
California State Polytechnic University, Pomona	Traditional	Foundation Level Mathematics	13
California State Polytechnic University, Pomona	Traditional	Mathematics	11
California State Polytechnic University, Pomona	Traditional	Multiple Subjects	84
California State Polytechnic University, Pomona	Traditional	Music	1
California State Polytechnic University, Pomona	Traditional	Physical Education	8
California State Polytechnic University, Pomona	Traditional	Science: Geosciences	1
California State Polytechnic University, Pomona	Traditional	Social Science	77
California State Polytechnic University, Pomona	Traditional	TOTAL	182
California State University, Bakersfield	Traditional	Art	8
California State University, Bakersfield	Traditional	Biological Sciences	1
California State University, Bakersfield	Traditional	Biology	6
California State University, Bakersfield	Traditional	Business	4
California State University, Bakersfield	Traditional	Chemistry	1
California State University, Bakersfield	Traditional	Elementary Education	161
California State University, Bakersfield	Traditional	English	32
California State University, Bakersfield	Traditional	Foundational Level - General Science	1
California State University, Bakersfield	Traditional	Foundational Level - Math	4
California State University, Bakersfield	Traditional	History	25
California State University, Bakersfield	Traditional	Mathematics	13
California State University, Bakersfield	Traditional	Music	5
California State University, Bakersfield	Traditional	Physical Education	9
California State University, Bakersfield	Traditional	Political Science	5
California State University, Bakersfield	Traditional	Science	1
California State University, Bakersfield	Traditional	Science: Geoscience	1
California State University, Bakersfield	Traditional	Social Sciences	16
California State University, Bakersfield	Traditional	Spanish	6
California State University, Bakersfield	Traditional	Special Educaiton	29
California State University, Bakersfield	Traditional	TOTAL	328

Section 1d. Provide the number of teachers prepared by Subject area to teach in 2009-2010

Institution	Program Type	Subject Area Description	Number Prepared
California State University, Channel Islands	Traditional	Biology	5
California State University, Channel Islands	Traditional	Education Specialist	13
California State University, Channel Islands	Traditional	English	9
California State University, Channel Islands	Traditional	General Subjects	37
California State University, Channel Islands	Traditional	Geoscience	1
California State University, Channel Islands	Traditional	Math	9
California State University, Channel Islands	Traditional	Social Science	3
California State University, Channel Islands	Traditional	TOTAL	77
California State University, Chico	Traditional	Agriculture	8
California State University, Chico	Traditional	Art	2
California State University, Chico	Traditional	Business	1
California State University, Chico	Traditional	English	29
California State University, Chico	Traditional	Foundation-Level Mathematics	2
California State University, Chico	Traditional	French	1
California State University, Chico	Traditional	General Subjects	144
California State University, Chico	Traditional	Health Science	1
California State University, Chico	Traditional	Mathematics	12
California State University, Chico	Traditional	Mild/Moderate	31
California State University, Chico	Traditional	Moderate/Severe	4
California State University, Chico	Traditional	Music	1
California State University, Chico	Traditional	Physical Education	15
California State University, Chico	Traditional	Science: Biological Sciences	4
California State University, Chico	Traditional	Science: Chemistry	1
California State University, Chico	Traditional	Science: Geosciences	1
California State University, Chico	Traditional	Science: Physics	1
California State University, Chico	Traditional	Social Science	21
California State University, Chico	Traditional	Spanish	4
California State University, Chico	Traditional	TOTAL	283
California State University, Dominguez Hills	Traditional	Art	2
California State University, Dominguez Hills	Traditional	Biology	4
California State University, Dominguez Hills	Traditional	Early Childhood Special Ed	9
California State University, Dominguez Hills	Traditional	Elementary	72
California State University, Dominguez Hills	Traditional	English	18
California State University, Dominguez Hills	Traditional	Foundational Math	5
California State University, Dominguez Hills	Traditional	Geoscience	1
California State University, Dominguez Hills	Traditional	Mathematics	12
California State University, Dominguez Hills	Traditional	Physical Education	11

Section 1d. Provide the number of teachers prepared by Subject area to teach in 2009-2010

Institution	Program Type	Subject Area Description	Number Prepared
California State University, Dominguez Hills	Traditional	Physics	1
California State University, Dominguez Hills	Traditional	Social Science	4
California State University, Dominguez Hills	Traditional	Spanish	6
California State University, Dominguez Hills	Traditional	Special Education	34
California State University, Dominguez Hills	Traditional	TOTAL	179
California State University, East Bay	Traditional	Art	7
California State University, East Bay	Traditional	English	15
California State University, East Bay	Traditional	Foundational Level Mathematics	10
California State University, East Bay	Traditional	Foundational-Level General Science	3
California State University, East Bay	Traditional	French	1
California State University, East Bay	Traditional	General Subjects	136
California State University, East Bay	Traditional	Mathematics	13
California State University, East Bay	Traditional	Music	3
California State University, East Bay	Traditional	Physical Education	7
California State University, East Bay	Traditional	Science: Biological Sciences	7
California State University, East Bay	Traditional	Science: Chemistry	1
California State University, East Bay	Traditional	Science: Geosciences	1
California State University, East Bay	Traditional	Science: Physics	3
California State University, East Bay	Traditional	Social Science	10
California State University, East Bay	Traditional	Spanish	1
California State University, East Bay	Traditional	Specialized Biological Sciences	1
California State University, East Bay	Traditional	Specialized Geosciences	1
California State University, East Bay	Traditional	TOTAL	220
California State University, Fresno	Traditional	Foriegn Language: Spanish	8
California State University, Fresno	Traditional	Agriculture	10
California State University, Fresno	Traditional	Art	5
California State University, Fresno	Traditional	Business	5
California State University, Fresno	Traditional	English	38
California State University, Fresno	Traditional	Foreign Language: French	2
California State University, Fresno	Traditional	General Subjects	209
California State University, Fresno	Traditional	Home Economics	3
California State University, Fresno	Traditional	Industrial and Technology Education	1
California State University, Fresno	Traditional	Industrial Technology	2
California State University, Fresno	Traditional	Mathematics	17
California State University, Fresno	Traditional	Music	13
California State University, Fresno	Traditional	Physical Education	25
California State University, Fresno	Traditional	Science: Biology	10

Section 1d. Provide the number of teachers prepared by Subject area to teach in 2009-2010

Institution	Program Type	Subject Area Description	Number Prepared
California State University, Fresno	Traditional	Science: Chemistry	4
California State University, Fresno	Traditional	Science: Geology	2
California State University, Fresno	Traditional	Social Science	37
California State University, Fresno	Traditional	TOTAL	391
California State University, Fullerton	Traditional	Art	11
California State University, Fullerton	Traditional	Biology	6
California State University, Fullerton	Traditional	Chemistry	2
California State University, Fullerton	Traditional	Early Childhood Special Education	14
California State University, Fullerton	Traditional	English	49
California State University, Fullerton	Traditional	Foundational Level Math	13
California State University, Fullerton	Traditional	Foundational Level Science	3
California State University, Fullerton	Traditional	French	1
California State University, Fullerton	Traditional	Geology	2
California State University, Fullerton	Traditional	Mathematics	21
California State University, Fullerton	Traditional	Mild/Moderate Special Education	51
California State University, Fullerton	Traditional	Moderate/Severe Special Education	18
California State University, Fullerton	Traditional	Multiple Subjects	279
California State University, Fullerton	Traditional	Music	12
California State University, Fullerton	Traditional	Physical Education	15
California State University, Fullerton	Traditional	Social Science	49
California State University, Fullerton	Traditional	Spanish	11
California State University, Fullerton	Traditional	TOTAL	556
California State University, Long Beach	Traditional	Art	22
California State University, Long Beach	Traditional	Biological Sciences	17
California State University, Long Beach	Traditional	Chemistry	3
California State University, Long Beach	Traditional	English	66
California State University, Long Beach	Traditional	Foreign Language: French	5
California State University, Long Beach	Traditional	Foreign Language: German	2
California State University, Long Beach	Traditional	Foreign Language: Italian	1
California State University, Long Beach	Traditional	Foreign Language: Japanese	1
California State University, Long Beach	Traditional	Foreign Language: Latin	4
California State University, Long Beach	Traditional	Foreign Language: Mandarin	13
California State University, Long Beach	Traditional	Foreign Language: Spanish	15
California State University, Long Beach	Traditional	Foundational-Level General Science	3
California State University, Long Beach	Traditional	Foundational-Level Mathematics	14
California State University, Long Beach	Traditional	General Subjects	301
California State University, Long Beach	Traditional	Geosciences	4

Section 1d. Provide the number of teachers prepared by Subject area to teach in 2009-2010

Institution	Program Type	Subject Area Description	Number Prepared
California State University, Long Beach	Traditional	Health Science	11
California State University, Long Beach	Traditional	Home Economics	3
California State University, Long Beach	Traditional	Mathematics	24
California State University, Long Beach	Traditional	Mild/Moderate Disabilities	26
California State University, Long Beach	Traditional	Moderate/Severe Disabilities	6
California State University, Long Beach	Traditional	Music	9
California State University, Long Beach	Traditional	Physical Education	26
California State University, Long Beach	Traditional	Physics	4
California State University, Long Beach	Traditional	Social Science	67
California State University, Long Beach	Traditional	TOTAL	641
California State University, Los Angeles	Traditional	Armenian	1
California State University, Los Angeles	Traditional	Art	6
California State University, Los Angeles	Traditional	Early Childhood Sp Ed	3
California State University, Los Angeles	Traditional	English	32
California State University, Los Angeles	Traditional	Found-Level General Science	1
California State University, Los Angeles	Traditional	Found-Level Mathematics	14
California State University, Los Angeles	Traditional	General Subjects	146
California State University, Los Angeles	Traditional	Geoscience (Specialized)	1
California State University, Los Angeles	Traditional	Ind & Technology Ed	1
California State University, Los Angeles	Traditional	Japanese	1
California State University, Los Angeles	Traditional	Mandarin	2
California State University, Los Angeles	Traditional	Mathematics	10
California State University, Los Angeles	Traditional	Music	4
California State University, Los Angeles	Traditional	Physical Education	4
California State University, Los Angeles	Traditional	Science: Biological Science	5
California State University, Los Angeles	Traditional	Social Science	23
California State University, Los Angeles	Traditional	Spanish	6
California State University, Los Angeles	Traditional	TOTAL	260
California State University, Monterey Bay	Traditional	English	29
California State University, Monterey Bay	Traditional	Foreign Lang. Spanish	10
California State University, Monterey Bay	Traditional	Foundational Math	11
California State University, Monterey Bay	Traditional	Mathematics	38
California State University, Monterey Bay	Traditional	Multiple Subject	38
California State University, Monterey Bay	Traditional	Science	19
California State University, Monterey Bay	Traditional	Special Ed.	75
California State University, Monterey Bay	Traditional	TOTAL	220
California State University, Northridge	Traditional	American Sign Language	1

Section 1d. Provide the number of teachers prepared by Subject area to teach in 2009-2010

Institution	Program Type	Subject Area Description	Number Prepared
California State University, Northridge	Traditional	Art	6
California State University, Northridge	Traditional	Biological Sciences (Specialized)	2
California State University, Northridge	Traditional	Deaf and Hard-of-Hearing	2
California State University, Northridge	Traditional	Early Childhood Special Education	7
California State University, Northridge	Traditional	English	44
California State University, Northridge	Traditional	Foundational-Level General Science	2
California State University, Northridge	Traditional	Foundational-Level Mathematics	9
California State University, Northridge	Traditional	General Subjects	243
California State University, Northridge	Traditional	Health Science	6
California State University, Northridge	Traditional	Home Economics	1
California State University, Northridge	Traditional	Mathematics	20
California State University, Northridge	Traditional	Mild/Moderate Disabilities	34
California State University, Northridge	Traditional	Moderate/Severe Disabilites	1
California State University, Northridge	Traditional	Music	8
California State University, Northridge	Traditional	Physical Education	15
California State University, Northridge	Traditional	Science: Biological Sciences	5
California State University, Northridge	Traditional	Science: Chemistry	2
California State University, Northridge	Traditional	Social Science	24
California State University, Northridge	Traditional	Spanish	8
California State University, Northridge	Traditional	TOTAL	440
California State University, Sacramento	Traditional	ART	8
California State University, Sacramento	Traditional	ENGL	25
California State University, Sacramento	Traditional	FLF	4
California State University, Sacramento	Traditional	FLG	1
California State University, Sacramento	Traditional	FLS	4
California State University, Sacramento	Traditional	FM	6
California State University, Sacramento	Traditional	GS	263
California State University, Sacramento	Traditional	HS	4
California State University, Sacramento	Traditional	MATH	16
California State University, Sacramento	Traditional	MUSI	5
California State University, Sacramento	Traditional	PE	13
California State University, Sacramento	Traditional	SBS	11
California State University, Sacramento	Traditional	SP	1
California State University, Sacramento	Traditional	SS	29
California State University, Sacramento	Traditional	TOTAL	390
California State University, San Bernardino	Traditional	Art	1
California State University, San Bernardino	Traditional	Biology	3

Section 1d. Provide the number of teachers prepared by Subject area to teach in 2009-2010

Institution	Program Type	Subject Area Description	Number Prepared
California State University, San Bernardino	Traditional	Biology (Specialized)	3
California State University, San Bernardino	Traditional	Business	1
California State University, San Bernardino	Traditional	Chemistry (Specialized)	1
California State University, San Bernardino	Traditional	Early Childhood Education Specialst	8
California State University, San Bernardino	Traditional	English	27
California State University, San Bernardino	Traditional	Foundations of Math	3
California State University, San Bernardino	Traditional	General Subjectis	109
California State University, San Bernardino	Traditional	Geoscience	1
California State University, San Bernardino	Traditional	Health Science	3
California State University, San Bernardino	Traditional	Math	15
California State University, San Bernardino	Traditional	Music	7
California State University, San Bernardino	Traditional	Physical Education	20
California State University, San Bernardino	Traditional	Physics	1
California State University, San Bernardino	Traditional	Social Science	17
California State University, San Bernardino	Traditional	Spanish	13
California State University, San Bernardino	Traditional	TOTAL	233
California State University, San Marcos	Traditional	Biological Sciences	4
California State University, San Marcos	Traditional	Chemistry	2
California State University, San Marcos	Traditional	Education Specialist	53
California State University, San Marcos	Traditional	English	19
California State University, San Marcos	Traditional	Geoscience	1
California State University, San Marcos	Traditional	Mathematics	21
California State University, San Marcos	Traditional	Multiple Subject	287
California State University, San Marcos	Traditional	Physical Education	2
California State University, San Marcos	Traditional	Physics	2
California State University, San Marcos	Traditional	Science-General	1
California State University, San Marcos	Traditional	Social Science	12
California State University, San Marcos	Traditional	Spanish	2
California State University, San Marcos	Traditional	TOTAL	353
California State University, Stanislaus	Traditional	Art	3
California State University, Stanislaus	Traditional	Biological Science (Specialized)	1
California State University, Stanislaus	Traditional	Business	3
California State University, Stanislaus	Traditional	Chemistry (Specialized)	1
California State University, Stanislaus	Traditional	Civics/Government	2
California State University, Stanislaus	Traditional	English	44
California State University, Stanislaus	Traditional	French	1
California State University, Stanislaus	Traditional	History	1

Section 1d. Provide the number of teachers prepared by Subject area to teach in 2009-2010

Institution	Program Type	Subject Area Description	Number Prepared
California State University, Stanislaus	Traditional	Introductory Science	3
California State University, Stanislaus	Traditional	Literature	1
California State University, Stanislaus	Traditional	Math (Foundational)	5
California State University, Stanislaus	Traditional	Mathematics	11
California State University, Stanislaus	Traditional	Moderate/Severe Disabilities	5
California State University, Stanislaus	Traditional	Multiple Subject	186
California State University, Stanislaus	Traditional	Music	5
California State University, Stanislaus	Traditional	Physical Education	14
California State University, Stanislaus	Traditional	Science: Biology	5
California State University, Stanislaus	Traditional	Science: Chemistry	2
California State University, Stanislaus	Traditional	Social Science	50
California State University, Stanislaus	Traditional	Spanish	12
California State University, Stanislaus	Traditional	TOTAL	355
CalState TEACH	Traditional	general subjects	297
CalState TEACH	Traditional	TOTAL	297
Chapman University	Traditional	Biological Science Specialized	1
Chapman University	Traditional	English	11
Chapman University	Traditional	Foundational - Level Mathematics	4
Chapman University	Traditional	French	1
Chapman University	Traditional	General Subjects	26
Chapman University	Traditional	Health Science	1
Chapman University	Traditional	Music	4
Chapman University	Traditional	Physical Education	1
Chapman University	Traditional	Science: Chemistry	2
Chapman University	Traditional	Social Science	10
Chapman University	Traditional	Spanish	1
Chapman University	Traditional	TOTAL	62
Claremont Graduate University	Traditional	Education Specialist	1
Claremont Graduate University	Traditional	Multiple Subject	10
Claremont Graduate University	Traditional	Single Subject	3
Claremont Graduate University	Traditional	TOTAL	14
Concordia University	Traditional	English	2
Concordia University	Traditional	Foreign Language:Spanish	1
Concordia University	Traditional	Foundation Math	3
Concordia University	Traditional	Math	2
Concordia University	Traditional	multiple subject	46
Concordia University	Traditional	Physical Education	2

Section 1d. Provide the number of teachers prepared by Subject area to teach in 2009-2010

Institution	Program Type	Subject Area Description	Number Prepared
Concordia University	Traditional	Science:Biological Science	2
Concordia University	Traditional	Science:Geoscience	1
Concordia University	Traditional	Social Science	10
Concordia University	Traditional	TOTAL	69
Dominican University of California	Traditional	Art	7
Dominican University of California	Traditional	English	11
Dominican University of California	Traditional	Foundation Science	1
Dominican University of California	Traditional	Foundational Math	1
Dominican University of California	Traditional	General Subjects	126
Dominican University of California	Traditional	Math	11
Dominican University of California	Traditional	Music	1
Dominican University of California	Traditional	PE	4
Dominican University of California	Traditional	Science: Biology	3
Dominican University of California	Traditional	Science: Chemistry	1
Dominican University of California	Traditional	Social Science	26
Dominican University of California	Traditional	Spanish	4
Dominican University of California	Traditional	TOTAL	196
Fresno Pacific University	Traditional	Biology	1
Fresno Pacific University	Traditional	Chemistry	1
Fresno Pacific University	Traditional	Early Childhood Special Education	2
Fresno Pacific University	Traditional	Education Specialist - Mild/Moderate	1
Fresno Pacific University	Traditional	English	13
Fresno Pacific University	Traditional	Found. Level Math	5
Fresno Pacific University	Traditional	Math	1
Fresno Pacific University	Traditional	Multiple Subject	87
Fresno Pacific University	Traditional	Music	1
Fresno Pacific University	Traditional	Physical Education	1
Fresno Pacific University	Traditional	Social Studies	5
Fresno Pacific University	Traditional	Spanish	1
Fresno Pacific University	Traditional	TOTAL	119
Hebrew Union College	Traditional	multiple subjects	12
Hebrew Union College	Traditional	TOTAL	12
Holy Names University	Traditional	Education Specialist	5
Holy Names University	Traditional	Multiple Subject	4
Holy Names University	Traditional	Single Subject	1
Holy Names University	Traditional	TOTAL	10
Hope International University	Traditional	Multiple Subject	14

Section 1d. Provide the number of teachers prepared by Subject area to teach in 2009-2010

Institution	Program Type	Subject Area Description	Number Prepared
Hope International University	Traditional	TOTAL	14
Humboldt State University	Traditional	Mutiple Subjects	45
Humboldt State University	Traditional	Single subjects	38
Humboldt State University	Traditional	Special Education	9
Humboldt State University	Traditional	TOTAL	92
La Sierra University	Traditional	General Subjects	2
La Sierra University	Traditional	Mathematics	1
La Sierra University	Traditional	Physical Education	1
La Sierra University	Traditional	Social Science	2
La Sierra University	Traditional	TOTAL	6
Loyola Marymount University	Traditional	Art	1
Loyola Marymount University	Traditional	Biological Sciences Specialized	3
Loyola Marymount University	Traditional	English	22
Loyola Marymount University	Traditional	Foundational-Level General Science	1
Loyola Marymount University	Traditional	Foundational-Level Math	7
Loyola Marymount University	Traditional	General Subjects	86
Loyola Marymount University	Traditional	Health Science	1
Loyola Marymount University	Traditional	Mandarin	4
Loyola Marymount University	Traditional	Mathematics	5
Loyola Marymount University	Traditional	Music	1
Loyola Marymount University	Traditional	Physical Education	3
Loyola Marymount University	Traditional	Physics	1
Loyola Marymount University	Traditional	Science: Biological Sciences	3
Loyola Marymount University	Traditional	Science: Cemistry	1
Loyola Marymount University	Traditional	Science:Geosciences	1
Loyola Marymount University	Traditional	Social Science	14
Loyola Marymount University	Traditional	Spanish	9
Loyola Marymount University	Traditional	TOTAL	163
Mills College	Traditional	Art	4
Mills College	Traditional	Biology	3
Mills College	Traditional	English	6
Mills College	Traditional	Math	5
Mills College	Traditional	Multiple Subjects	17
Mills College	Traditional	Physics	1
Mills College	Traditional	Social Studies/History	9
Mills College	Traditional	TOTAL	45
Mount St. Mary’s College	Traditional	English	2

Section 1d. Provide the number of teachers prepared by Subject area to teach in 2009-2010

Institution	Program Type	Subject Area Description	Number Prepared
Mount St. Mary's College	Traditional	Foundational Math	1
Mount St. Mary's College	Traditional	Health Science	1
Mount St. Mary's College	Traditional	Multiple Subjects	12
Mount St. Mary's College	Traditional	Social Science	1
Mount St. Mary's College	Traditional	TOTAL	17
National Hispanic University	Traditional	Art	2
National Hispanic University	Traditional	English	1
National Hispanic University	Traditional	General Subjects	9
National Hispanic University	Traditional	Mathematics	2
National Hispanic University	Traditional	Physical Education	1
National Hispanic University	Traditional	Science: Geosciences	1
National Hispanic University	Traditional	Spanish	2
National Hispanic University	Traditional	Special Education (mild/moderate)	7
National Hispanic University	Traditional	TOTAL	26
National University	Traditional	Art	12
National University	Traditional	Biology	22
National University	Traditional	Biology Specialized	2
National University	Traditional	Business	3
National University	Traditional	Chemistry	9
National University	Traditional	Chemistry Specialized	2
National University	Traditional	English	69
National University	Traditional	Filipino	1
National University	Traditional	Found Level Math	37
National University	Traditional	Found Level Science	8
National University	Traditional	French	4
National University	Traditional	General Subjects	415
National University	Traditional	Geoscience	9
National University	Traditional	Geosciences Specialized	1
National University	Traditional	German	1
National University	Traditional	Health Science	14
National University	Traditional	Home Economics	1
National University	Traditional	Industrial and Tech Ed	1
National University	Traditional	Mandarin	1
National University	Traditional	Math	18
National University	Traditional	Music	5
National University	Traditional	PE	89
National University	Traditional	Physics	2

Section 1d. Provide the number of teachers prepared by Subject area to teach in 2009-2010

Institution	Program Type	Subject Area Description	Number Prepared
National University	Traditional	Physics Specialized	1
National University	Traditional	Social Science	94
National University	Traditional	Spanish	18
National University	Traditional	TOTAL	839
Notre Dame de Namur University	Traditional	Biology	4
Notre Dame de Namur University	Traditional	Educational Specialist (mild/mod)	5
Notre Dame de Namur University	Traditional	Educational Specialist (mod/severe)	2
Notre Dame de Namur University	Traditional	English	9
Notre Dame de Namur University	Traditional	French	1
Notre Dame de Namur University	Traditional	Geosciences	1
Notre Dame de Namur University	Traditional	Health Sci	1
Notre Dame de Namur University	Traditional	Math	4
Notre Dame de Namur University	Traditional	multiple subjects	24
Notre Dame de Namur University	Traditional	other	1
Notre Dame de Namur University	Traditional	PE	3
Notre Dame de Namur University	Traditional	Social Science	8
Notre Dame de Namur University	Traditional	TOTAL	63
Occidental College	Traditional	English	3
Occidental College	Traditional	Mathematics	1
Occidental College	Traditional	Multiple Subject	8
Occidental College	Traditional	TOTAL	12
Pacific Oaks College	Traditional	Education Specialist, Level I, Mild/Moderate	5
Pacific Oaks College	Traditional	Mutliple Subject	16
Pacific Oaks College	Traditional	TOTAL	21
Pacific Union College	Traditional	English	3
Pacific Union College	Traditional	General Subjects-Elementary	8
Pacific Union College	Traditional	Physical Education	1
Pacific Union College	Traditional	Social Science	2
Pacific Union College	Traditional	TOTAL	14
Pepperdine University	Traditional	Art	3
Pepperdine University	Traditional	English	21
Pepperdine University	Traditional	For. Lang.-ASL	1
Pepperdine University	Traditional	General Subjects	79
Pepperdine University	Traditional	Math Foundations	5
Pepperdine University	Traditional	Mathematics	1
Pepperdine University	Traditional	Music	1
Pepperdine University	Traditional	P.E.	3

Section 1d. Provide the number of teachers prepared by Subject area to teach in 2009-2010

Institution	Program Type	Subject Area Description	Number Prepared
Pepperdine University	Traditional	Science:Biological	6
Pepperdine University	Traditional	Science:Chemistry	1
Pepperdine University	Traditional	Science:Geophysical	1
Pepperdine University	Traditional	Social Science	22
Pepperdine University	Traditional	TOTAL	146
Point Loma Nazarene University	Traditional	Art	1
Point Loma Nazarene University	Traditional	Biological Sciences (Specialized)	1
Point Loma Nazarene University	Traditional	Business	0
Point Loma Nazarene University	Traditional	Chemistry	1
Point Loma Nazarene University	Traditional	English	13
Point Loma Nazarene University	Traditional	French	0
Point Loma Nazarene University	Traditional	General Science	1
Point Loma Nazarene University	Traditional	General Subjects	54
Point Loma Nazarene University	Traditional	Geosciences	1
Point Loma Nazarene University	Traditional	Health Science	1
Point Loma Nazarene University	Traditional	Home Economics	1
Point Loma Nazarene University	Traditional	Japanese	0
Point Loma Nazarene University	Traditional	Mathematics	5
Point Loma Nazarene University	Traditional	Mild/Moderate Disabilities	9
Point Loma Nazarene University	Traditional	Moderate/Severe Disabilities	2
Point Loma Nazarene University	Traditional	Music	1
Point Loma Nazarene University	Traditional	Physical Education	4
Point Loma Nazarene University	Traditional	Science: Biological Science	2
Point Loma Nazarene University	Traditional	Social Science	3
Point Loma Nazarene University	Traditional	Spanish	1
Point Loma Nazarene University	Traditional	TOTAL	101
San Diego Christian College	Traditional	English	3
San Diego Christian College	Traditional	Multiple Subjects	10
San Diego Christian College	Traditional	TOTAL	13
San Diego State University	Traditional	Art	9
San Diego State University	Traditional	Biological Sciences	11
San Diego State University	Traditional	Biological Sciences (Specialized)	3
San Diego State University	Traditional	Business	1
San Diego State University	Traditional	Chemistry	0
San Diego State University	Traditional	Early Childhood Special Education	10
San Diego State University	Traditional	Education Specialist	43
San Diego State University	Traditional	English	35

Section 1d. Provide the number of teachers prepared by Subject area to teach in 2009-2010

Institution	Program Type	Subject Area Description	Number Prepared
San Diego State University	Traditional	Foundations Math	9
San Diego State University	Traditional	General Science	2
San Diego State University	Traditional	Geosciences	2
San Diego State University	Traditional	Health Science	1
San Diego State University	Traditional	Math	15
San Diego State University	Traditional	Multiple Subject - Elementary	198
San Diego State University	Traditional	Music	3
San Diego State University	Traditional	Physical Education	15
San Diego State University	Traditional	Physics	2
San Diego State University	Traditional	Social Science	58
San Diego State University	Traditional	Spanish	15
San Diego State University	Traditional	TOTAL	433
San Francisco State University	Traditional	Art	25
San Francisco State University	Traditional	Bio. (specialized)	2
San Francisco State University	Traditional	Chem. (specialized)	3
San Francisco State University	Traditional	Deaf and Hard of Hearing	1
San Francisco State University	Traditional	Early Childhood Education Specialist	1
San Francisco State University	Traditional	Early Childhood Special Education	30
San Francisco State University	Traditional	English	49
San Francisco State University	Traditional	Foundation Math.	12
San Francisco State University	Traditional	French	2
San Francisco State University	Traditional	German	1
San Francisco State University	Traditional	Health Science	4
San Francisco State University	Traditional	Industrial Tech.	1
San Francisco State University	Traditional	Italian	2
San Francisco State University	Traditional	Japanese	1
San Francisco State University	Traditional	Mandarin	1
San Francisco State University	Traditional	Mathematics	28
San Francisco State University	Traditional	Mild Moderate Disabilities	138
San Francisco State University	Traditional	Moderate Severe Disabilities	22
San Francisco State University	Traditional	Mulitiple Subjects	228
San Francisco State University	Traditional	Music	14
San Francisco State University	Traditional	Physical and Health Impariments	8
San Francisco State University	Traditional	Physical Ed.	17
San Francisco State University	Traditional	Science: Biology	12
San Francisco State University	Traditional	Science: Chem.	5
San Francisco State University	Traditional	Science: Geo Science	6

Section 1d. Provide the number of teachers prepared by Subject area to teach in 2009-2010

Institution	Program Type	Subject Area Description	Number Prepared
San Francisco State University	Traditional	Science: Physics	1
San Francisco State University	Traditional	Social Science	40
San Francisco State University	Traditional	Spanish	11
San Francisco State University	Traditional	Visual Impairments	21
San Francisco State University	Traditional	TOTAL	824
San Jose State University	Traditional	Art	8
San Jose State University	Traditional	Biology	9
San Jose State University	Traditional	Biology	9
San Jose State University	Traditional	Biology Specialized	2
San Jose State University	Traditional	Chemistry	1
San Jose State University	Traditional	Early Childhood Special Education	4
San Jose State University	Traditional	Education Specialist	10
San Jose State University	Traditional	English	18
San Jose State University	Traditional	Math	8
San Jose State University	Traditional	Multiple Subject	155
San Jose State University	Traditional	Music	6
San Jose State University	Traditional	Physical education	6
San Jose State University	Traditional	Physics	4
San Jose State University	Traditional	Physics Specialized	2
San Jose State University	Traditional	Single Subject	80
San Jose State University	Traditional	social Science	11
San Jose State University	Traditional	Spanish	3
San Jose State University	Traditional	TOTAL	245
Santa Clara University	Traditional	Biological Sciences - Spec.	2
Santa Clara University	Traditional	Chemistry	2
Santa Clara University	Traditional	Early Childhood Education	8
Santa Clara University	Traditional	English	3
Santa Clara University	Traditional	Foundational Mathematics	2
Santa Clara University	Traditional	Mathematics	5
Santa Clara University	Traditional	Multiple Subjects	31
Santa Clara University	Traditional	Physical Education	1
Santa Clara University	Traditional	Science: Biological Sciences	1
Santa Clara University	Traditional	Science: Physics	1
Santa Clara University	Traditional	Social Science	6
Santa Clara University	Traditional	Spanish	2
Santa Clara University	Traditional	TOTAL	64
Simpson University	Traditional	Business	1

Section 1d. Provide the number of teachers prepared by Subject area to teach in 2009-2010

Institution	Program Type	Subject Area Description	Number Prepared
Simpson University	Traditional	Geoscience	1
Simpson University	Traditional	Health Science	1
Simpson University	Traditional	Industrial Technology	1
Simpson University	Traditional	Mathematics	1
Simpson University	Traditional	Multiple Subject	33
Simpson University	Traditional	Music	1
Simpson University	Traditional	Physical Education	2
Simpson University	Traditional	Social Science	2
Simpson University	Traditional	TOTAL	43
Sonoma State University	Traditional	Art	2
Sonoma State University	Traditional	Biology	10
Sonoma State University	Traditional	Chemistry	1
Sonoma State University	Traditional	English	15
Sonoma State University	Traditional	Foundational Math	6
Sonoma State University	Traditional	General Subjects	133
Sonoma State University	Traditional	Mathematics	7
Sonoma State University	Traditional	Music	3
Sonoma State University	Traditional	Physical Education	7
Sonoma State University	Traditional	Social Science	20
Sonoma State University	Traditional	Spanish	2
Sonoma State University	Traditional	TOTAL	206
St. Mary's College of California	Traditional	Art	1
St. Mary's College of California	Traditional	English	8
St. Mary's College of California	Traditional	Foundational Mathematics	4
St. Mary's College of California	Traditional	Foundational Science	1
St. Mary's College of California	Traditional	General Subjects	65
St. Mary's College of California	Traditional	LOTE - Spanish	1
St. Mary's College of California	Traditional	Mathematics	2
St. Mary's College of California	Traditional	Physical Education	5
St. Mary's College of California	Traditional	Science: Biology	1
St. Mary's College of California	Traditional	Social Science	13
St. Mary's College of California	Traditional	TOTAL	101
Stanford University	Traditional	Biology	11
Stanford University	Traditional	Chemistry	2
Stanford University	Traditional	English	16
Stanford University	Traditional	Math	15
Stanford University	Traditional	Multiple Subject	22

Section 1d. Provide the number of teachers prepared by Subject area to teach in 2009-2010

Institution	Program Type	Subject Area Description	Number Prepared
Stanford University	Traditional	Physics	2
Stanford University	Traditional	Social Science	14
Stanford University	Traditional	TOTAL	82
The Master's College	Traditional	English	3
The Master's College	Traditional	General Subjects	13
The Master's College	Traditional	Home Economics	1
The Master's College	Traditional	Physical Education	1
The Master's College	Traditional	Social Science	2
The Master's College	Traditional	TOTAL	20
Touro University	Traditional	Business	1
Touro University	Traditional	English	4
Touro University	Traditional	Found. Math	1
Touro University	Traditional	General Science	1
Touro University	Traditional	General Subjects SPED	24
Touro University	Traditional	Health Science	1
Touro University	Traditional	Math	5
Touro University	Traditional	Physical Ed	3
Touro University	Traditional	Science Biological	2
Touro University	Traditional	Spanish	2
Touro University	Traditional	TOTAL	44
United States University	Traditional	Multiple Subjects	3
United States University	Traditional	TOTAL	3
University of California, Berkeley	Traditional	English	10
University of California, Berkeley	Traditional	General Subjects	23
University of California, Berkeley	Traditional	Mathematics	3
University of California, Berkeley	Traditional	Science: Biological Sciences	4
University of California, Berkeley	Traditional	Science: Chemistry	2
University of California, Berkeley	Traditional	Science: Geosciences	2
University of California, Berkeley	Traditional	Science: Physics	2
University of California, Berkeley	Traditional	TOTAL	46
University of California, Davis	Traditional	Multiple Subjects/Elementary	64
University of California, Davis	Traditional	Single Subject Agriculture	5
University of California, Davis	Traditional	Single Subject English	17
University of California, Davis	Traditional	Single Subject Mathematics	11
University of California, Davis	Traditional	Single Subject Science	17
University of California, Davis	Traditional	Single Subject Social Science	19
University of California, Davis	Traditional	Single Subject Spanish	5

Section 1d. Provide the number of teachers prepared by Subject area to teach in 2009-2010

Institution	Program Type	Subject Area Description	Number Prepared
University of California, Davis	Traditional	TOTAL	138
University of California, Irvine	Traditional	Art	3
University of California, Irvine	Traditional	Chemistry (Specialized)	1
University of California, Irvine	Traditional	English	39
University of California, Irvine	Traditional	Foundational Level Math	20
University of California, Irvine	Traditional	Foundational Level Science	2
University of California, Irvine	Traditional	French	1
University of California, Irvine	Traditional	General Subjects	81
University of California, Irvine	Traditional	Latin	1
University of California, Irvine	Traditional	Mathematics	20
University of California, Irvine	Traditional	Music	4
University of California, Irvine	Traditional	Science: Biological Science	11
University of California, Irvine	Traditional	Science: Chemistry	4
University of California, Irvine	Traditional	Science; Physics	1
University of California, Irvine	Traditional	Social Science	20
University of California, Irvine	Traditional	Spanish	3
University of California, Irvine	Traditional	TOTAL	211
University of California, Los Angeles	Traditional	English	23
University of California, Los Angeles	Traditional	Mathematics	22
University of California, Los Angeles	Traditional	Music	10
University of California, Los Angeles	Traditional	Mutliple Subjects	61
University of California, Los Angeles	Traditional	Science	15
University of California, Los Angeles	Traditional	Social Science	21
University of California, Los Angeles	Traditional	TOTAL	152
University of California, Riverside	Traditional	Education Specialist: Mild/Moderate Disabilities	3
University of California, Riverside	Traditional	Multiple Subjects: General Subjects	35
University of California, Riverside	Traditional	Single Subject Science: Biological Science	4
University of California, Riverside	Traditional	Single Subject: Biological Science (Specialized)	1
University of California, Riverside	Traditional	Single Subject: English	10
University of California, Riverside	Traditional	Single Subject: Foundational Mathematics	4
University of California, Riverside	Traditional	Single Subject: Mathematics	11
University of California, Riverside	Traditional	Single Subject: Social Science	11
University of California, Riverside	Traditional	Single Subject: Spanish	1
University of California, Riverside	Traditional	TOTAL	80
University of California, San Diego	Traditional	Biology	1
University of California, San Diego	Traditional	Chemistry	2
University of California, San Diego	Traditional	Education Specialist	4

Section 1d. Provide the number of teachers prepared by Subject area to teach in 2009-2010

Institution	Program Type	Subject Area Description	Number Prepared
University of California, San Diego	Traditional	English	5
University of California, San Diego	Traditional	Mathematics	4
University of California, San Diego	Traditional	Multiple Subjects	36
University of California, San Diego	Traditional	Physics	1
University of California, San Diego	Traditional	TOTAL	54
University of California, Santa Barbara	Traditional	Education Specialist:Moderate/Severe Specialization	10
University of California, Santa Barbara	Traditional	Multiple Subject (General Subjects)	43
University of California, Santa Barbara	Traditional	Single Subject: French	1
University of California, Santa Barbara	Traditional	Single Subject:English	12
University of California, Santa Barbara	Traditional	Single Subject:Mathematics	6
University of California, Santa Barbara	Traditional	Single Subject:Science Biological Sciences	8
University of California, Santa Barbara	Traditional	Single Subject:Science:Chemistry	1
University of California, Santa Barbara	Traditional	Single Subject:Science:Physics	1
University of California, Santa Barbara	Traditional	Single Subject:Social Sciences	7
University of California, Santa Barbara	Traditional	Single Subject:Spanish	4
University of California, Santa Barbara	Traditional	TOTAL	93
University of California, Santa Cruz	Traditional	Multiple Subject	50
University of California, Santa Cruz	Traditional	Single Subject Art	1
University of California, Santa Cruz	Traditional	Single Subject Biology (Specialized)	1
University of California, Santa Cruz	Traditional	Single Subject English	15
University of California, Santa Cruz	Traditional	Single Subject Health Science	1
University of California, Santa Cruz	Traditional	Single Subject Math (Foundational Level)	2
University of California, Santa Cruz	Traditional	Single Subject Mathmatics	9
University of California, Santa Cruz	Traditional	Single Subject Physical Education	1
University of California, Santa Cruz	Traditional	Single Subject Science: Biological Sciences	9
University of California, Santa Cruz	Traditional	Single Subject Science: Chemistry	1
University of California, Santa Cruz	Traditional	Single Subject Science: Geoscience	1
University of California, Santa Cruz	Traditional	Single Subject Science: Physics	3
University of California, Santa Cruz	Traditional	Single Subject Social Science	19
University of California, Santa Cruz	Traditional	TOTAL	98
University of LaVerne	Traditional	Art	2
University of LaVerne	Traditional	BSS	1
University of LaVerne	Traditional	BUSI	1
University of LaVerne	Traditional	ENGL	12
University of LaVerne	Traditional	FLS	2
University of LaVerne	Traditional	FM	8
University of LaVerne	Traditional	GS	102

Section 1d. Provide the number of teachers prepared by Subject area to teach in 2009-2010

Institution	Program Type	Subject Area Description	Number Prepared
University of LaVerne	Traditional	HS	2
University of LaVerne	Traditional	MATH	5
University of LaVerne	Traditional	PE	11
University of LaVerne	Traditional	SBS	1
University of LaVerne	Traditional	SG	2
University of LaVerne	Traditional	SS	15
University of LaVerne	Traditional	TOTAL	164
University of Phoenix	Traditional	Art	4
University of Phoenix	Traditional	Biological Sciences (Specialized)	3
University of Phoenix	Traditional	English	29
University of Phoenix	Traditional	Foundational-Level General Science	5
University of Phoenix	Traditional	Foundational-Level Mathematics	25
University of Phoenix	Traditional	French	1
University of Phoenix	Traditional	General Subjects	145
University of Phoenix	Traditional	Health Science	4
University of Phoenix	Traditional	Mathematics	12
University of Phoenix	Traditional	Physical Education	15
University of Phoenix	Traditional	Physics (Specialized)	1
University of Phoenix	Traditional	Science: Biological Sciences	10
University of Phoenix	Traditional	Science: Chemistry	1
University of Phoenix	Traditional	Science: Geosciences	3
University of Phoenix	Traditional	Social Science	23
University of Phoenix	Traditional	Spanish	5
University of Phoenix	Traditional	TOTAL	286
University of Redlands	Traditional	BSS	2
University of Redlands	Traditional	BUSI	2
University of Redlands	Traditional	ENGL	8
University of Redlands	Traditional	FLF	1
University of Redlands	Traditional	FLS	6
University of Redlands	Traditional	FM	7
University of Redlands	Traditional	GS	79
University of Redlands	Traditional	HS	2
University of Redlands	Traditional	MATH	7
University of Redlands	Traditional	MUSI	8
University of Redlands	Traditional	PE	5
University of Redlands	Traditional	SBS	9
University of Redlands	Traditional	SIF	1

Section 1d. Provide the number of teachers prepared by Subject area to teach in 2009-2010

Institution	Program Type	Subject Area Description	Number Prepared
University of Redlands	Traditional	SS	18
University of Redlands	Traditional	TOTAL	169
University of San Diego	Traditional	Art	1
University of San Diego	Traditional	English/Language Arts	8
University of San Diego	Traditional	French	1
University of San Diego	Traditional	General Subjects - Elementary Education	25
University of San Diego	Traditional	Mathematics	5
University of San Diego	Traditional	Science: Chemistry	1
University of San Diego	Traditional	Social Science	3
University of San Diego	Traditional	Spanish	1
University of San Diego	Traditional	Special Education (Ed. Specialist)	7
University of San Diego	Traditional	Special Education - Deaf & Hard of Hearing	9
University of San Diego	Traditional	TOTAL	61
University of San Francisco	Traditional	Art	1
University of San Francisco	Traditional	English	12
University of San Francisco	Traditional	Foundational Level General Science	4
University of San Francisco	Traditional	General Subjects	65
University of San Francisco	Traditional	Home Economics	1
University of San Francisco	Traditional	Mathematics	5
University of San Francisco	Traditional	Physical Education	1
University of San Francisco	Traditional	Science: Geosciences	1
University of San Francisco	Traditional	Social Science	13
University of San Francisco	Traditional	TOTAL	103
University of Southern California	Traditional	Biology	5
University of Southern California	Traditional	English	9
University of Southern California	Traditional	General Subjects	33
University of Southern California	Traditional	Math	6
University of Southern California	Traditional	Music	11
University of Southern California	Traditional	Physics	1
University of Southern California	Traditional	Social Science	4
University of Southern California	Traditional	TOTAL	70
University of the Pacific	Traditional	Foundational Mathematics	2
University of the Pacific	Traditional	Multiple Subject-General Studies	12
University of the Pacific	Traditional	Music	10
University of the Pacific	Traditional	Physical Education	3
University of the Pacific	Traditional	Social Science	2
University of the Pacific	Traditional	TOTAL	29

Section 1d. Provide the number of teachers prepared by Subject area to teach in 2009-2010

Institution	Program Type	Subject Area Description	Number Prepared
Vanguard University	Traditional	Art	1
Vanguard University	Traditional	Elementary Education	25
Vanguard University	Traditional	English	2
Vanguard University	Traditional	Math	5
Vanguard University	Traditional	Music	3
Vanguard University	Traditional	Social Science	3
Vanguard University	Traditional	TOTAL	39
Western Governors University	Traditional	TOTAL	65
Westmont College	Traditional	Mathematics	1
Westmont College	Traditional	Multiple Subjects	5
Westmont College	Traditional	Social Studies	2
Westmont College	Traditional	TOTAL	8
Whittier College	Traditional	English	4
Whittier College	Traditional	FLS	1
Whittier College	Traditional	General Subjects	19
Whittier College	Traditional	Mathematics	1
Whittier College	Traditional	PE	2
Whittier College	Traditional	SBS	3
Whittier College	Traditional	SC	1
Whittier College	Traditional	Social Science	3
Whittier College	Traditional	TOTAL	34
William Jessup University	Traditional	Multiple Subject	18
William Jessup University	Traditional	TOTAL	18

Section 1e. Provide the number of initial teacher certification preparation program completers in each of the following academic years:

Institution	ProgramType	2009-10	2008-09	2007-08
Alliant International University	Traditional	8	37	7
Antioch University Los Angeles	Traditional	11	7	10
Antioch University Santa Barbara	Traditional	8	18	13
Argosy University	Traditional	15	16	10
Azusa Pacific University	Traditional	293	468	499
Bethany University	Traditional	18	10	13
Biola University	Traditional	65	69	78
Brandman University	Traditional	427	369	388
California Baptist University	Traditional	107	82	100
California Lutheran University	Traditional	76	87	76
California Polytechnic State University, San Luis Obispo	Traditional	182	188	172
California State Polytechnic University, Pomona	Traditional	182	147	146
California State University, Bakersfield	Traditional	267	328	338
California State University, Channel Islands	Traditional	77	82	88
California State University, Chico	Traditional	248	259	275
California State University, Dominguez Hills	Traditional	179	184	199
California State University, East Bay	Traditional	220	195	366
California State University, Fresno	Traditional	391	359	381
California State University, Fullerton	Traditional	556	873	544
California State University, Long Beach	Traditional	641	673	744
California State University, Los Angeles	Traditional	260	317	357
California State University, Monterey Bay	Traditional	220	241	236
California State University, Northridge	Traditional	440	446	484
California State University, Sacramento	Traditional	390	470	466
California State University, San Bernardino	Traditional	233	342	228
California State University, San Marcos	Traditional	353	295	340
California State University, Stanislaus	Traditional	282	313	324
CalState TEACH	Traditional	297	264	238
Chapman University	Traditional	62	66	76
Claremont Graduate University	Traditional	14	0	0
Concordia University	Traditional	69	69	86
Dominican University of California	Traditional	69	86	78

Section 1e. Provide the number of initial teacher certification preparation program completers in each of the following academic years:

Institution	ProgramType	2009-10	2008-09	2007-08
Fresno Pacific University	Traditional	120	86	85
Hebrew Union College	Traditional	12	13	0
Holy Names University	Traditional	10	12	19
Hope International University	Traditional	14	24	7
Humboldt State University	Traditional	92	94	127
La Sierra University	Traditional	5	36	19
Loyola Marymount University	Traditional	163	146	151
Mills College	Traditional	49	49	50
Mount St. Mary’s College	Traditional	17	25	51
National Hispanic University	Traditional	26	16	10
National University	Traditional	839	1112	1155
Notre Dame de Namur University	Traditional	63	86	74
Occidental College	Traditional	2	13	8
Pacific Oaks College	Traditional	21	16	30
Pacific Union College	Traditional	13	11	14
Patten University	Traditional	16	4	7
Pepperdine University	Traditional	146	127	152
Point Loma Nazarene University	Traditional	101	205	165
San Diego Christian College	Traditional	13	17	11
San Diego State University	Traditional	433	458	546
San Francisco State University	Traditional	623	658	625
San Jose State University	Traditional	305	307	308
Santa Clara University	Traditional	64	66	63
Simpson University	Traditional	41	56	26
Sonoma State University	Traditional	229	238	249
St. Mary's College of California	Traditional	101	79	84
Stanford University	Traditional	82	83	75
The Master’s College	Traditional	20	17	21
Touro University	Traditional	44	23	42
United States University	Traditional	7	3	8
University of California, Berkeley	Traditional	44	48	47
University of California, Davis	Traditional	138	127	130

Section 1e. Provide the number of initial teacher certification preparation program completers in each of the following academic years:

Institution	ProgramType	2009-10	2008-09	2007-08
University of California, Irvine	Traditional	211	188	201
University of California, Los Angeles	Traditional	158	150	163
University of California, Riverside	Traditional	80	73	88
University of California, San Diego	Traditional	49	40	61
University of California, Santa Barbara	Traditional	93	82	101
University of California, Santa Cruz	Traditional	98	99	79
University of LaVerne	Traditional	264	226	260
University of Phoenix	Traditional	286	423	297
University of Redlands	Traditional	169	168	207
University of San Diego	Traditional	61	67	74
University of San Francisco	Traditional	103	72	80
University of Southern California	Traditional	140	68	79
University of the Pacific	Traditional	31	38	64
Vanguard University	Traditional	44	47	55
Western Governors University	Traditional	66	78	50
Westmont College	Traditional	8	11	14
Whittier College	Traditional	34	39	32
William Jessup University	Traditional	18	11	17

Institution	Academic Year	Goal	Goals Met?	Description of Strategies used to achieve goal	Steps to improve performance in meeting goal
Alliant International University	2009-10	40 (total Trad. & Alt.)	Yes	Partnerships with organizations who recruit STEM (Science, Technology, Engineering and Math) professionals opened a pipeline of prospective students, and the program initiated support systems to help career-changers succeed in a new profession. The organization also increased online marketing efforts for prospective students generally, which may have contributed to meeting the goals for this specific subject.	
Argosy University	2009-10	10	Yes	Argosy University is developing an undergraduate pool from which we may be able to solicit interested individuals. This and the introduction of the Foundational Level Math credential has resulted in 10 single subject candidates in Math	
Azusa Pacific University	2009-10	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 areasand have established regular contact points with undergrad cohorts i.e. week 46 Information Meeting with Human Development cohorts. They meet regularly with department leadership to discuss alternative routes and opportunities to recruit students into the programs. The format of information meetings has been changed to include a 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. Teaching jobs in California are currently scarce. Potential candidates are being informed that their best job opportunities will be in the shortage areas. They are also investigating and connecting students with job opportunities to teach abroad.
Bethany University	2009-10	1	Yes	Talked with students about APLE	Personal meeting with Dept. Chairperson
Biola University	2009-10	3	Yes	1. Met with the Dean of Math and Science to create the Math Secondary Instruction major. 2. Conducted Information Sessions to incoming Freshman about earning a Math Teaching Credential. Sessions included information on APLE and Teach Grant highlighting teacher shortage areas. 3. Conducted Information Sessions to prospective graduate students about the Teacher Preparation Program and the need for Math teachers. 4. Promoted adding an authorization in Mathematics to candidates earning other credentials.	We learned that we need increased interdisciplinary collaboration and communication with the Math Department to continue promoting earning a Math teaching credential.
Brandman University	2009-10	8	Yes	We are increasing our outreach to potential teaching candidates (in each of the areas in the above). This includes increased marketing, as well as increased articulation agreements with local community colleges and our Early Advantage Program.	The strategies mentioned above have been implemented in an effort to increase the number of program completers in these teacher shortage areas.

Institution	Academic Year	Goal	Goals Met?	Description of Strategies used to achieve goal	Steps to improve performance in meeting goal
California Baptist University	2010-11	Add programming in math	Yes	EDU and Math faculty will design coursework for Subject Matter Preparation program in math.	Received approval from Commission on Teacher Credentialing for new Subject Matter Preparation in Math
California Lutheran University	2009-10	Recruit add'l students	Yes	In 2008-09, there were 7 Single Subject Math completing candidates, in 2009-10 there were 6. However, including all candidates enrolled in the program, there were a total of 18. We continue to develop working relationship with the Math Department, and support the professor assigned to mentor math majors who are interested in teaching. We are strengthening support for education faculty who are very visible in the math community providing advisement opportunities. The CLU Math Department has made education courses part of their major requirement, thus uniting the two departments.	1. K-12 outreach to veteran math teachers for professional development 2. Develop program for Math Specialist Authorization for veteran math teachers
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. Include teacher scholarship program such as the Noyce scholarship program in Mathematics and science to attract highly qualified science and mathematics students to the teaching profession.	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.

Institution	Academic Year	Goal	Goals Met?	Description of Strategies used to achieve goal	Steps to improve performance in meeting goal
California State Polytechnic University, Pomona	2009-10	See description below	Yes	Cal Poly Pomona recruits undergraduate students into the STEM areas and supports their success through the Robert Noyce Scholars Program. Additional initiatives include supporting teacher candidates in preparation for the subject matter exam (CSET), preparing existing teachers to obtain subject matter competence through district-based content course, and supporting teacher candidates while in Clinical Practice to be able to afford to discontinue working in an unrelated job for support. The MSTI (Math Science Teaching Initiative) Program funded through the state legislature and the CSU system support the MSTI initiatives.	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. Through the College of the Extended University, Cal Poly Pomona Department of Education is offered 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
California State University, Bakersfield	2009-10	Increase enrollment	Yes	Concentrated efforts on recruitment in the undergraduate programs, such as Math and Liberal Studies. The Teacher Quality Program (TQP) grant conducts quarterly recruitment activities on campus and at area Community Colleges.	Improve program advertisement and the dissemination of program information. Improvement process is ongoing.
California State University, Channel Islands	2009-10	Increase from 5-7	Yes	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. Open scholarship opportunities to pre-requisite math students. Disseminate add-on credential information to local schools and county office of education.

Institution	Academic Year	Goal	Goals Met?	Description of Strategies used to achieve goal	Steps to improve performance in meeting goal
California State University, Chico	2009-10	In the grant proposal dev	Yes	•Special recruitment incentive campaign for Project M.A.T.H. (Mathematics And Teaching on the Horizon), including an increase in the tutor support to retain math education majors who start the program ($1000); •Development and approval of a four-year blended mathematics education/teacher education program leading to a bachelor's degree and secondary math credential; •Math mentoring program for at-risk students at local middle and high schools conducted by university students satisfying some of their early field experience requirements; •"MSTI Launch" events to create new interest in math and science teaching, featuring speakers, hands-on activities, and information about available scholarships and teaching; •Awarding of over $200,000 to date in Teacher Recruitment Project scholarships; •Awarding of Noyce Scholarships for outstanding math and science candidates ($10,000 per year for two years); •Hiring of new School of Education tenure-track faculty member in math education.	The number of mathematics candidates dipped in 2009-10 after three very strong years. This dip may be due in part to teacher layoffs in the state, as well as limitations placed on spring enrollments by the CSU system in response to budget cuts. Our plan is to continue to work on the above strategies in 2010-11.
California State University, Dominguez Hills	2009-10	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 collaboration with our school partners. We've learned that we must recruit from several populations, including high schools and middle schools. We have expanded our work to professional development for Master Math Teachers in our local district.

Institution	Academic Year	Goal	Goals Met?	Description of Strategies used to achieve goal	Steps to improve performance in meeting goal
California State University, East Bay	2009-10	35	No	With funding support by the CSU System's Math and Science Initiative, the College of Education and Allied Studies was able to enhance its partnership with the College of Science for the purpose of expanding the recruitment and outreach of prospective mathematics and science teachers. The following strategies were used: enhance recruitment materials in print and on the Internet, conduct more hands-on events, and increase partnerships with local pipeline organizations. An on-campus pipeline program for undergraduates who may consider teaching in mathematics or science was created entitled, Future Math and Science Teachers Scholars Program or FMSTSP. Participants who completed the FMSTSP program are guaranteed admissions into the university's teaching credential program provided that they have satisfied all admissions requirements. FMSTSP participants receive advising on credentialing matters, two quarterly events on math or science-related topics, field trip opportunities, and financial aid.	A program coordinator was designated to facilitate the recruitment efforts for both on and off-campus activities. The coordinator works closely with the departments and credentials office to ensure accurate and timely notices of events and deadlines. The college participation in the GE Clusters will begin in fall 2011. Feedback will be solicited from participants and integrated into the Unit Assessment Plan, where applicable. See Comments below.
California State University, Fresno	2009-10	43 by 2010; 50 by 2013	No	Mathematics and Science Teacher Initiative (MSTI), 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 AY 2009 - 36 teachers AY 2010 - 46 teachers The Mathematics and Science Teacher Initiative provides: • FCSET workshops on science and math content • Middle school math and science teaching methods courses • Advising for prospective middle and high school mathematics and science teachers • Reimbursement of CSET fees for mathematics and science subtests • Reimbursement of CTC fees for mathematics and science credential applications • Free membership in science and math professional organizations • STEM news and information via COMET (California Online Mathematics Education Times)

Institution	Academic Year	Goal	Goals Met?	Description of Strategies used to achieve goal	Steps to improve performance in meeting goal
California State University, Fullerton	2009-10	See below	Yes	Goal: Our goal for 2009-10 was a 5% increase in mathematics credentials. Strategies for mathematics candidate recruitment and support include: • 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, Long Beach	2009-10	89	Yes	Maintained strong partnerships among the College of Education, the College of Natural Sciences and Mathematics, the College of Engineering, and Cerritos Community College. We recruited widely in these colleges, retained candidates, and provided strong advising in the Single Subject Math Credential Program. We funded additional sections of Math professional preparation to accommodate the increase in candidates. Initial initiative with Northrup Grumman wasn't as successful as our previous partnerships with Boeing (perhaps due to their corporate headquarters moving to VA). A promising new component was the Cerritos Summer GATE Academy (in addition to continued summer Math camps). This year we are partnering with Long Beach Unified School District to deliver coursework to credential 23 teachers in Math in response to a request from district superintendent Chris Steinhauser.	A concerted California State University involving all campuses and providing supportive resources has been critical to our success. Placing a priority on recruiting STEM candidates by our college dean is crucial and leads to resource allocation, primarily in making time available for key faculty to lead and participate in the recruiting and retention of candidates for STEM credentials. Faculty commitment to the effort is also important, including faculty at our partner community colleges who steer students toward STEM teaching careers. Collegial working relationships among teacher education, Math education, and Science education faculty are also valuable. Partnerships among the campus, community colleges, and school districts (already in place in our case) have been vital to our efforts, and have been strengthened through our collaborative efforts to increase our numbers of STEM candidates.

Institution	Academic Year	Goal	Goals Met?	Description of Strategies used to achieve goal	Steps to improve performance in meeting goal
California State University, Los Angeles	2009-10	increase applications 10%	No	We allocated additional MSTI and Noyce resources to increase our applicant pool. We worked very closely with our feeder community colleges to assist in increasing our applicant pool. However, due to the extraordinary teacher lay-offs in California, we were unable to recruit more teacher education applicants in mathematics.	We will increase the number of candidates in the mathematics teacher residency 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	2009-10	60	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. The College engages in active recruitment with workshops, emails, flyers, and incentives. In addition, the College of Education collaborates with the College of Engineering and the College of Math and Science in the recruitment and preparation of teachers. Faculty from these colleges collaborate in writing grants that support the recruitment and preparation of teachers in math and science. The Education faculty also collaborate with local school districts and businesses in recruitment and preparation activities related to mathematics. In addition the Michael D. Eisner College of Education offers generous scholarships, ranging from $2,500 to $5000, to math and science teacher candidates.	

Institution	Academic Year	Goal	Goals Met?	Description of Strategies used to achieve goal	Steps to improve performance in meeting goal
California State University, Sacramento	2010-11	10%	Yes	At the Sacramento campus, implementation of the CSU systemwide Math Teacher Initiative to increase the number of math teachers has resulted in a systematic approach to this issue that includes the following strategies: •Increased, more efficient and effective student advising that is better coordinated across education and the subject matter disciplines; held in various venues (advising centers, office hours, email, twice yearly evening "information sessions"); "Roadmap to the math/science credential" produced and widely disseminated •Substantial scholarship support through MSTI and NSF Noyce Program for future math teachers •Support for passing required standardized subject matter exams through 1) peer mentor tutors, 2) check-out of test guides, 3) funding for testing costs, 4) content-based courses offered just prior to test administration, with funding provided to cover course costs •Transcript evaluations for every student, providing detailed analysis of courses needed to complete various pathway	In our experience over the past ten years in steadily increasing our numbers of math teachers, the following components are key: • Effective advising by knowledgeable faculty and staff, provided through multiple avenues •Scholarships and other funding widely available •Building an academic identity and peer support group around the math teaching profession •Content rich tutoring, workshops and other professional development
California State University, San Bernardino	2010-11	24 students in credential	Yes	Informational meetings for undergraduates and graduates from other universities in the area to enroll in the CSUSB math credential program. Encourage CSUSB to allow admission for Winter & Spring quarters. Fall 2010, 33 students were enrolled in either a math credential program or a foundational math credential program.	Program numbers in mathematics are determined by the economic situation of the local 53 school districts served by CSUSB. In 2008-09, Riverside & San Bernardino counties estimated the number of teacher hires for mathematics was 329. The need for credential teachers has decreased by 52% since 2008-09.

Institution	Academic Year	Goal	Goals Met?	Description of Strategies used to achieve goal	Steps to improve performance in meeting goal
California State University, San Marcos	2009-10	Increase 5%	Yes	• 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.	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
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.	Meet with subject matter preparation program partners to help advise potential student teacher candidates.
Chapman University	2009-10	2	Yes	Not Applicable.	The market in southern California has decreased due to the economy and we will be pursing a marketing campaign over the next few years to recoup.
Claremont Graduate University	2009-10	0	Yes	All Mathematics Credential Candidates go through the Internship Program. Our recruitment goals for Mathematics candidates are related to the alternative program only.	

Institution	Academic Year	Goal	Goals Met?	Description of Strategies used to achieve goal	Steps to improve performance in meeting goal
Concordia University	2009-10	3	Yes	Candidates are apprised of the need for qualified teachers of mathematics during the application process. There are at least four different times that candidates with majors or minors in mathematics are encouraged to pursue this credential. 1. Admissions advisors present information on the Foundational Mathematics and Mathematics Credentials. 2. Information Sessions - The program hosts several Information Nights throughout the year. 3. Interview Process - the last step of the application is an interview with directors and faculty. Again, at this time applicants who are qualified are encouraged to pursue a mathematics credential. 4. Lastly, the university has a strong undergraduate program for students pursuing a career in teaching. Students with a mathematics major or minor are apprised of their options for a career in teaching and meet regularly with their content area faculty advisor and education faculty advisor.	
Dominican University of California	2009-10	1-5	Yes	Credential Candidates are encouraged to apply for APLE grants to support their education.	
Fresno Pacific University	2011-12	8	No	FPU has partnered with Fresno Unified School District to develop a cutting-edge student teaching program which is designed to prepare highly qualified prospective secondary teachers to be effective teachers in high poverty, hard-to-staff schools. In 2011-12 we will receive resources from the district to provide modest scholarships to our candidates. We focus on math candidates. We are marketing this program in ways that we hope will result in a modest increase in our enrollment of math candidates.	This is a new goal.
Hebrew Union College	2009-10	none	Yes	HUC is accredited to issue Preliminary Multiple Subject Credentials.	
Holy Names University	2009-10	5	No	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 Revise and improve current University website, Education pages.

Annual Goals for Teacher Shortage Area: Mathematics - Traditional Route

Institution	Academic Year	Goal	Goals Met?	Description of Strategies used to achieve goal	Steps to improve performance in meeting goal
Humboldt State University	2009-10	Financial Incentives	Yes	Use of NOYCE Scholars Program and teacher recruitment funds to provide financial incentives/stipends to candidates in mathematics. Enhanced recruitment strategies with special focus on students in the California Community Colleges.	Development of website, recruitment materials and an increase in contacts with students in community colleges in California.
Loyola Marymount University	2009-10	3	Yes	Reaching out to undergraduate math majors through their departments; publicizing the School of Education's innovative partnership programs; hosting info sessions to target high school math teachers in need of credentials; visiting numerous graduate school fairs; speaking to the undergraduate teacher clubs.	Make contact with local undergraduate math department chairs to identify prospective teachers; continue to publicize our innovative partnership program; showing how alumni of our math programs are succeeding in their schools.
Mills College	2009-10	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. 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	2009-10	10%	Yes	Goal: Increase math candidates 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 Hispanic University	2009-10	5	No		Greater enrollment of students working towards mathematics. Currently there are 15 enrolled.
National University	2009-10	Increase MTH enrollments.	Yes	50% reduction tuition for the following courses: MATH 311 and MATH 325. Promotion of Math degree at Jr. Colleges and Military Bases.	Increase awareness of tuition discount for this program and further promote awareness for this high need area.
Notre Dame de Namur University	2009-10	5	Yes	Increase marketing. Individualized attention with program directors.	Need pipeline for undergrads at NDNU to multiple and single
Occidental College	2009-10	1	Yes	Information meetings held on campus	New NSF grant scholarship for 09-10 year toward increasing Math and Science Candidates

Institution	Academic Year	Goal	Goals Met?	Description of Strategies used to achieve goal	Steps to improve performance in meeting goal
Pacific Union College	2009-10	Better comm of needs	Yes		One-on-one meeting with Math Dept. faculty to dicuss ways to entice math majors into teaching would be beneficial.
Patten University	2009-10	6	No	Information nights on campus by Associate Dean Increased mailing and flyers to districts and schools. Some additional students were realized with additional presentations.	Need an additional person to help with recruitment. Hired a recruiter April 2010. but this person has already been reassigned. The need still exists.
Pepperdine University	2009-10	10	No	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	2009-10	5	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	2009-10	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.
San Jose State University	2010-11	14	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.	Several additional strategies will be employed for AY 2011-2012. 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 2011 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. 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 cred

Institution	Academic Year	Goal	Goals Met?	Description of Strategies used to achieve goal	Steps to improve performance in meeting goal
Santa Clara University	2009-10	As many as possible	Yes	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.	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 math majors; support internships for math jobs.	Connecting undergraduate math majors with the School of Education has resulted in 50% more math teacher education candidates who will matriculate into the graduate teacher education program in 2013.
Sonoma State University	2009-10	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.
St. Mary's College of California	2009-10	6	Yes	As a Lasallian-based institution, the KSOE has a mandate to admit and to educate every qualified applicant who applies to our programs. Unlike some state institutions, we do not admission limits that require us to turn away qualified applicants. We admit every qualified mathematics applicant.	We intend to continue to admit all qualified applicants and engage in activities on an on-going basis to increase our enrollments. However, the budget crisis in California is severely impacting our ability to increase the number of applicants to our credential programs.
Stanford University	2009-10	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 loan forgiveness options for math teachers (ie. Perkins and Stafford loans); increase contact with Math depts at local universities; increase promotion of the Avery-Stanford loan and Woodrow Wilson fellowship.

Institution	Academic Year	Goal	Goals Met?	Description of Strategies used to achieve goal	Steps to improve performance in meeting goal
The Master's College	2011-12	3	Yes	The Department Chair takes an opportunity to visit the classes of a particular subject area such as Math and recruits students. In addition a memo is sent out to the various department chairs (Math, English, History...) and these students are invited twice a year to an informational meeting held on campus.	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.
Touro University	2009-10	Curriculum & Literacy	Yes	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	All math candidates need specific instruction in math strategies and literacy in the content area of math.
University of California, Berkeley	2010-11	7	Yes	Recruitment, website information	Given current budget constraints, we aimed for a combined (Math & Science) total of 17, which was achieved by enrolling 7 students in Math and 10 in Science. It is difficult to achieve an even number of students split between Math and Science.

Institution	Academic Year	Goal	Goals Met?	Description of Strategies used to achieve goal	Steps to improve performance in meeting goal
University of California, Davis	2009-10	15	No	Although the goal was not achieved, the program made some strides in increasing the number enrolled for 2009-10, thereby reaching the 80% mark in meeting the enrollment goal. 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	2009-10	Increase Undergrad prep.	Yes	a) Continue to offer multiple introductory courses related to math teaching and learning; b) continue to increase opportunities for early field experience in K-12 classrooms; and c) continue targeted recruiting efforts at freshmen and sophomores.	Continued 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	2009-10	30	Yes	1.Implemented California Teach: One Thousand Teachers, One Million Minds. Part of the UC Math Science Initiative, the goal of California Teach is to recruit UC students majoring or panning to major in Math, Science and Engineering to consider teaching as a career. 2.Offered a Joint Mathematics Education Program (JMEP) for mathematics majors who are considering secondary teaching. JMEP offers seniors a way to begin taking teacher education courses inntheir senior year. The following year, they are employed as full-time mathematics teachers with full salary in TEP partnership schools and work towards a master's degree in education.	1.Dedicated recruitment coordinator for CalTeach and JMEP. 2.Ongoing partnership between the teacher education program and the UCLA Mathematics Department

Institution	Academic Year	Goal	Goals Met?	Description of Strategies used to achieve goal	Steps to improve performance in meeting goal
University of California, Riverside	2009-10	Recruitment	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. Math 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 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. 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	2009-10	12 program completers	Yes	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	Early outreach through freshman seminars and faculty mentorships was valuable as well as articulation with math department.
University of California, Santa Barbara	2009-10	Recruitment & Preparation	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. 3) Spoke at a STEM junior college transfer meeting sponsored by the UCSB Mathematics Department and teaching more Cal Teach courses are two examples. 4) Used our NSF NOYCE grant to provide $10,000 fellowships to 15 math/science credential candidates.	Strategies above were successful and will continue for recruiting in 2010 - 2011 and 2011 - 2012. We re-applied for another Noyce grant for ensuing years of candidate support.

Annual Goals for Teacher Shortage Area: Mathematics - Traditional Route

Institution	Academic Year	Goal	Goals Met?	Description of Strategies used to achieve goal	Steps to improve performance in meeting goal
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 Grant funding provided is an incentive to attend the program. However, if students receive greater degree of funding from another institution or can reduce costs by attending a Program close to home they will select those options rather than attend our Credential program.H132
University of LaVerne	2008-09	Mathematics waiver	No	Mathematics is expected to seek approval from the CA credential commission as a subject matter waiver program. Approved STEM program.	Actively pursue mathematics waiver program and STEM students and increase number of STEM scholarships.
University of Phoenix	2009-10	13	Yes	• Improvements to College website information candidates about programs, requirements, etc. • Advisor training to better accommodate student needs • Launch of BA/EVS (Environmental Science) degree • Direct marketing efforts for Secondary program • Commencement of campus-specific needs analysis for Secondary program/students	• Continuation of campus-specific needs analysis for Secondary program/students • More targeted marketing activities to engage, inform, and inspire prospective students
University of San Diego	2009-10	Maintain enrollment of	Yes	We were able to maintain enrollment in the Mathematics credential program in a time of severe budget cuts.	We have instituted at least one undergraduate event dedicated to thee recruitment of mathematics teachers. We held a mathematics recognition award event for African American high school students; we hope that
University of San Francisco	2010-11	Recruit		During information meetings with prospective students we inform them that there is a teacher shortage the area of mathematics. We encourage Multiple Subject candidates to add a Single Subject credential in this area. We encourage Single Subject candidates to add a second Single Subject credential in mathematics.	Continue focused advertising and recruitment; provide assistance for candidates in terms of subject matter competence resources and financial support.
University of Southern California	2009-10	10	Yes	Recruitment Math For America Program supporting 8 candidates Summer projects with local schools that provided mutually beneficial, school and university learning experiences.	

Institution	Academic Year	Goal	Goals Met?	Description of Strategies used to achieve goal	Steps to improve performance in meeting goal
University of the Pacific	2009-10	1	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). The Mathematics Department has a BA or BS pathway for a teaching credential in Foundational Mathematics or Mathematics (all courses).	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 high school 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.Four students transferred to our University in Fall 2010 who are in this recruitment program. We increased the number of majors in Diversified-Liberal Studies in the fall 2010 freshman class and increased the number of transfer students. We will tell students about the Mathematics concentration in the major.
Vanguard University	2009-10	1	Yes	Meet with the Math undergraduate senior students at Vanguard to better inform and explain our teacher preparation program. We have increased this area by 2 students.	Continue with strategy.
Western Governors University	2009-10	Increase graduates 25%	Yes	Graduates increased 55%. 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.
Westmont College	2009-10	award 1 cred. in math	Yes	We have given each academic department, including the Mathematics Department on the Westmont campus, a list of 10 steps their professors can take to encourage students to pursue a teaching credential in their particular subject.	Given the shortage of math teachers in California, we have recently been encouraging Liberal Studies majors with strong aptitude in mathematics to consider getting an added authorization in mathematics, or simply to switch from a Multiple Subject credential to a Single Subject credential in Mathematics. Last year, our one credential awarded in mathematics was a student who had majored in Liberal Studies (which is intended chiefly for students preparing for an elementary [Multiple Subject] credential), but had minored in mathematics. This student passed both the Foundational Level Mathematics CSET and the Advanced Mathematics CSET, successfully completed student teaching in mathematics, and is now employed in teaching mathematics at the high school level here in Santa Barbara.

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Whittier College	2009-10	Identify Math majors	Yes	Work with mathematics department faculty in the college's undergraduate program to identify majors who might be interested in exploring teaching as a career. Descriptions of strategies used to achieve goal: 1. Collected data from past 8 years on mathematics majors who completed single subject teaching credentials at Whittier College. 2. Discussed avenues for meeting with mathematics majors earlier in their programs to introduce them to the job market in teaching for mathematics at the secondary level.	Volunteered to offer programs for members of the Math Cub each year to discuss California requirements for earning single subject teaching credentials. Planned schedule for meeting with mathematics faculty on a yearly basis to update advisors on credentialing requirements and opportunities for exploring careers in teaching as undergraduates. Targeted sophomore and junior mathematics majors for dissemination of brochures on teaching careers.

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Alliant International University	2009-10	40 (total Trad. & Alt.)	Yes	Partnerships with organizations who recruit STEM (Science, Technology, Engineering and Math) professionals opened a pipeline of prospective students, and the program initiated support systems to help career-changers succeed in a new profession. The organization also increased online marketing efforts for prospective students generally, which may have contributed to meeting the goals for this specific subject.	
Antioch University Santa Barbara	2009-10	na		only multiple subject credentials and ed. spec. credentials offered	
Argosy University	2009-10	10	No	Argosy University is developing an undergraduate pool from which we may be able to solicit interested individuals. This year Argosy University has 7 candidates in Science.	
Azusa Pacific University	2009-10	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 and have established regular contact points with undergrad cohorts i.e. week 46 Information Meeting with Human Development cohorts. They meet regularly with department leadership to discuss alternative routes and opportunities to recruit students into the programs. 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. Teaching jobs in California are currently scarce. Potential candidates are being informed that their best job opportunities will be in the shortage areas. They are also investigating and connecting students with job opportunities to teach abroad.
Bethany University	2009-10	1	Yes	Talked with students about APLE	Personal meeting with Dept. Chairperson
Biola University	2009-10	2	Yes	1. Met with the Dean of Math and Science to promote the Teacher Preparation program to Science majors. 2. Sent information packet to the Science Department to advertise the Teacher Preparation Program and the need for Science teachers. 3. Conducted Information Sessions to prospective graduate students about the Teacher Preparation Program and the need for Science teachers. 4. Promoted adding an authorization in Science to candidates earning other credentials.	We learned that we need increased interdisciplinary collaboration and communication with the Science Department to continue promoting earning a Science teaching credential. This would include presenting information about the Teacher Preparation Program at the Freshman Seminar for Science majors.

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Brandman University	2009-10	7	Yes	We are increasing our outreach to potential teaching candidates (in each of the areas in the above). This includes increased marketing, as well as increased articulation agreements with local community colleges and our Early Advantage Program.	The strategies mentioned above have been implemented in an effort to increase the number of program completers in these teacher shortage areas.
California Lutheran University	2009-10	Recruit add'l students	Yes	In 2008-09, there were 3 Single Subject Science completing candidates, in 2009-10 there were 6, with an additional 4 not completing but enrolled in the program. We encouraged and advised Multiple Subject candidates to pursue added authorization of Single Subject Foundational-level General Science.	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	2009-10	See description below	Yes	**Cal Poly Pomona leads a Robert Noyce Scholars Program **Workshops designed to prepare for the various subject matter exams in science **Providing scholarships to complete Clinical Practice	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. MSTI (Math Science Teacher Initiative) funds were used to support teacher candidates through stipends to concentrate on their Clinical Practice and not have to work at the same time. Many of our students in the STEM areas support themselves through college and, therefore, find it difficult to stop working to complete Clinical Practice. The stipends ensured that they would be able to complete their credential program. 12 M
California State University, Bakersfield	2009-10	Increase enrollment	Yes	Concentrated efforts on recruitment in the undergraduate programs, such as Math and Science. The Teacher Quality Program grant conducts quarterly recruitment activities on campus and at area Community Colleges.	Improve program advertisement and the dessimination of program information. Improvement process is ungoing.

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California State University, Channel Islands	2009-10	Increase from 4-6	Yes	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. Open scholarship opportunities to pre-requisite science students. Disseminate add-on credential information to local schools and county office of education.
California State University, Chico	2009-10	In the grant proposal dev	No	•"MSTI Launch" events to create new interest in math and science teaching, featuring speakers, hands-on activities, and information about available scholarships and teaching; •Awarding of over $200,000 to date in Teacher Recruitment Project (TRP) scholarships; •Awarding of Noyce Scholarships for outstanding math and science candidates ($10,000 per year for two years); •Mailings and emails sent to all students considering science education and recruiters available on the campus Preview Day with promotional and TRP and other scholarship information available; •New science club, advised by a credentialed science teacher, maintains a strong presence on campus, with 25 students attending regularly scheduled events, seminars and activities; •Recruiters visited five community colleges in the north state to promote the new science opportunities.	What we learned in attempting to meet this goal is that we were facing a pipeline problem. The greatest demand for science teachers is in biology, and the biology department was not attracting enough majors. In response to this concern, the College of Natural Sciences created two new degree and subject matter preparation programs, which have now been approved by the state and will begin in 2011-12: •New BA in Life sciences with a track for teachers and a BA in Biological Sciences created; and •New Bachelor of Arts in Natural Science designed to attract majors in Liberal Studies to add a foundational level science credential; In addition, we will continue to work on the above strategies in 2010-11.
California State University, Dominguez Hills	2009-10	Double the num. from '06	No	This goal is ongoing, yet numbers remain low. We have a 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.

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California State University, East Bay	2009-10	35	No	With funding support by the CSU System's Math and Science Initiative, the College of Education and Allied Studies was able to enhance its partnership with the College of Science for the purpose of expanding the recruitment and outreach of prospective mathematics and science teachers. The following strategies were used: enhance recruitment materials in print and on the Internet, conduct more hands-on events, and increase partnerships with local pipeline organizations. An on-campus pipeline program for undergraduates who may consider teaching in mathematics or science was created entitled, Future Math and Science Teachers Scholars Program or FMSTSP. Participants who completed the FMSTSP program are guaranteed admissions into the university's teaching credential program provided that they have satisfied all admissions requirements. FMSTSP participants receive advising on credentialing matters, two quarterly events on math or science-related topics, field trip opportunities, and financial aid.	A program coordinator was designated to facilitate the recruitment efforts for both on and off-campus activities. The coordinator works closely with the departments and credentials office to ensure accurate and timely notices of events and deadlines. The college participation in the GE Clusters will begin in fall 2011. Feedback will be solicited from participants and integrated into the Unit Assessment Plan, where applicable. See Comments below.
California State University, Fresno	2009-10	40 by 2010; 53 by 2013	No	Mathematics and Science Teacher Initiative (MSTI), 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 AY 2009 - 32 teachers AY 2010 - 34 teachers The Mathematics and Science Teacher Initiative provides: • FCSET workshops on science and math content • Middle school math and science teaching methods courses • Advising for prospective middle and high school mathematics and science teachers • Reimbursement of CSET fees for mathematics and science subtests • Reimbursement of CTC fees for mathematics and science credential applications • Free membership in science and math professional organizations • STEM news and information via COMET (California Online Mathematics Education Times)

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California State University, Fullerton	2009-10	See below	Yes	Goal: Our goal for 2009-10 was a 5% increase in science credentials. Strategies for science candidate recruitment and support include: • 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, Long Beach	2009-10	62	Yes	Science Teaching and Research (STAR) Seminar Series (full information available at: www.cnsm.csulb.edu/depts/scied/starseminar.asp) •5/12/2010 Science Teacher Inductions - Lessons from the Field, Dr. Julie Luft, Arizona State University •4/13/2010 STEM Career Changers and Their Sense of Identity, Dr. Jane Grier, CSU Channel Islands & Dr. Carol Johnston, Mount Saint Mary's •4/14/2010 Physics First – Physics for All! Craig Bouma, Loyola High School •2/18/2010 Revealing Student Learning in Museums, Dr. Janette Griffin, University of Technology, Sydney, Australia •09/ 21/2009 Science Education, Science Curriculum and Science Teacher Training in China. Wang Su, Director of Centre for Science and Technology Education, China National Institute for Educational Research •10/26/2009, "How Can We Make Them Get It?" Findings from research on communicating ocean sciences to public audiences, Shawn Rowe •1/9/2009 How did we get the California Science Education Standards (and their challenges for science	A concerted California State University involving all campuses and providing supportive resources has been critical to our success. Placing a priority on recruiting STEM candidates by our college dean is crucial and leads to resource allocation, primarily in making time available for key faculty to lead and participate in the recruiting and retention of candidates for STEM credentials. Faculty commitment to the effort is also important, including faculty at our partner community colleges who steer students toward STEM teaching careers. Collegial working relationships among teacher education, Math education, and Science education faculty are also valuable. Partnerships among the campus, community colleges, and school districts (already in place in our case) have been vital to our efforts, and have been strengthened through our collaborative efforts to increase our numbers of STEM candidates.

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California State University, Los Angeles	2009-10	increase applications 10%	No	We allocated additional MSTI and Noyce resources to increase our applicant pool. We worked very closely with our feeder community colleges to assist in increasing our applicant pool. However, due to the extraordinary teacher lay-offs in California, we were unable to recruit more teacher education applicants in science.	We will increase the number of candidates in the science teacher residency program.
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	2009-10	42	Yes	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. The College actively recruits with workshops, emails, flyers and incentives. For example we offer sizeable scholarships ranging from 2500 to 5000 for single subject math and/or science teacher candidates. In addition the Michael D. Eisner College of Education Collaborates with the College of Engineering and Computer Sciences on a variety of projects that involve the recruitment and preparation of science teachers. Most recently faculty have collaborated on several projects related to robotics for inservice and preservice teachers at the middle school and high school levels.
California State University, Sacramento	2010-11	10%	Yes	At the Sacramento campus, implementation of the CSU systemwide Science Teacher Initiative to increase the number of science teachers has resulted in a systematic approach to this issue that includes the following strategies: •Increased, more efficient and effective student advising that is better coordinated across education and the subject matter disciplines; held in various venues (advising centers, office hours, email, twice yearly evening "information sessions"); "Roadmap to the science credential" produced and widely disseminated •Substantial scholarship support through MSTI and NSF Noyce Program for future science teachers •Support for passing required standardized subject matter exams through 1) peer mentor tutors, 2) check-out of test guides, 3) funding for testing costs, 4) content-based courses offered just prior to test administration, with funding provided to cover course costs •Transcript evaluations for every student, providing detailed analysis of courses needed to complete various pattern	In our experience over the past ten years in steadily increasing our numbers of science teachers, the following components are key: •Effective advising by knowledgeable faculty and staff, provided through multiple avenues •Scholarships and other funding widely available •Building an academic identity and peer support group around the science teaching profession •Content rich tutoring, workshops and other professional development

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California State University, San Bernardino	2010-11	subject-matter authorize	No	We are working toward a foundational science subject matter authorization at the CSUSB satellite campus in Palm Desert. The California Commission on Teaching Credentials has recently posted the requirements for this subject matter authorization. Due to recent staff & faculty changes at the Palm Desert campus, a working group will need to be created to write to the new requirements.	The working group will consult with all science disciplines and complete a course analysis of all appropriate course-work. The working group will be advised to work with the CSUSB STEM program to incorporate this subject matter authorization into one of their specializations. A plan for on-going evaluation will be developed.
California State University, San Marcos	2009-10	Increase 5%	Yes	• 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.	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.
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.	Meet with subject matter preparation program partners to help advise potential student teacher candidates.
Chapman University	2009-10	2	Yes	Not Applicable.	The market in southern California has decreased due to the economy and we will be pursing a marketing campaign over the next few years to recoup.
Claremont Graduate University	2009-10	0	Yes	All Science Credential Candidates go through the Internship Program. Our recruitment goals for Science are related to the alternative program only.	

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Concordia University	2009-10	2	Yes	Candidates are apprised of the need for qualified teachers of science during the application process. There are at least three different times that candidates with majors or minors in the sciences are encouraged to pursue this credential. 1. Admissions advisors present information on the Foundational Science and various Science Credentials. 2. Information Sessions - The program hosts several Information Nights throughout the year where the need for science teachers and the various pathways are presented. 3. Interview Process - the last step of the application is an interview with directors and faculty. Again, at this time applicants who are qualified are encouraged to pursue a credential in one of the sciences. 4. Lastly, the university has a strong undergraduate program for students pursuing a career in teaching. Students with a science major or minor are apprised of their options for a career in teaching and meet regularly with their content area faculty advisor and education faculty advisor.	
Dominican University of California	2009-10	1-5	Yes	Credential Candidates are encouraged to apply for APLE grants to support their education.	
Fresno Pacific University	2011-12	8	No	FPU has partnered with Fresno Unified School District to develop a cutting-edge student teaching program which is designed to prepare highly qualified prospective secondary teachers to be effective teachers in high poverty, hard-to-staff schools. In 2011-12 we will receive resources from the district to provide modest scholarships to our candidates. We focus on science candidates. We are marketing this program in ways that we hope will result in a modest increase in our enrollment of science candidates.	This is a new goal.
Hebrew Union College	2009-10	none	Yes	HUC is accredited to issue Preliminary Multiple Subject Credentials.	

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Holy Names University	2009-10	5	No	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. Revise and imporve current University website, Education pages.
Humboldt State University	2009-10	Financial Incentives	Yes	A proposal was submitted to the National Science Foundation to establish a NOYCE Scholars Program in science (in addition to the existing project in mathematics). This proposal was jointly submitted with two other CSU campuses.	
Loyola Marymount University	2009-10	4	Yes	Reaching out to undergraduate science majors through their departments; publicizing the School of Education's innovative partnership programs; hosting info sessions to target high school science teachers in need of credentials; visiting numerous graduate school fairs; visiting events hosted by local aerospace firms to identify potential career changers; hosting information sessions on campus.	Investigate publications tailored for those employed in the sciences; continue to publicize our innovative partnership program; showing how alumni of our science programs are succeeding in their schools.
Mills College	2009-10		Yes		
Mount St. Mary's College	2009-10	10%	No	Goal: Increase science candidates 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 Hispanic University	2009-10	4	Yes	Increased enrollment.	Additional Intern enrollment
National University	2009-10	Increase SCI enrollments.	Yes	50% reduction for the following course: SCI 331. Promotion of Science degree at Jr. Colleges and Military bases.	Increase awareness of tuition discount for this program and further promote awareness this high need area.
Notre Dame de Namur University	2009-10	6	Yes	Increase marketing. Individualized attention with program directors.	Need pipeline for undergrads at NDNU to multiple and single
Occidental College	2009-10	1	No	Information meetings held on campus	New NSF grant scholarship for 09-10 year toward increasing Math and Science Candidates
Pacific Union College	2009-10	Better comm of needs	Yes		One-on-one meeting with Science Dept. faculty to discuss ways to entice science majors into teaching.

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Patten University	2009-10	6	No	Information nights on campus by Associate Dean. Increased mailing and flyers to districts and schools. Some additional students were realizedwith additional presentations.	Need an additional person to help with recruitment. Hired a recruiter April 2010, but this person has already been reassigned. The need still exists.
Pepperdine University	2009-10	3	Yes	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	2009-10	5	Yes	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	2009-10	1	No	Encourage advisees/prospective students to persue 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 persue studying for the CSET in Science.
San Diego State University	2009-10	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 ans 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	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	2010-11	19	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 2011-2012. 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 Teach

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Santa Clara University	2009-10	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.	Our meetings with undergraduate science majors have resulted in only two new candidates in the biology area.
Sonoma State University	2009-10	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. Seconday/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 etablishing 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.
St. Mary's College of California	2009-10	2	Yes	As a Lasallian-based institution, the KSOE has a mandate to admit and to educate every qualified applicant who applies to our programs. Unlike some state institutions, we do not admission limits that require us to turn away qualified applicants. We admit every qualified science applicant.	We intend to continue to admit all qualified applicants and engage in activities on an on-going basis to increase our enrollments. However, the budget crisis in California is severly impacting our abililty to increase the number of applicants to our credential programs.
Stanford University	2009-10	16	No	Recruiting sessions at Stanford and events nationwide, informing applicants of the Knowles grant, loan forgiveness options for science 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 science teachers (ie. Perkins and Stafford loans; increase contact with Science depts at local universities; promote the Avery-Stanford loan and Woodrow Wilson fellowship.

Institution	Academic Year	Goal	Goals Met?	Description of Strategies used to achieve goal	Steps to improve performance in meeting goal
The Master's College	2011-12	1	No	The Department Chair takes an opportunity to visit the classes of a particular subject area such as Math and recruits students. In addition a memo is sent out to the various department chairs (Math, English, History...) and these students are invited twice a year to an informational meeting held on campus.	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.
Touro University	2009-10	Curriculum & Literacy	Yes	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 th	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.
University of California, Berkeley	2010-11	10	Yes	Recruitment, website information	Given current budget constraints, we aimed for a combined (Math & Science) total of 17, which was achieved by enrolling 7 students in Math and 10 in Science. It is difficult to achieve an even number of students split between Math and Science.
University of California, Davis	2009-10	20	Yes	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 credential enrollment reached the set 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	2009-10	Increase Undergrad prep.	Yes	a) Continue to offer multiple introductory courses related to science teaching and learning; b) Continue to increase opportunities for early field experience in K-12 classrooms; and c) Continue to target recruiting efforts towards freshmen and sophomores.	Continued successful recruitment of biology, chemistry, earth science, and physics majors, and the continued 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.

Annual Goals for Teacher Shortage Area: Science - Traditional Route

Institution	Academic Year	Goal	Goals Met?	Description of Strategies used to achieve goal	Steps to improve performance in meeting goal
University of California, Los Angeles	2009-10	20	No	1.Implemented California Teach: One Thousand Teachers, One Million Minds. Part of the UC Math Science Initiative, the goal of California Teach is to recruit UC students majoring or panning to major in Math, Science and Engineering to consider teaching as a career. 2.Offered a Science Teacher Education Program (STEP) for science majors who are considering secondary teaching. STEP offers seniors a way to begin taking teacher education courses in their senior year. The following year, they are employed as full-time science teachers with full salary in TEP partnership schools and work towards a master's degree in education.	1.Dedicated recruitment coordinator for CalTeach and STEP. 2.Ongoing partnership between the teacher education program and the UCLA Science Department
University of California, Riverside	2009-10	Recruitment	Yes	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 UCR science candidates.
University of California, San Diego	2009-10	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

Institution	Academic Year	Goal	Goals Met?	Description of Strategies used to achieve goal	Steps to improve performance in meeting goal
University of California, Santa Barbara	2009-10	Recruitment & Preparation	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. 1)Went into introductory chemistry and physics classes and described our program. 2)Sent out information through undergraduate advisors in the various science departments and through program advisors to groups such as SACNAS. 3)Met with individual students. Students also shared information about our program with their peers and that was also a very fruitful recruitment tool. 4)Produced fliers that were posted around campus and had an advertisement in the student newspaper 5)After finding several students who were considering K-6 education, Cal Teach instructors adjusted courses to meet a wider range of needs. 6)Used our NSF NOYCE grant to provide $10,000 fellowships to 15 math/science credential candidates.	Strategies above have been successful and will continue for recruiting in 2010 - 2011 and 2011 - 2012. We re-applied for another Noyce grant for ensuing years of candidate support.
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 Grant funding provided is an incentive to attend the program. However, if students receive greater degree of funding from another institution or can reduce costs by attending a program close to home they will select those options rather than attend our credential program.
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. Approval in 2009-10 for subject matter waiver in foundational level general science.	Actively pursue STEM students and increase number of STEM scholarships.

Institution	Academic Year	Goal	Goals Met?	Description of Strategies used to achieve goal	Steps to improve performance in meeting goal
University of Phoenix	2009-10	6	Yes	• Improvements to College website information candidates about programs, requirements, etc. • Advisor training to better accommodate student needs • Launch of BA/EVS (Environmental Science) degree • Direct marketing efforts for Secondary program • Commencement of campus-specific needs analysis for Secondary program/students	• Continuation of campus-specific needs analysis for Secondary program/students • More targeted marketing activities to engage, inform, and inspire prospective students
University of San Diego	2009-10	Maintain enrollment	No	Enrollment in Sciences dropped from about 5 to 2 because the Science point faculty member, who is the primary recruiter, was on sabbatical for half of the year.	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, particurlarly.
University of San Francisco	2010-11	Recruit		During information meetings with prospective students we inform them that there is a teacher shortages in the area of Science. We encourage Multiple Subject candidates to add a Single Subject credential in this area. We encourage Single Subject candidates to add a second Single Subject credential in science or mathematics.	Continue focused advertising and recruitment; provide assistance for candidates in terms of subject matter competence resources and financial support.
University of Southern California	2009-10	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	2009-10	3	Yes	We recruited students from biological sciences to pursue teaching. We informed students participating in an Organic Chemistry study group, taught by an Education faculty member, about the science credential in physical sciences and chemistry.	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. We continue to work with students in Organic Chemistry to inform them of teaching as a career choice.
Vanguard University	2009-10	1	No	Meet with the Science undergraduate senior students at Vanguard to better inform and explain our teacher preparation program.	Continue with strategy. Perhaps give out more information earlier.
Western Governors University	2009-10	Increase enrollments 25%	Yes	Enrollment increased 28%. 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.

Institution	Academic Year	Goal	Goals Met?	Description of Strategies used to achieve goal	Steps to improve performance in meeting goal
Westmont College	2009-10	award 1 cred in sciences	No	We have given each academic department, including the Departments of Physics, Chemistry, Biology on the Westmont campus, a list of 10 steps their professors can take to encourage students to pursue a teaching credential in their particular subject. We did have one very strong applicant in Chemistry who we accepted to the program, but she was able to get a job in a private school without completing a credential, so she did not end up entering our program.	We will continue to encourage our colleagues in the sciences to recommend promising candidates in their subject areas. It appears we will have one candidate in Biology for next year.
Whittier College	2009-10	recruit science faculty	Yes	Goal: Recruit and hire a tenure track faculty member in science and math education. Descriptions of strategies to achieve goal: 1. Included undergraduate science/math faculty from the liberal education program in the search process. 2. Planned collaborations between liberal education science faculty and the new science/math education faculty member.	Orient new faculty member to undergraduate research teams and the opportunities for funding for faculty/student research projects.

Institution	Academic Year	Goal	Goals Met?	Description of Strategies used to achieve goal	Steps to improve performance in meeting goal
Antioch University Los Angeles	2009-10	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 enrolled only 2 students in the Multiple Subject/Mild/Moderate Education Specialist program. But we enrolled 4 Multiple Subject credentialed teachers in the program to add Mild/Moderate Ed Specialist to their existing credential.	More students see the Ed. Spec. credential as a way to improve employment prospects.
Azusa Pacific University	2009-10	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. The following new programs have been added to Azusa Pacific University's Special Education Department. •The New Clear Education Specialist Credential for Mild to Moderate and Moderate to Severe programs, resulting in documented significant increase in student enrollment. •The New Added Authorizations in Special Education for Autism and Emotional Disturbance, resulting in documented significant increase in student enrollment. •The New Board Certification Behavior Analyst (BCBA) Approved program received national recognition, with Azusa Pacific University being one of the first private Institutes of Higher Education (IHE) to receive authorization to offer this specialized certification program, which leads to State License for the Behavior Analyst Certification Board. This program has produced an overwhelming increase in student enrollment	To align, update and transition the Mild to Moderate and Moderate to Severe Credential Programs, to the new Preliminary and Clear Education Specialist Standards. Prepare and update in order to implement the Preliminary and Clear Education Specialist Credential for guidelines required by the CTC, as per Ed. Code Section 44227(a). The Department of Special Education committee executed the following plan: •Azusa Pacific University's Special Education Department applied for the Clear Education Specialist Credential and became the first university in the State of California to receive approval for this new credential program. •Preconditions for all professional preparation programs were met as per Ed. Code Section 44227(a) and each program adheres to the requirements outlined by the Commission. •All nine Common Standards, for the Clear Education Specialist Credential program, were met and the seven Induction Program Standards, for the Clear Education Specialist Credential Program were met.
Brandman University	2009-10	150	No	We are increasing our outreach to potential teaching candidates (in each of the areas in the above). This includes increased marketing, as well as increased articulation agreements with local community colleges and our Early Advantage Program.	The strategies mentioned above have been implemented in an effort to increase the number of program completers in these teacher shortage areas.
California Baptist University	2010-11	Improve autism pedagogy	Yes	Create a new professional methods course on characteristics of autism and interventions.	Designed three new courses in autism for the Added Authorization in Autism Spectrum Disorder for special education credential in mild/moderate disabilities. Approved by the Commission on Teacher Credentialing.
California Lutheran University	2009-10	Increased enrollment	Yes	We are currently working on a redesign of our special education program and are expanding recruitment efforts.	Continue to strengthen this aspect of our program.

Institution	Academic Year	Goal	Goals Met?	Description of Strategies used to achieve goal	Steps to improve performance in meeting goal
California Polytechnic State University, San Luis Obispo	2009-10	20 Candidates	Yes	Special Education Faculty conduct orientation and individual information meetings, respond to email and telephone inquiries, and make 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.	Since there have been no increases in the budget, the program has maintained its current program, i.e. a cohort of 20 candidates per year.
California State Polytechnic University, Pomona	2009-10	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 Instruction of limited English proficient students
California State University, Bakersfield	2009-10	Increase enrollment	Yes	The development of brocures, the dissemination of information (flyers), and a website.	Seeing a spike in enrollment.
California State University, Channel Islands	2009-10	Maintain same number	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.	Maintain the same number of candidates
California State University, Chico	2009-10	Expand number of special	Yes	The Next STEPS program, which was piloted in 2008-09, is a concurrent program for candidates seeking both a secondary credential in a content area and an education specialist (K-12) credential. Two other new programs, funded by a Teacher Quality Partnership Grant began development in 2009-10. The Rural Teacher Residency Program (RTR) is an 18-month master's and credential program for elementary and special education candidates, who work together as a cohort in coursework and in the field. Nine candidates, including three in special education, were accepted into the first cohort, who began the program in summer 2009. The Integrated Teacher Education Core (ITEC) is a four-year undergraduate program combining a bachelor's degree in Liberal Studies with a minor in special education and a credential in either elementary or special education. A bilingual authorization can also be added. The first cohort of ITEC candidates will began in fall 2010.	The Next Steps Program has had two additional benefits. The first is that it has focused faculty attention on integrating evidence-based practices in special education into the secondary classroom. The second is that it has put secondary education specialist candidates in courses with other secondary candidates, thereby creating opportunities for applying two perspectives in seminar discussions. The RTR program has been particularly effective in helping candidates to see teaching as a process that requires collaboration between teachers on grade level teams and between special and general educators working on tiered interventions. The special education minor that is part of the ITEC program will better prepare elementary teachers to meet the needs of special populations, and it may have the effect of encouraging candidates who might have initially planned to pursue an elementary credential to consider changing to special education.

Institution	Academic Year	Goal	Goals Met?	Description of Strategies used to achieve goal	Steps to improve performance in meeting goal
California State University, Dominguez Hills	2009-10	Maintain enrollment level	Yes	We are focusing our recruitment in districts, enhancing our advising, and revising our programs to meet new state requirements and embed the Autism authorization.	With new state standards for all special ed programs, we anticipate being able to meet district needs for teachers who are prepared to work with children having a broader range of disabilities.
California State University, East Bay	2009-10	0	Yes	Candidates seeking initial certification in special education at this university must already possess a teaching credential or complete the initial certification in multiple subject teaching in conjunction with the special education credential. Therefore, initial certification in special education is not considered a Program Completer for Title II Reporting purposes.	
California State University, Fresno	2009-10	85% by 2015	No	Use data from annual CTQ survey to make continual improvements in SPED.	Secondary Ed: 06-07 = 69%, 07-08 = 77%, 08-09 = 71% Elementary Ed: 06-07 = 76%, 07-08 = 77%, 08-09 = 74% Steps to improve include: •SPED faculty in the Kremen School revised the Education Specialist program and meet approval by both the university and CCTC •All teacher education faculty participated in a 3-hour tele-conference with other CSU campuses on strategies for teaching special needs students inclusive settings • Hired one new SPED faculty for the 2011AY
California State University, Fullerton	2009-10		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: • 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 has started to increase and is comparable to the number of teachers trained for mild/moderate. To improve in these areas, we are recruiting in undergraduate majors – Child and Adolescent Studies, Liberal Studies, Nursing, etc.

Institution	Academic Year	Goal	Goals Met?	Description of Strategies used to achieve goal	Steps to improve performance in meeting goal
California State University, Long Beach	2009-10	45	Yes	There are four strategies we used to achieve our goal: hold monthly recruitment meetings, provide ongoing program advising, provide course offering each year that assure timely completion of the program, and maintain strong partnerships with local school districts and community colleges. Additionally, we offer an intern program option for candidates who hold positions in schools and need to obtain and Education Specialist Credential.	Strong advisement is a cornerstone of our Education Specialist Credential Program. We will continue to provide each student with an individual faculty advisor. Additionally, we have very strong partnerships with local school districts and community colleges, particularly Long Beach Unified School District and Cerritos Community College. We have a specific route within the "Teacher Trac" partnership with Cerritos CC that funnels students into the Integrated Teacher Education Program Education Specialist track at CSU Long Beach.
California State University, Los Angeles	2009-10	increase applications 10%	No	We increased our collaboration with schools and school districts to increase our applicant pool with para-educators in special education teacher preparation. 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 add a special education teacher residency program.
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, Northridge	2009-10	316 FTES	Yes	333 FTES. We actively recruit candidates for special education teaching (MM, MS, DHH, ECE) online, in person on and off campus. The Special Education department provides Special Education Teacher Candidates with stipends of up to $30,000 through a Teacher Quality Partnership Grant, funded by the American Recovery and Reinvestment ACT.	
California State University, Sacramento	2010-11	5%	No	•Monthly updates to SELPA Region 3 administrators on campus opportunities and deadlines •Outreach to districts regarding opportunities for para-educators via Region 3 meeting presentations •Extension of online presence with descriptors of programs, opportunities, application materials, etc. (edweb.csus.edu/eds) •Partial campus admits to special education programs allowed both fall and spring semesters •Limits on the numbers of applicants allowed negatively impacted goal	•SELPA Region 3 presentations and active participation should continue •Maintain and update online site •Continue with full fall and spring admits

Institution	Academic Year	Goal	Goals Met?	Description of Strategies used to achieve goal	Steps to improve performance in meeting goal
California State University, San Bernardino	2010-11	program assessment	No	As enrollment at the CSUSB campus in the special education programs has been more than adequate, a move to focus on assessment of program effectiveness was under-taken. Program faculty have identified appropriate data to inform candidate performance & program effectiveness and develop data collection system to evaluate 2010-11 data. Goal will be met when a representative sample of data is entered & prepared for initial analysis.	According to accrediting agency requirements, four sources of data collection were identified & program faculty identified the relevant sources of data. The program will develop a spreadsheet & obtain personnel for data entry. Additionally, the special education programs have developed a route for Multiple Subjects students to enter into the special education program.
California State University, San Marcos	2009-10	See Description below.		Goal (2008-09): 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. Stratagies: 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 web site and hold informational meetings for undergraduates	
Chapman University	2009-10	3	Yes	Not Applicable.	The market in southern California has decreased due to the economy and we will be pursing a marketing campaign over the next few years to recoup.
Claremont Graduate University	2009-10	0	Yes	All Education Specialist Credential Candidates go through the Internship Program. Our recruitment goals for special education are related to the alternative program only.	
Concordia University	2009-10	NA		Institution did not offer a special education credential	

Institution	Academic Year	Goal	Goals Met?	Description of Strategies used to achieve goal	Steps to improve performance in meeting goal
Dominican University of California	2009-10	12	Yes	Dominican University of California received an $800,000 grant from the Office of Special Education Programs, Department of Education Grant to fund 80% of a credential candidate's tuition.	The dual credential program is of high quality and candidates will take the extra units to earn both credentials.
Fresno Pacific University	2011-12	18	No	While other teaching areas are demonstrating a decrease, CTC still shows a modest trend of job openings in Special Education. As part of the state required credential rewrite process, FPU has developed a cohort model for the new education specialist credential programs. This model provides students with more opportunities for practice in the field while earning their teaching credential. It also limits the initial instruction period to five consecutive semesters. Prospective teachers will have the opportunity to complete their program in a timely manner to be available for employment.	This is a new goal.
Hebrew Union College	2009-10	none	Yes	HUC is accredited to issue Preliminary Multiple Subject Credentials.	
Holy Names University	2009-10	5	No	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) Beginning Spring 2011, offering Autism Authorization for current Education Specialist Mild/Moderate credential holders. New Education Specialist courses to began Fall 2010
Humboldt State University	2009-10	Specialized instruction	Yes	Development of an added authorization in Autism Studies.	Curriculum in level 1 and level 11 credentials has been realigned to meet state standards and provide enhanced preparation in autism studies.
Loyola Marymount University	2009-10	5	No	Hosting info sessions for those interested in special education; attending graduate school fairs; coordinating efforts with the special education program to facilitate the process for students who want to transition from traditional education to special education.	Improve the special education website page; find ways to speak directly to undergraduate students in special education classes; place ads in relevant magazines and educator newsletters.

Institution	Academic Year	Goal	Goals Met?	Description of Strategies used to achieve goal	Steps to improve performance in meeting goal
Mills College	2009-10		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 teach	The Teacher Performance Expectations are correlated with the California Standards for the Teaching Profession, which are also correlated with the goals of the Mils 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.
Mount St. Mary's College	2009-10	100%	Yes	Goal: Increase Gen Ed teachers' preparation and competency to teach students with special needs. Initially, the general and special education teacher preparation program directors met to discuss how we can infuse more special education preparation training in the general education courses. For the past 2 years, we have been focusing on this. We hired a Special Education Consultant who worked with each director to determine which course needed enhanced special education modules. Then, we infused the IRIS modules and other resources into each general education course. We also combined our general and special education seminar groups to ensure that all teacher candidates are prepared to work with all diverse learners, those with and without special needs. We also wanted to increase dialogue between general education and special education teachers. Furthermore, during advisement, we strongly encourage all of our general education teacher candidates to take additional special education courses; and encoura	Although this goal has been met, we continue to monitor students' progress on Cal-TPE #4 (making content accessible for students with special needs), Cal-TPAs (adaptations for diverse learners) and supervised teaching to ensure that the skills learned in our classroom are being demonstrated and generalized in their classrooms. In addition, our candidates report to us informally that they have found this effort of special education integration to be extremely useful and meaningful.
National Hispanic University	2009-10	10	Yes	Paraprofessionals added and graduating.	

Institution	Academic Year	Goal	Goals Met?	Description of Strategies used to achieve goal	Steps to improve performance in meeting goal
National University	2009-10	Increase enroll by 5%.	No	We did not have a goal listed 2008-09.	Implementation of new state standards to make sure our candidates have the most current up to date skills for the workforce. Referrals based on our high quality program along with promotion for this high need area at various recruitment events.
Notre Dame de Namur University	2009-10	22	Yes	Increase marketing. Individualized attention with program directors.	Increase numbers mean larger class sizes so we capped course the size.
Pacific Oaks College	2009-10	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	2009-10	11	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	2009-10	Maintain	Yes	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	2010-11	56	Yes	Recruitment fairs, orientation information sessions.	
Santa Clara University	2009-10	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.

Institution	Academic Year	Goal	Goals Met?	Description of Strategies used to achieve goal	Steps to improve performance in meeting goal
Sonoma State University	2009-10	Meet teacher shortage	Yes	The Education Specialist (E.S.) program is designed as a comprehensive program of special education teacher preparation in support of our service area. Demand continues to exist for qualified fully-credentialed special education teachers and our program was recently approved to offer both the new Preliminary E.S. credential for candidates seeking the Mild/Moderate or Moderate/Severe specialization. The program faculty examined the new standards and successfully responded to CTC program submission requirements. In addition, SSU also pursued the new Communication Development credential although this was subsequently placed on hold throughout the State.	Program faculty, in collaboration with our P-12 partners, examined the new standards in light of the prior pedagogical program areas of success. Key elements seen as important remained embedded in the new program design. In addition, as we designed the new program, we sought to streamline the pathways for candidates who already have a prior California general education credential as well as develop a pathway for candidates new to the profession. The new program design reflects the different needs of these two groups and encourages a staggered admissions process accordingly.
St. Mary's College of California	2009-10	15	Yes	As a Lasallian-based institution, the KSOE has a mandate to admit and to educate every qualified applicant who applies to our programs. Unlike some state institutions, we do not admission limits that require us to turn away qualified applicants. We admit every qualified special education applicant.	We intend to continue to admit all qualified applicants and engage in activities on an on-going basis to increase our enrollments. However, the budget crisis in California is severely impacting our ability to increase the number of applicants to our credential programs.
Touro University	2009-10	Autism Spectrum Disorder	Yes	By obtaining a DOE grant to offer a MA in ASD. This has afforded this institution the opportunity to offer an MA to current Education Specialist Preliminary and Clear. To increase the knowledge of the disorder and to offer early intervention.	Offer an ASD added authorization and MA ASD to all those individuals that currently are working with and will continue to work the ASD needs of the 21st century.
University of California, Los Angeles	2009-10	5	No	IMPACT grant funding was not available for Special Education although the program took steps to implement Special Ed option for 2011-12.	
University of California, Riverside	2009-10	Recruitment	Yes	Two graduate degree programs in special education are available that allow those pursuing an education specialist credential to also pursue a masters' degree. Revisions to the curriculum to meet new California standards in special education has also been completed.	Additional measures have been 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	2009-10	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

Institution	Academic Year	Goal	Goals Met?	Description of Strategies used to achieve goal	Steps to improve performance in meeting goal
University of California, Santa Barbara	2009-10	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. We are in the process of applying for a new grant to continue this support.	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.
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 and Level II programs.	Ongoing analysis of EL during student fieldwork, and from program graduates, will determine effective strategies and areas of improvement. Implementation of first of three classes for addition of Autism Spectrum Disorder Authorization beginning fall 2011. Addition of neurology class applicable and co-taught in conjunction with school psychology program.
University of Phoenix	2009-10	0	No	Progrqm not currently offered in the state, however, exploration into development of California-specific Special Education programs	
University of San Diego	2009-10	Maintain enrollment	Yes	Beginning in Fall 2009, two of the four special education specializations were dropped due to low enrollment (Moderate/Severe Disabilities and Early Childhood Special Education. The remaining specializations, Deaf and Hard of Hearing and Mild/Moderate Disabilities, have maintained enriollment as the other two programs are being taught out. Enrollment in the Deaf and Hard of Hearing Program has remained consistent, due in part to a US DOE grant that funds teacher preparation specifically in this area ($799,044 over 4 years).	In April 2010 we held a Strategies to Teach All for Real Success (STARS) conference, focused on education for special education students and students with limited English proficiency, that was attended by representatives from 40 local school districts.
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	2009-10	2	Yes	We include undergraduates in pursuing a special education teaching credential. We inform prospective undergraduate applicants to the university about special education as a career and as a credential choice for the undergraduate student.	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.

Institution	Academic Year	Goal	Goals Met?	Description of Strategies used to achieve goal	Steps to improve performance in meeting goal
Whittier College	2010-11	Educ.Spec. Credential	Yes	Goal: Submit a program proposal to the California Commission for Teacher Credentialing for an Education Specialist: Mild/Moderate teaching credential. Descriptions of strategies used to achieve goal: 1. Recruited and hired a tenure track special education faculty member to develop a Mild/Moderate Education Specialist credential program. 2. Created a special education program that emphasized co-enrollment of elementary and secondary teacher candidates in core classes embedding special education content/skills in the general education curriculum.	Utilize the expertise of new special education faculty member to orient general education faculty members to latest research and practices in serving children with special needs.

Annual Goals for Teacher Shortage Area: Instruction of limited English proficient students - Traditional Route

Institution	Academic Year	Goal	Goals Met?	Description of Strategies used to achieve goal	Steps to improve performance in meeting goal
Alliant International University	2009-10	All are proficient	Yes	All candidates who complete the program are required to be proficient in the instruction of ELLs. Course topics embed instruction for ELLs. Additionally, university field supervisors work with each new teacher to target and differentiate instruction for effective advancement of English language learners.	This is a consistent area of challenge for credential candidates, and the program continues to focus on how to meet this challenge via coursework and strategies for the classroom.
Antioch University Los Angeles	2009-10	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	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	2009-10	all students	Yes	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	
Azusa Pacific University	2009-10	20%	Yes	With the sunset of the 2042 credential process, English Language Learner Authorization is fully embedded 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 did not have an English language	Combining sections of the CTEL 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 CTEL program. For core credential curriculum, syllabi are reviewed annually and
Bethany University	2009-10	All	Yes	Embedded into coursework	
Biola University	2009-10	100%	Yes	1. Revisited curriculum scope and sequence. 2. Examined EL assessments including CalTPA data and self-efficacy surveys. 3. Revised the EL shadowing project in "Methods of Teaching Linguistically Diverse Students" course.	Although all SB2042 candidates are EL proficient, we learned that our candidates need an increased skill set for differentiation for all levels of EL learners.
California Baptist University	2010-11	SIOP Instruction	Yes	Implement enhanced training in SIOP for pre-service Education Specialists in Mild/Moderate and Moderate/Severe Disabilities	Redesigned course in linguistics and language acquisition. Added new pedagogy for English Learners to EDU 515 Secondary Reading Methods and EDU 516 Reading and Phonics course.
California Lutheran University	2009-10	Instruction opportunities	Yes	This goal was partially met. To increase opportunities for Single Subject candidates to teach LEP students regardless of content area, we make sure all candidates spend one period per week in a middle school English Language Development (ELD) class. All Single Subject candidates teach a	We are encouraging partnerships with ELD veteran teachers in our Professional Development (Middle) School to facilitate strategies noted above.

Institution	Academic Year	Goal	Goals Met?	Description of Strategies used to achieve goal	Steps to improve performance in meeting goal
California Polytechnic State University, San Luis	2009-10	All	Yes	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	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	2009-10	See description below	Yes	California requires all newly credentialed teachers to have the knowledge and skills to teach English language learners. Candidates cannot be credentialed without meeting the standard. In fall 2009-a faculty member was hired with expertise in English language acquisition to support the infusion of ELL strategies in the	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. Continue to monitor alumni survey results from both candidates and supervisors to determine the
California State University, Bakersfield	2009-10	Improve ELL instruction	Yes	To improve the knowledge and skills of teacher candidates in the area of ELL in an effort to improve the instruction of Limited English Proficient students and increase their academic performance.	Integrate ELL strategies throughout program coursework. Also,increase the use of fieldwork to enhance the practice of ELL strategies.
California State University, Channel Islands	2009-10	Continue EL preparation	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	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 authorization in Spanish. The Bilingual Authorization can accompany the Multiple Subject, Single Subject, or Education Specialist teaching credential. The bilingual
California State University, Chico	2009-10	Improve ability of all te	Yes	Beginning in 2003-04, all candidates completing teacher preparation programs in California have received a 2042 credential that includes an English Learner Authorization. In addition, we offer a Bilingual Authorization (BCLAD) requiring some additional specialized coursework. Faculty have worked with the Upward Bound Program	We are continuing to seek ways to improve the preparation of teacher candidates to support English learners. It is clear that we need more consistent practices across programs and that efforts cannot be limited to coursework but must extend into the field.Plans are being developed to train or retrain faculty and supervisors in
California State University, Dominguez Hills	2009-10	Start Bilingual Authoriza	Yes	CSUDH does not have a stand-alone English Learner preparation program; instead, the Multiple and Single Subject programs prepare candidates to teach ELs, and to be Bilingual teachers.	Recently a Bilingual Authorization was approved by the CCTC, and has begun admitting candidates. This authorization is added onto a basic credential.
California State University, East Bay	2009-10	0	Yes	This item is not applicable since under California law, Senate Bill 2042, all candidates for the teaching credential programs are trained to meet the instructional needs of limited English proficient students.	
California State University, Fullerton	2009-10	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	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

Annual Goals for Teacher Shortage Area: Instruction of limited English proficient students - Traditional Route

Institution	Academic Year	Goal	Goals Met?	Description of Strategies used to achieve goal	Steps to improve performance in meeting goal
California State University, Long Beach	2009-10	330	Yes	Since the elementary level teacher preparation program is a state-accredited program that is required to embed English Learner instruction throughout courses and experiences, the figures reported here are for the general elementary credential program (California Multiple Subject Credential). Due to budget constraints, we were	n/a
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
California State University, Northridge	2009-10	NA	Yes	All of our teaching credential programs are designed to prepare candidates to meet the English Learner requirement. Dr. Clara Park in the Secondary Education Department coordinates the Asian BCLAD Consortium which facilitates the BCLAD credential for candidates who speak an Asian language. In addition Dr. Park was	
California State University, Sacramento	2010-11	100% teaching candidates	Yes	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).	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 through program coursework.
Chapman University	2009-10	2	Yes	Not Applicable.	The market in southern California has decreased due to the economy and we will be pursing a marketing campaign over the next few years to recoup.
Claremont Graduate University	2009-10	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.	
Hebrew Union College	2009-10	none	Yes	HUC is accredited to issue Preliminary Multiple Subject Credentials.	
Holy Names University	2009-10	All students	Yes	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.) Approved for Bilingual Authorization
Humboldt State University	2009-10	Use of PACT data	Yes	Use of PACT data to help candidates assess, plan, and instruct students in helping them understand the language demands of the learning tasks and assessments.	

Institution	Academic Year	Goal	Goals Met?	Description of Strategies used to achieve goal	Steps to improve performance in meeting goal
Loyola Marymount University	2009-10	8	Yes	Hosting information sessions for undergraduate students; attending numerous graduate school fairs; attending the Graduate Diversity forum; identifying undergraduate Spanish majors; identifying Chinese speakers for our Chinese bilingual program; placing ads in Chinese language papers.	Continue to publicize the Chinese bilingual program in the local Chinese communities; find ways to speak to foreign language clubs at local undergraduate schools.
Mills College	2009-10	see below	Yes	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	The Teacher Performance Expectations are correlated with the California Standards for the Teaching Profession, which are also correlated with the goals of the Mils Teachers for Tomorrow's Schools Credential Program. All of the students must meet these performance expectations to graduate.
Mount St. Mary's College	2009-10	100%	Yes	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 (Cal-TPA) and in the	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'
National Hispanic University	2009-10	30	Yes	All credential students meet EL requirements.	
Notre Dame de Namur University	2009-10	all	Yes	Embedding EL curriculum across the programs	
Occidental College	2009-10	All	Yes	On going coursework & fieldwork	
Pepperdine University	2009-10	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	2009-10	101	Yes	The Multiple, Single and Special Education Credentials are all required to include an authorization to teach English language learners.	
San Diego Christian College	2009-10	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	2009-10	100% teachers prepared	Yes	All students receiving a credential in CA must be prepared to work with LE students.	

Annual Goals for Teacher Shortage Area: Instruction of limited English proficient students - Traditional Route

Institution	Academic Year	Goal	Goals Met?	Description of Strategies used to achieve goal	Steps to improve performance in meeting goal
San Francisco State University	2009-10	100	Yes	All candidates in every program are required to learn to support LEP students. This is not a separate goal.	All candidates in every program are required to learn to support LEP students. This is not a separate goal.
Sonoma State University	2009-10	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	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	2009-10	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	2009-10	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.	
Touro University	2009-10	Effective Teaching of ELL	Yes	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	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
United States University	2009-10	100%	Yes	Submitted a Bilingual Authorization Plan and intend to recruit more prospective bilingual teachers. All courses have been revised to include more strategies for working with Bilingual Students	In 2010-11, we will be reviewing the market need for Instruction of Limited English Proficient Certification. We have three students enrolled in the preliminary credential and two are BCLAD and one is CLAD
University of California, Berkeley	2010-11	45	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. Our enrollment goal is deliberately lower than last year's due to budget cutbacks.
University of California, Davis	2009-10	All credential student	Yes	In California, upon completing credential requirements, all credential students are certified to instruct LEP students	
University of California, Irvine	2009-10	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.

Annual Goals for Teacher Shortage Area: Instruction of limited English proficient students - Traditional Route

Institution	Academic Year	Goal	Goals Met?	Description of Strategies used to achieve goal	Steps to improve performance in meeting goal
University of California, Riverside	2009-10	Recruitment	Yes	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	The Graduate School of Education's 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
University of California, San Diego	2009-10	All program completers	Yes	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-	Outreach increased applicant pool for SS credential program
University of California, Santa Barbara	2009-10	Course Instruction	Yes	1)Continue 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,	Instruction will continue in the 2010-11 and 2011-12 academic year.
University of California, Santa Cruz	2010-11	%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	2009-10	Maintain enrollment	Yes	California is now requiring all credential candidates to have English learner authorization. Therefore, all students who earn their teaching credential now have this authorization. In addition, we graduated 5 students with CTEL authorization.	For 2009-2010, elementary practicum placements for literacy were all at a specific school with a special reading program for English learners. In April 2010 we held a Strategies to Teach All for Real Success (STARS) conference, focused on education special education students and students with limited English proficiency,
University of Southern California	2009-10	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.
Vanguard University	2009-10	100%	Yes	Imbedded in SB2042 preliminary credential	
Whittier College	2009-10	Increase TPA passage	Yes	Increase the passage rate of Teaching Performance Assessments by strengthening the adaptations for English Language Learners. Descriptions of strategies used to achieve goal: 1. Met with full-time and adjunct faculty during bi-annual in service meetings to develop instructional strategies for assisting teacher	Utilize the expertise of our Second Language Acquisition specialist to train full-time and adjunct faculty in current research and practices for working with English Language Learners in Southern California classrooms.

Institution	Academic Year	Goal	Goals Met?	Description of Strategies used to achieve goal	Steps to improve performance in meeting goal	Other Specify
California Baptist University	2010-11	Design new program	Yes	Redesign current Education Specialist programs to align with new program standards from the Commission on Teacher Credentialing	New programs were designed to meet new standards for mild/moderate and moderate/severe disabilities. Submitted to Commission on Teacher Credentialing.	Program Evaluation
California State Polytechnic University, Pomona	2009-10		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. Other elements of the Clinical Practice model include assessing the classroom, student background, and student performance data in light of planning for instruction. The newly developed protocols for four of the Clinical Practice visits by the supervisor were piloted and revised based on data from the cooperating teachers, teacher candidates, and supervisors. The model continues to be revised with a focus on improving teacher candidate performance, impact on student learning, and feedback for improvement.	Lesson learned – The strict professional development plan worked for many of the supervisors while others declined to participate. Those who declined to participate have experienced a lighter supervisory load and decreasing employment. Sustaining the new model may become a challenge in the future unless additional professional development funds can be found. Candidates report that the clear guidelines are helpful in preparing for observations. A linkage with the BTSA process is also a strong element of the model. However, more flexibility needs to be provided to observe teacher candidates teaching in a variety of ways. Provide any additional comments, exceptions and explanations below:	Focus on new Clinical Practice Supervision Model
California State University, Bakersfield	2009-10	Improve student assessmen	Yes	Increase the knowledge and use of student assessment to improve student learning.	Integrate the knowledge and use of assessment tools in methodology courses.	Student Assessment
California State University, Los Angeles	2009-10	Improve strategies 5%	No	We provided workshops and meetings for faculty related to improving our candidates ability to educate students with disabilities.	Create a faculty workgroup to examine our current practices and provide recommendations for the future.	Instruction of special education students by general education teachers
California State University, Monterey Bay	2008-09	Autism	Yes	Instruction of Autism studets is infused in all general and special education.	n/a	n/a

Institution	Academic Year	Goal	Goals Met?	Description of Strategies used to achieve goal	Steps to improve performance in meeting goal	Other Specify
California State University, San Bernardino	2009-11	subject-matter authorie	Yes	The subject matter authorization was submitted & approved. The program started in the 2010-2011 academic year.	As this is a new program, it is time to start program evaluation. As the program is coordinated by the math department, we have learned that we need to liaison more closely to evaluate program effectiveness, admission criteria, admission process, etc.	Mathematics
California State University, Stanislaus	2010-11	Inc. candidate awareness		To increase candidates' awareness of at-risk students and develop strategies to meet these needs have guest speaker presentations and class assignments on drug awareness, bullying in schools, and gang awareness.	Still need to address other aspects that can affect at-risk students, such as, but not limited to, poverty and homelessness.	At-Risk Students
Hebrew Union College	2009-10	none	Yes	HUC is accredited to issue Preliminary Multiple Subject Credentials.		none
Humboldt State University	2009-10	Online format		Planning activities and a summer workshop for faculty to create an online program of study for candidates in the Secondary Education Program.		Secondary Education Program
Pepperdine University	2009-10	All Credential Candidates	Yes	The TPA and PACT submissions demonstrate our success.		TPA & PACT
Touro University	2009-10	Hands on Experience	Yes	To train the teacher candidates in the a real life situtation with students that are struggling with the basic reading skills.	Conducting classes in a real life environment at an elementary school. Success come with teacher candidates are able to teach to a real life situtation.	Literacy
University of California, Irvine	2009-10	Increasing alignment	Yes	Collaboration with partners willing to increase our presence at their school.	1) Form professional learning communities of UCI and partner school faculty to discuss education issues such as mathematics achievement, differentiation. 2) Provide professional development to partner school faculty. 3) Implement paired model of student teaching to increase reflective conversation on developing practice.	ProfessionalDevelopment Schools

Institution	Academic Year	Goal	Goals Met?	Description of Strategies used to achieve goal	Steps to improve performance in meeting goal	Other Specify
University of California, Santa Barbara	2009-10	Recruitment	Yes	1) Applied for and won the right to nominate candidates for the Woodrow Wilson Rockefeller Brothers Fund for Aspiring Teachers of Color. Fellows receive a $30,000 stipend to attend one of 28 approved, high quality programs that prepare teachers to meet the needs of our diverse student body. 2) Held information meetings in the Education, Black Studies, Chicano Studies, Linguistics, and Spanish departments. 3) Maintained private fellowships for teaching candidates interested in working in high need/poverty schools (the Glickbarg Family Fellowship with two $5000 awards). 4) Promoted the Federal Teach Grant and State APLE programs for candidates interested in teaching in high need schools. Used these along with private funding, and university funding to create financial packages for prospective teaching candidates of color.	The two Woodrow Wilson Aspiring Teachers of Color candidates that we chose as UC Santa Barbara's two nominess won one of the 25 fellowships awarded nationwide. One of these candidates will attend UCSB's teacher education program in 2010-11, the other will attend NYU's program. We will continue promoting the fellowship and preparing candidates for the national competition. Likewise we will continue the above recruitment strategies.	Recruitment of teaching candidates of color
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
Western Governors University	2009-10	Develop new programs	Yes	In an effort to engage in continuous program improvement, we have recently begun an effort to redevelop our Professional Studies domains of Study. These include Foundations of Teaching; Effective Teaching Practices; Subject-Specific Teaching Methods, Pre-Clinical Experiences; and Demonstration Teaching.	The goal of this effort is to revise these areas to continue to reflect recent advances in research, and to firm up our alignment to national, state, and institutional standards and requirements.	Program Improvement

Please indicate whether your institution is in compliance with the following assurances.

	Training provided to prospective teachers			General education teachers receive training in providing instruction				
Institution	**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**	**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**	**to children with disabilities**	**to limited English proficient students**	**to childrenn from low-income families**	**Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable**	**Describe your institution's most successful strategies in meeting the assurances:**
Alliant International University	Yes	Yes	NA	Yes	Yes	Yes	Yes	Alliant's teacher education program includes intensive summative seminars that, in collaboration with fieldwork, address these areas throughout the program. A unique facet of the program pairs experienced local practitioners with candidates as field supervisors, utilizing the expertise of experienced teachers and their knowledge of the area to provide close one-on-one supervision during field placement. Additionally, classroom topics specifically address each of the areas described above. For example, instruction on teaching English language learners explores explicit and systematic English Language Development (ELD) instruction best practices. Seminar and coursework instruction topics are closely matched to the needs of today's teachers and students in their focus on geographic, socio-economic and learning diversity. Finally, the California TPAs target these areas.
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. In at least one of these placements the candidate will be teaching English learners. 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 (performance assessment) is also required.

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Argosy University	Yes	Yes	NA	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. The Teacher Education Program initiated a parallel curriculum to enhance instruction on effective strategies to teach children who are culturally,
Bethany University	Yes	Yes	NA	Yes	Yes	Yes	Yes	Embedded into coursework

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Biola University	Yes	Yes	NA	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 urban school settings and interact with experienced professionals in these diverse settings.
Brandman University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	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. Since each one of our campuses can be responsive to the local communities and we hire our adjuncts from the specified communities we are able to provide training to prospective teachers in urban and rural schools. Many of the course instructors are practitioners in local school districts who help candidates explore the instructional decisions they may face in the classroom. 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. 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 sp
California Baptist University	Yes	Yes	Yes	Yes	Yes	Yes	No	Our collaboration with school districts and EDU faculty produced Accreditation for seven years without stipulation. Are in the process of organizing a Professional Development School with an urban district.

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California Lutheran University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	During the past four years, the Department of Teacher Education has focused on purposeful placement of our candidates in three professional development school (PDS) partnerships. Schools which were approached to become PDSs were chosen specifically because of their diverse student population, strong collaborative culture, and administrative and teacher leadership. In addition, the PDS veteran teachers on those campuses serve as adjuncts as well as evaluators for the Teacher Performance Assessments (TPAs).
California Polytechnic State University, San Luis Obispo	Yes	Yes	Yes	Yes	Yes	Yes	Yes	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. 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. The Special Education Program tracks the identified needs of graduates' employers to monitor the types of posi

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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. Teacher candidates in the Education Specialist Program (special education) take course in the core content areas with the same subject matter content as those in the Multiple Subject program (Elementary Education). This ensures the depth and breadth of subject matter knowledge appropriate for the elementary school. Teacher candidate aspiring to earn a special education credential designed for secondary schools must also meet subject matter competence in the same manner as other secondary education candidates.
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.
California State University, Chico	Yes	Yes	Yes	Yes	Yes	Yes	Yes	•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. •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. •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. •Rurality and poverty are topics in program coursework, and our candidates complete clinical experiences in high-need rural schools. Concurrent/Education Specialist Program The Concurrent/Education Specialist Program fuses general education and special education competencies and knowledge

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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 groups 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, 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 C

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California State University, Long Beach	Yes	Yes	Yes	Yes	Yes	Yes	Yes	In the Education Specialist program we provide multiple fieldwork opportunities to students to work in local school districts that are primarily urban. We have very strong partnerships with our local school districts and therefore can place students very strategically when they complete their final fieldwork coursework. Additionally, all education specialist candidates take reading and mathematics coursework with Multiple Subject and/or Single Subject candidates. In the Multiple Subject program, during the application stage candidates are advised about current job opportunities in the local area, regionally, and across the nation. Included in advisement throughout the program are ways to expand the candidates' marketability in terms of additional authorizations, special education, and alternative work settings (i.e. charter schools, private schools, tutoring centers, etc.) The Multiple Subject Credential Program has a Community Advisory Council consisting of district administrators, teachers, community

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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 CCOE Core Values 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 elementary and secondary education candidates complete a course specifically addressing the needs of students with disabilities. All special education candidates complete general education methodology coursework and supervised c
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 pro
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.
CalState TEACH	Yes	Yes	NA	Yes	Yes	Yes	Yes	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. 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 area

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Chapman University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	All teachers take specially designed courses in the areas of providing instruction to students with disabilities including a 15 hour fieldwork component in low income and urban schools. Similarly, they take specially designed course focused on students with limited English proficiency including a 15 hour fieldwork component in low income and urban schools. In addition we have recently added a new course to the preparation of special educators addressing instruction in state approved core academic standards. Further, an emphasis on working with English language learners and students with disabilities is a persistent theme in all courses for elementary, secondary and special educators.
Claremont Graduate University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	The CGU TEIP has been preparing teachers to work with low-income, diverse populations, including English Learners and other populations with special needs, since 1992 when we became state authorized to offer this credential. 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' academic achievement. 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

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Concordia University	Yes	Yes	NA	Yes	Yes	Yes	Yes	The three most successful strategies in meeting the assurances are: 1. Intentional integration of differentiation techniques into each course in the program. 2. Requiring candidates to view each assignment they craft through multiple lenses. Candidates ask, "How does my assignment meet the unique needs and challenges of the diversity represented in the classroom?" 3. Candidates are provided with a variety of field experiences.
Dominican University of California	Yes	Yes	Yes	Yes	Yes	Yes	Yes	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

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Fresno Pacific University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Three Exemplary strategies: Local educational agency personnel participate annually in Fresno Pacific Unversity's teacher candidates' Exit Interviews in order to assess the quality of preparation these candidate 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 devel
Hebrew Union College	Yes	Yes	NA	Yes	Yes	Yes	Yes	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

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Holy Names University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	*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. *Community Advisory Council meets regular times twice a year *Credential Programs administer a Survey Monkey to Graduates, Employers, Supervisors,and Instructors once a year * 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. *Special Education teachers,in both Multiple and Single Subject, must take courses in Core Subjects in general education programs. *Specific courses designated for this specific purpose, in addition, all other coursework supports providing instruction *There is a specific course that provides Theory and Practice in Second Language Acquisition. In addition, all other courses

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Hope International University	Yes	Yes	NA	Yes	Yes	Yes	Yes	Two strategies used by the University to meet the needs of LEAs and challenges facing new teachers are a Teacher Education Program Advisory Committee (TEPAC) and regular faculty meetings to discuss needs and challenges. The former includes administrators (site and district) and teachers from local public and private schools. Faculty meetings include professors who are current practitioners in public and private schools, including teachers, administrators, and school board members. Training to address instruction of our diverse P-12 student population is embedded in each credential program. All California Standards for the Teaching Profession (as approved by the California Commission on Teacher Credentialing) are addressed throughout the program in specific courses or embedded in methods courses. Candidates have an opportunity to "master" instructing diverse students during 16 weeks of student teaching

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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'
La Sierra University	Yes	Yes	NA	No	Yes	Yes	Yes	Dr. Pamela Ramsey is the instructor for our coursework in special education. She is a practicing special educator in a local school district. Pamela has edited a book on special education in the regular classroom. This book is filled with sample special education forms, lists, and strategies to support the classroom teacher. Each candidate is required to purchase this text and to use it during the course sessions. Feedback from candidates has been highly positive--often referred to as a treasure trove and "must have" manual for the practicing teacher.
Loyola Marymount University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Candidates receive training in the above through course work,field experience, and clinical practice

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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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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 stu
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. General Education teachers receive information and training on how to work with English language learners, struggling students and special needs students. Low income families are not addressed specifically.

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National University	Yes	Yes	Yes	Yes	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. 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,
Notre Dame de Namur University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Working closely with schools. Specific special education course in general education programs. EDU 4107 Teaching English language lerners in both general and special ed. Working with County Offices on special education projects.
Occidental College	Yes	Yes	NA	Yes	Yes	Yes	Yes	Through fieldwork, coursework and student teaching assigments

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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	NA	Yes	Yes	Yes	Yes	Hands-on field experiences in real classrooms are the most powerful tools for learning all of the above.
Patten University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Recruitment and acceptance of diverse candidates committed to teaching in their local schools. Diverse Faculty with experience and expertise in the inner-city schools.
Pepperdine University	Yes	Yes	NA	Yes	Yes	Yes	Yes	Working closely with State credentialing requirements coupled with deliberate coordination of fieldwork with university coursework is our most successful strategy in meeting the assurances listed.

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Point Loma Nazarene University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Inclusion of LEAs During the 2009-10, 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. Providing General Education Teachers with Training to Service SWD 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.
San Diego Christian College	Yes	Yes	NA	Yes	Yes	Yes	Yes	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.
San Diego State University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	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.

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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. In addition, placing student teachers in professional development schools helps candidates and faculty stay abreast of school needs. Several faculty in general education and special education co-teach courses to share their knowledge about teaching special needs and limited English proficient students with candidates. 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	Candidates in Single and Multiple Subject programs take coursework in Special Education, taught by our Special Education Faculty. In the Single subject program 98% of candidates spend one or both semesters of student teaching in schools characterized by economic, linguistic and/or racial/ethnic diversity partnerships in high need districts.
Santa Clara University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	n/a
Simpson University	Yes	Yes	NA	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	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. The multiple subject field component is based on a strong collaborative model with mentor teachers and university supervisors addressing immediate and local school needs. Second
St. Mary's College of California	Yes	Yes	No	Yes	Yes	Yes	Yes	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. 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-

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Stanford University	Yes	Yes	NA	Yes	Yes	Yes	Yes	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. To meet these goals, candidates are supported in developin
The Master's College	Yes	Yes	NA	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	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. Consistent with the intent to close the divisions between general education and special education teachers, the Educational Specialist/Mild-Moderate and Modera

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United States University	Yes	Yes	No	Yes	Yes	Yes	Yes	United States University is situated in two metropolitan areas of San Diego and Orange County. Both cities are predominately Hispanic areas, Our student teachers are placed in Title I schools with a high proportion of English Language Learners. All Bilingual candidates are placed in Bilingual Programs. Their training consists of three phases, early fieldwork experiences, Coursework and clinical practice. The Credential Program has Student Learning Outcomes (SLO)aligned with the university mission and TPEs. These are assessed through its Signature Assignments (SA). SLOs give students the knowledge, skills and abilities for becoming excellent teachers in all schools. Students are then able to organize their own learning and instructional goals for their students. The use of rubrics as an authentic instrument of assessment is also being stressed at USU.
University of California, Berkeley	Yes	Yes	NA	Yes	Yes	Yes	Yes	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.
University of California, Davis	Yes	Yes	NA	Yes	Yes	Yes	Yes	Coursework and student teaching experiences occur concurrently in order to provide credential candidates with a context to understand and apply course content.

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University of California, Irvine	Yes	Yes	NA	Yes	Yes	Yes	Yes	1. Training Related to District/School Needs 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. 2. Instruction for General Education Teachers in the Areas of Special Education, English Language Learners, Children from L

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University of California, Los Angeles	Yes	Yes	NA	Yes	Yes	Yes	Yes	1.All teacher candidates fulfill their student teaching requirements in high needs urban schools serving low-income, culturally, racially and linguistically diverse communities. 2.Our teacher education program partners with the Los Angeles Unified School District, the largest school district in Los Angeles County during the pre-service year, and coordinates district information sessions, recruitment seminars, and interviews for hiring purposes once the candidates meet the requirements for the preliminary teaching credential. 3.All credential candidates take courses specifically geared towards preparing them to meet the needs of limited English proficient students. This includes courses in language acquisition, English Language Development methodology (including Specially Designed Academic Instruction in English and Academic Language development). Candidates who are fluent in Spanish may elect to take additional coursework in Culture, Primary Language Methodology and Language to earn a Bilingual Authorization
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.
University of California, Santa Barbara	Yes	Yes	Yes	Yes	Yes	Yes	Yes	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 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

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University of California, Santa Cruz	Yes	Yes	NA	Yes	Yes	Yes	Yes	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 as well as laws mandating required services. 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 assessme
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.

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University of Phoenix	Yes	Yes	NA	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 desig
University of Redlands	Yes	Yes	NA	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 elementary teacher candidates. Both elementary and secondary teacher preparation includes purposeful placement for practica and student teaching to provide experience with English learners and special needs students. 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 recieve 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. New at USF is the San Francisco Teacher Residency program (SFTR), a partnership committed to preparing high quality teachers for San Francisco's hardest to staff schools

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Institution	**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**	**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**	**to children with disabilities**	**to limited English proficient students**	**to childrenn from low-income families**	**Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable**	**Describe your institution's most successful strategies in meeting the assurances:**
University of Southern California	Yes	Yes	NA	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.
Vanguard University	Yes	Yes	NA	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

Please indicate whether your institution is in compliance with the following assurances.

	Training provided to prospective teachers			General education teachers receive training in providing instruction				
Institution	**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**	**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**	**to children with disabilities**	**to limited English proficient students**	**to childrenn from low-income families**	**Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable**	**Describe your institution's most successful strategies in meeting the assurances:**
Western Governors University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	We have designed courses of study that include materials covering all of these areas, and we assess candidates' knowledge, skills, and dispositions by means of our competency-based assessments. Support for student learning is enhanced by online learning communities that are facilitated by subject matter experts in these fields of study.
Westmont College	Yes	Yes	NA	Yes	Yes	Yes	Yes	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. 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 ne

Please indicate whether your institution is in compliance with the following assurances.

	Training provided to prospective teachers			General education teachers receive training in providing instruction				
Institution	**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**	**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**	**to children with disabilities**	**to limited English proficient students**	**to childrenn from low-income families**	**Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable**	**Describe your institution's most successful strategies in meeting the assurances:**
Whittier College	Yes	Yes	NA	Yes	Yes	Yes	Yes	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: 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,
William Jessup University	Yes	Yes	NA	Yes	Yes	Yes	Yes	The unit provides for regularly scheduled Teacher Education Advisory Board meetings. This board is comprised of local K-12 BTSA and county, district & site administrators who provided regular input regarding candidate readiness and help review program effectiveness. Additionally the program partners with local schools for candidate observation, assisting and student teaching experiences. At least one of the student teaching experiences must be a Title 1 school and both student teaching placements must include at least one ELL and one student with a disability. Finally the program unit & lesson plan documents, utilized throughout the program, requires the candidates to adapt for EL, SN and other learners who may need differentiated instruction.

Institution	Is your teacher preparation program currently approved or accredited?	State approved or accredited your program?	NCATE Accredited?	TEAC accredited?	Accredited by Other agency?	Please specify	Is your teacher preparation program currently under a designation as "low-performing" by state?
Alliant International University	Yes	Yes			Yes	WASC	No
Antioch University Los Angeles	Yes	Yes			Yes	WASC	No
Antioch University Santa Barbara	Yes	Yes			Yes	WASC, HLC/NCACS	No
Argosy University	Yes				Yes	California Commission on Teacher Credentialing	No
Azusa Pacific University	Yes	Yes	Yes				No
Bethany University	Yes	Yes			Yes	WASC and ACSI	No
Biola University	Yes	Yes			Yes	Association of Christian Schools International	No
Brandman University	Yes	Yes					No
California Baptist University	Yes	Yes					No
California Lutheran University	Yes		Yes		Yes	WASC	No
California Polytechnic State University, San Luis Obispo	Yes	Yes					No
California State Polytechnic University, Pomona	Yes	Yes			Yes	California Commission on Teacher Credentialing	No
California State University, Bakersfield	Yes	Yes	Yes				No
California State University, Channel Islands	Yes	Yes					No
California State University, Chico	Yes	Yes	Yes				No
California State University, Dominguez Hills	Yes	Yes	Yes				No

Institution	Is your teacher preparation program currently approved or accredited?	State approved or accredited your program?	NCATE Accredited?	TEAC accredited?	Accredited by Other agency?	Please specify	Is your teacher preparation program currently under a designation as "low-performing" by state?
California State University, East Bay	Yes	Yes	Yes				No
California State University, Fresno	Yes		Yes				No
California State University, Fullerton	Yes	Yes	Yes				No
California State University, Long Beach	Yes	Yes	Yes				No
California State University, Los Angeles	Yes	Yes	Yes				No
California State University, Monterey Bay	Yes	Yes	Yes				No
California State University, Northridge	Yes	Yes	Yes				No
California State University, Sacramento	Yes	Yes					No
California State University, San Bernardino	Yes	Yes	Yes				No
California State University, San Marcos	Yes	Yes	Yes				No
California State University, Stanislaus	Yes	Yes	Yes				No
CalState TEACH	Yes	Yes					No
Chapman University	Yes	Yes			Yes	TEAC in progress; results anticipated in June 2011	No
Claremont Graduate University	Yes	Yes					No
Concordia University	Yes	Yes					No
Dominican University of California	Yes	Yes					No

Institution	Is your teacher preparation program currently approved or accredited?	State approved or accredited your program?	NCATE Accredited?	TEAC accredited?	Accredited by Other agency?	Please specify	Is your teacher preparation program currently under a designation as "low-performing" by state?
Fresno Pacific University	Yes	Yes			Yes	Western Association of Schools and Colleges	No
Hebrew Union College	Yes	Yes					No
Holy Names University	Yes	Yes					No
Hope International University	Yes	Yes					No
Humboldt State University	Yes	Yes					No
La Sierra University	Yes	Yes			Yes	WASC	No
Loyola Marymount University	Yes	Yes	Yes				No
Mills College	Yes	Yes					No
Mount St. Mary's College	Yes	Yes			Yes	WASC	No
National Hispanic University	Yes	Yes			Yes	WASC	No
National University	Yes	Yes			Yes	WASC	No
Notre Dame de Namur University	Yes	Yes			Yes	WASC	No
Occidental College	Yes	Yes					No
Pacific Oaks College	Yes	Yes					No
Pacific Union College	Yes	Yes			Yes	North American Division of Seventh-day Adventists Office of Education	No

Institution	Is your teacher preparation program currently approved or accredited?	State approved or accredited your program?	NCATE Accredited?	TEAC accredited?	Accredited by Other agency?	Please specify	Is your teacher preparation program currently under a designation as "low-performing" by state?
Patten University	Yes	Yes			Yes	WASC & CTC	No
Pepperdine University	Yes	Yes			Yes	WASC	No
Point Loma Nazarene University	Yes	Yes					No
San Diego Christian College	Yes	Yes			Yes	California Commission on Teacher Credentialing	No
San Diego State University	Yes	Yes	Yes				No
San Francisco State University	Yes	Yes	Yes		Yes	WASC	No
San Jose State University	Yes	Yes	Yes				No
Santa Clara University	Yes	Yes			Yes	WASC	No
Simpson University	Yes	Yes			Yes	California Commission on Teacher Credentialing	No
Sonoma State University	Yes		Yes				No
St. Mary's College of California	Yes	Yes			Yes	WASC	No
Stanford University	Yes	Yes	Yes				No
The Master’s College	Yes	Yes					No
Touro University	Yes	Yes					No
United States University	Yes	Yes			Yes	CCTC	No
University of California, Berkeley	Yes	Yes					No

Institution	Is your teacher preparation program currently approved or accredited?	State approved or accredited your program?	NCATE Accredited?	TEAC accredited?	Accredited by Other agency?	Please specify	Is your teacher preparation program currently under a designation as "low-performing" by state?
University of California, Davis	Yes	Yes					No
University of California, Irvine	Yes	Yes			Yes	WASC	No
University of California, Los Angeles	Yes	Yes			Yes	WASC	No
University of California, Riverside	Yes	Yes					No
University of California, San Diego	Yes	Yes					No
University of California, Santa Barbara	Yes	Yes					No
University of California, Santa Cruz	Yes	Yes					No
University of LaVerne	Yes	Yes					No
University of Phoenix	Yes	Yes		Yes			No
University of Redlands	Yes	Yes					No
University of San Diego	Yes	Yes	Yes		Yes	CEC	No
University of San Francisco	Yes	Yes					No
University of Southern California	Yes	Yes					No
University of the Pacific	Yes	Yes	Yes				No
Vanguard University	Yes	Yes			Yes	WASC	No
Western Governors University	Yes	Yes	Yes		Yes	NWCCU	No

Institution	Is your teacher preparation program currently approved or accredited?	State approved or accredited your program?	NCATE Accredited?	TEAC accredited?	Accredited by Other agency?	Please specify	Is your teacher preparation program currently under a designation as "low-performing" by state?
Westmont College	Yes	Yes					No
Whittier College	Yes	Yes					No
William Jessup University	Yes	Yes			Yes	WASC	No

Institution	Does your program prepare teachers to: integrate technology effectively into curricula and instruction	use technology effectively to collect date 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	Provide a description of how your program prepare teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and timeline if any of the four elements listed above are not currently in place.
Alliant International University	Yes	Yes	Yes	Yes	Each teacher credential candidate is required to demonstrate proficiency in the integration of technology into the classroom prior to recommendation for an initial teaching credential. The university's course on Technology in the Curriculum has been designed to work in tandem with other courses in the Teacher Education program, with assignments that reinforce concepts covered in class and providing adequate practice of those concepts. Candidates are trained to be proficient in the software, multimedia tools and programs for classroom administration so that they can effectively integrate these components into student learning and effective management of the classroom. To assure understanding and the ability to successfully integrate technology, candidates are required to create a Technology Integration website that includes a multimedia project, personal website and student assignments directly related to the candidate's teaching situation.
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 "Gmail" 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.

Institution	Does your program prepare teachers to: integrate technology effectively into curricula and instruction	use technology effectively to collect date 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	Provide a description of how your program prepare teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and timeline if any of the four elements listed above are not currently in place.
Azusa Pacific University	Yes	Yes	Yes	Yes	Every class we offer has I.S.T.E. 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. Additionally instructors are encouraged to fully incorporate and model best practices and professional development is provided regularly to support this expectation. Teacher candidates are expected to use all fields of technology as well as a variety of hardware and software. Special Education programs expect candidates to use the internet as a resource, online library, include video clips and power point presentations for assignments. Instructors utilize every source of technology for instructional presentations including digital projectors, iPads, iPods, digital learning (eCompanion and eCourse), video clips, power point presentations and pod casts.
Bethany University	Yes	Yes	Yes	Yes	All of the above are embedded into one or more of the following required courses: Literacy Foundations, Curriculum and Instructional Design, Language Acquisition and Classroom Practices, Educational Psychology, Supervised Field Experience and Student Teaching.
Biola University	Yes	Yes	Yes	Yes	Teacher candidates are expected to use the Internet as an interactive resource, include video clips, and/or a PowerPoint when teaching field placement lessons, and become proficient in technology such as Smart Boards and ELMO digital projectors. 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
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. Additionally, each course in the credential program, other than student teaching, is currently taught in a blended format. Fifty percent of the class is taught face to face, and fifty percent of the class is taught online. So, the tools that are learned about in EDUU 551 are implemented and utilized in each of the courses leading up to the fieldwork. So, we not only teach about implementing technology effectively, we actually do implement the technology effectively throughout the program.

Institution	Does your program prepare teachers to: integrate technology effectively into curricula and instruction	use technology effectively to collect date 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	Provide a description of how your program prepare teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and timeline if any of the four elements listed above are not currently in place.
California Baptist University	Yes	Yes	Yes	Yes	Integrating Technology Candidates are introduced to a variety of hardware and software technologies, all with the educational focus on classroom integration: •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
California Lutheran University	Yes	Yes	Yes	Yes	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 on electronic portfolios which requires a working knowledge of word-processing, cutting /pasting, uploading, and linking skills. The Graduate School of Education uses TaskStream, an electronic tool for signature assignments, Teacher Performance Assessments and field evaluations. This permits the department to collect meaningful data which can be aggregated and analyzed to support decision-making. During the orientation to methods 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

Institution	Does your program prepare teachers to: integrate technology effectively into curricula and instruction	use technology effectively to collect date 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	Provide a description of how your program prepare teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and timeline if any of the four elements listed above are not currently in place.
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
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. The experiences include collecting and analyzing student data, becoming familiar with data collection systems in the region, and using the technology draw generalization and specific recommendations for improving instruction. Additional course tools include the use of Task Stream, the candidate and program assessment software, SMART boards, 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 the appropriate use of technology embedded into the teaching of core concepts. Teacher candidates are expected to use technology as teaching and learning tool in their lesson planning
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, research 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.

Institution	Does your program prepare teachers to: integrate technology effectively into curricula and instruction	use technology effectively to collect date 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	Provide a description of how your program prepare teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and timeline if any of the four elements listed above are not currently in place.
California State University, Channel Islands	Yes	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)
California State University, Chico	Yes	Yes	Yes	Yes	•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. •Special education faculty received grants to make assistive software programs available to candidates in campus labs and in their school site classrooms. •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. •Candidates engage in learning activities related to the analysis of standardized test data from sites such as EduSoft. •Candidates complete a teaching performance assessment in which they analyze data from teacher made assessments and use the results to inform ongoing instruction. Concurrent/Education Specialist Program Candidates develop their understanding of and abilities to apply technology
California State University, Dominguez Hills	Yes	Yes	Yes	Yes	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. 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

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California State University, East Bay	Yes	Yes	Yes	Yes	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.
California State University, Fresno	Yes	Yes	Yes	Yes	Teachers are prepared to integrate technology through required coursework as well as through modeling the effective use of technology by faculty and supervising teachers. 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.
California State University, Fullerton	Yes	Yes	Yes	Yes	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. Department of Special Education 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 432: Mathematics and Science 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 Earl
California State University, Long Beach	Yes	Yes	Yes	Yes	Candidates in the Education Specialist program are prepared to effectively use technology. All students take an instructional technology course as a prerequisite. Additionally, infused in several of our courses is the specific use of assistive technology for students with disabilities. In our assessment course as well as our methods course students are taught to use technology to collect, manage, and analyze data to improve teaching and learning. In the Multiple Subject program, through three prerequisite courses candidates begin thinking about preparing students for a technological world. Applications and understanding of computer technology are integrated into all core courses through classroom learning activities, assignments and fieldwork experiences. In addition, candidates evaluate technology resources (e.g., websites, software, online resources) for their effectiveness in enhancing reading instruction and observe and reflect on teacher’s use of technology in reading and language arts instruction

Institution	Does your program prepare teachers to: integrate technology effectively into curricula and instruction	use technology effectively to collect date 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	Provide a description of how your program prepare teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and timeline if any of the four elements listed above are not currently in place.
California State University, Los Angeles	Yes	Yes	Yes	Yes	The Charter College of Education (CCOE) asks all candidates entering the elementary, secondary and special education credential programs to 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 elementary and secondary 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 cha
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	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 subm
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.

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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. The integration of technology is infused throughout the program and is a focus of observations in clinical practice. In addition to the California Teacher Performance Expectations standards, our programs include a standard for Technology in Teaching and Learning.
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.
CalState TEACH	Yes	Yes	Yes	Yes	Technology Best Practice 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. 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-discussion

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Chapman University	Yes	Yes	Yes	Yes	The educational application of technology is a theme integrated throughout credential courses. There is also a specially designed course which provides an overview of the range of educational application of technology including computer literacy, adaptive technology, computer-assisted instruction, telecommunications, electronic grade books, problem solving, teacher utilities, networked learning environments, simulations, word processing, computer managed instruction, test construction, computer maintenance, the electronic scholar, lesson authoring, and schools of the future. Emphasis is on making significant changes in teaching and learning through technology by providing a match between instructional strategies and relevant technologies.
Claremont Graduate University	Yes	Yes	Yes	Yes	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. 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
Concordia University	Yes	Yes	Yes	Yes	
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.

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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.
Holy Names University	Yes	Yes	Yes	Yes	In all coursework, instructors model the use of technology in curriculum and instruction. 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 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. 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
Hope International University	Yes	Yes	Yes	Yes	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.

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Humboldt State University	Yes	Yes	Yes	Yes	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 comput
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 continues to be provided to all teacher education faculty related to Response to Intervention (RTI) and monitoring of student achievement utilizing Aimsweb(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. We will pilot a new lesson plan based on Universal Design for Learners which will be used for all candidates.
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. (please see attached documents for more information)

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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.
National University	Yes	Yes	Yes	Yes	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. 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.
Notre Dame de Namur University	Yes	Yes	Yes	Yes	Rearranged technology course to include visits to school sites that have new technology in use. TaskStream training incorporated into PACT data collection, and will be incorporated into special education program
Occidental College	Yes	Yes	Yes	Yes	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 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. The ED 283 technology course requires candidates to explore the use of variouse grading and student data management software to keep classroom

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Pacific Oaks College	Yes	No	No	No	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.
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 computer 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 for the teacher and student. Candidates create products in ths course which demonstrate their ability to integrate principles of universal design into their teaching.
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
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.

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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
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.
San Francisco State University	Yes	Yes	Yes	Yes	Technology 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. 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. Instructors may use iLearn to enhance teaching and learning in the following ways:

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San Jose State University	Yes	Yes	Yes	Yes	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: •use video equipment and editing software •search for, critique and integrate into their lessons online resources like online video demonstrations, digital archives, lesson plans, and educational websites •develop lessons around tec
Santa Clara University	Yes	Yes	Yes	Yes	Our teacher education programs emphasize three different ways in which teachers integrate technology into their 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, smart phones, iPads/tablets, 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
Simpson University	Yes	Yes	Yes	Yes	Definition - Universal Design for Learning 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. 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 assignment

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Sonoma State University	Yes	Yes	Yes	Yes	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
St. Mary's College of California	Yes	Yes	Yes	Yes	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 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. 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 & Instr
Stanford University	Yes	Yes	Yes	Yes	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. Candidates examine a variety of current educational technologies as part of their lesson and curriculum

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The Master's College	Yes	Yes	Yes	Yes	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.
Touro University	Yes	Yes	Yes	Yes	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. TEACHING & LEARNING WITH TECHNOLOGY Candidates use appropriate technology to facilitate the teaching and learning
United States University	Yes	Yes	Yes	Yes	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.
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.

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University of California, Davis	Yes	Yes	Yes	Yes	The UC Davis credential program prepares teachers to integrate technology effectively into 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.
University of California, Irvine	Yes	Yes	Yes	Yes	MS Candidates - 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
University of California, Los Angeles	Yes	Yes	Yes	Yes	•□ All credential candidates included, are required to take ED301, Introduction to Information and Presentation Tools: Teaching With and About Media & Technology. This graduate level course is an introduction for K-12 educators to explore their relationships with media and technology by critically questioning and creating various types of texts and information communication technology. Ed301 is an introduction to new media and technology tools that can be used to teach with, as well as an introduction to ways of teaching about these tools. Based on a Critical Media Literacy framework that combines theoretical concepts of cultural studies and multiliteracies, ED301 combines theory with practical classroom applications of digital media and new information communication technologies. This course explores media representations of race, class, gender, sexuality and other identity markers. Educators critically question media and technology as well as explore new alternatives for creating multimedia messages in

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University of California, Riverside	Yes	Yes	Yes	Yes	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). 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. 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 com
University of California, San Diego	Yes	Yes	Yes	Yes	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. 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 harnes
University of California, Santa Barbara	Yes	Yes	Yes	Yes	Title II Section V Technology: Integrate technology effectively into curricula and instruction: Within the technology courses (ED 103 & ED203D/E), candidates learn to use all pervasive forms of communication and presentation software (databases, PowerPoint, word processor, spreadsheets) as well as web-based tools. They learn to create web sites and to evaluate and use Electronic Learning Resources (ELRs). They have a significant assignment on how to create and use Web quests in their classrooms. When planning their K-12 teaching, they use all of the above tools to develop presentations of content, create assignments, and develop web-based inquiry projects. They also learn principals to evaluate the accuracy, educative aspects, and appropriateness of ELRs for their students and curriculum. In addition to two courses on technology, within all methods courses in each of the content areas, candidates learn to integrate technology into specific content. For example, they learn about simulations, laboratory aids

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University of California, Santa Cruz	Yes	Yes	Yes	Yes	Our program offers Introduction to Technology of Schools ,which satisfies SB2042 Standard 11, through an online course in collaboration with UCSC Extension. In this course students learn to effectively integrate technology into curriculum and instruction. The overarching goals of the course include: •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. In addition, candidates learn how to use technology to collect, manage and analyze data in order to improve teaching and learning. 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 includ
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. 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 integ
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 chan

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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.
University of San Diego	Yes	Yes	Yes	Yes	With the revision of the curriculum that took effect in Fall 2009, courses in teacher credential programs have deliberately ramped up the use of technology in their courses, with particular emphasis on assistive technologies. In 2009-2010. the chair of the Learning and Teaching Department developed a task force dedicated to curriculum development using integrated modules for special needs, English Language Learners, and education technology. Members of the task force have held faculty development sessions and are available to assist individual faculty with integrating technology into their courses. Across the general education curriculum, teacher candidates use case studies to identify the appropriate use of instructional technology. 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 Succes
University of San Francisco	Yes	Yes	Yes	Yes	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 e
University of Southern California	Yes	Yes	Yes	Yes	Year 2009-10 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. 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. The USC MAT Program offers 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 3-year period and we will have more data to share in the next report card.

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University of the Pacific	Yes	Yes	Yes	Yes	Candidates 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. Candidates understand English language development strategies and talk about using them to teach technology in a discussion board. Candidates also include uses of technology to assist students with exceptional needs. Candidates use EXCEL to teach a lesson. During student teaching, candidates use information technology systems in one or more public schools for managing and analyzing data such as STAR testing, benchmark assessments, and content specific data management systems.
Vanguard University	Yes	Yes	Yes	Yes	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. 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.
Western Governors University	Yes	Yes	Yes	Yes	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. 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

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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 skyping, podcasting, document cameras, and the creation of PowerPoint for in-class presentations. Candidates demonstrate the use of these and other tech
Whittier College	Yes	Yes	Yes	Yes	The Whittier College Teacher Education Program prepares teachers to integrate technology effectively into curriculum and instruction by: (1)Requiring reading "best practices" for instructional technology use and reading on research on evaluation of technology use in courses throughout the program. (2)Including assignments that requires students to review and evaluate various software packages and Net resources in both foundations courses and curriculum and methods courses; (3)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. (4)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
William Jessup University	Yes	Yes	Yes	Yes	We provide coursework, "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 begun implementation of Taskstream for record keeping, rubrics, storage and planning.

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Alliant International University	Yes	Yes	Yes	Instruction for students with special needs and English language learners is embedded in the coursework, including the weekly seminars during field placement. Candidates learn how to effectively assess English proficiency level and instruct using SDAIE strategies to help students gain fluency in English while also progressing academically. The seminar series includes two additional workshops per semester. These workshops integrate general and special education candidates together in shared sessions on targeted topics, fostering collaboration between the candidates. Additionally, the CalTPAs target these areas. Through coursework and supervised field experience, candidates are prepared to actively participate in IEP meetings, and to effectively apply students' IEP goals and recommendations.	NA	NA	NA	

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Antioch University Los Angeles	Yes	Yes	Yes	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. ELL instruction is included in all methods courses and candidates are required to c	Yes	Yes	Yes	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. 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, 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

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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 development is supported by Language Development and Acquisition (HDV458A); Reading Instruction in the Elementary Classroom (TEP505)and Language Arts Curricula, Theory and Practice (TEP 511). Every other required course also addresses the needs of English learners.	Yes	Yes	Yes	Candidates for the Mild/Moderate credential take these required courses: Behavior Assessment and Support (TESE 538); Assessment in Special Education (TESE 509); Understanding and Teaching Students with Mild/Moderate Disabilities (TESE 516 & 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 development is supported by Language Development and Acquisition (HDV458A) and Reading Instruction in Elementary Classrooms (TEP 505).
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.	NA	NA	NA	N/A

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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. The Teacher Education Program initiated a parallel curriculum to enhance instruction on effective strategies to teach children who are culturally, intellectuality and linguistically diverse. The curriculum was entitled the Concentrated Instructional Modules project (CIMs) and is outlined below: Teacher Education Program Course and Concentrated Instruction Module (CIM) alignment. Multiple Subject Single Subject CIM TEP 505/506 TEP 507/508 CIM #1 The Basics of Special Education TEP 515/516 TEP 517/518 CIM #2 Who is the Student with Special Needs TEP 555/556 TEP 557/558 CIM #3 Differentiated Instruction TEP 525/526	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. In addition, the special education department ensures program effectiveness through the collection of data and examination of all courses through the use of an evaluation survey, comprehensive exam, signature assignments, as well as external feedback from employers and supervisors. The data collected informs program improvement planning. The special education mild to moderate and moderate to severe programs are offered in a credential only or credential and masters combination. The programs prepare candidates to teach students with disabilities effectively through the use of school-based strand, autism strand, the inco
Bethany University	Yes	Yes	Yes	All of the above are embedded into coursework and fieldwork experiences.	NA	NA	NA	

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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	NA	NA	NA	

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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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California Baptist University	Yes	Yes	Yes	Instruction for candidates to teach students with disabilities in described the following examples: •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 conce	Yes	Yes	Yes	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 train

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California Lutheran University	Yes	Yes	Yes	The Graduate School of Education at California Lutheran University offers programs to prepare 'Reflective Principled Educators' in the context of the University's mission to 'educate leaders for a global society who are strong in character and judgment, confident in their identity and vocation, and committed to service and justice.' Future teachers are prepared in the public schools of Ventura and Los Angeles Counties. The Professional Development School (PDS) has become the primary model of preparation during the methods semester for our general education candidates. The PDS, based on the medical school model, provides increased opportunities to connect theory to practice while simultaneously providing ongoing professional development to teacher candidates, veteran K-12 teachers, and university professors. Highly qualified (NCLB-compliant) teachers employed without full credentials in area private schools and portions of the Los Angeles Unified School District are served through evening and summer cla	Yes	Yes	Yes	Education Specialist Credential candidates take state-approved courses, enriched to addressing issues of diversity including disabilities. Courses provide in-depth knowledge of linguistic abilities and differences in learning styles, including assessment and instructional strategies. The impact of cultural, linguistic, and socioeconomic diversity on opportunity to learn, assessment procedures, curriculum and instruction, and multiple perspectives of disability are addressed. Specialty courses address these issues specific related to the Mild to Moderate and Moderate to Severe credential specialty areas. The course structure of each of the teaching credential specialties 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. Candidates also develop Ind

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California Polytechnic State University, San Luis Obispo	Yes	Yes	Yes	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. 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	Yes	Yes	Yes	The special education program is a 60 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 across all Teacher Performance Expectations (TPEs). In addition, candidates must demonstrate competence in the following domains of professional dispositions: personal characteristics, interpersonal characteristics and commitment to diversity. The culminating activity in the autism strand is an inquiry project, involving the design and implementation of an appropriate intervention for a student with autism.

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California State Polytechnic University, Pomona	Yes	Yes	Yes	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. Throughout the programs, teacher candidates are required to present modification in instruction for various types of students with disabilities much in the same way a teacher would do as a general education teacher. 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 procedu	Yes	Yes	Yes	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). 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. More specific information regarding effective teaching of students with disabilities within various academic content areas is provided

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California State University, Bakersfield	Yes	Yes	Yes	All CSUB teacher credential candidates pursuing multiple or single subject credentials are required to successfully complete EDSP 301 (Teacher Exceptional Diverse Learners in Inclusive Settings). This course is designated to allow general education credential candidates to identify and differentiate the characteristics, needs and educational implications for instructing exceptional learners across the 13 categories of special education in the general in the general education classroom. The teacher credential candidates are also presented with the skills and abilities needed by general educators for working with special educators and other school professionals in serving this population. Through lecture/discussion, readings, field experiences and instructional media,the course focuses on contemporary evidenced-based practices and methods for meeting the needs of students who are judged to be high-, average and low achieving and culturally and linguistically diverse (CLD) learners, as well as students with d	Yes	Yes	Yes	Candidates in the Education Specialist Credential Program engage in multiple classes which provide overlapped reinforcement and continuity in skills and strategies to address each of the key areas. 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 (IEP) development. This information is disseminated through course readings, lectures, guest speakers, and video presentations. Furthermore, all credential candidates are required to take a course which fully addresses the multi-disciplinary team and their role in IEP development as well as another course that addresses IEP construction and the appropriate way to share this information with IEP team members. Additionally, all candidates take two courses which specifical

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California State University, Channel Islands	Yes	Yes	Yes	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. Working with students with autism is being emphasized. 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. Multiple and Single Subject Programs (elementary and secondary education) teach universal design as a strategy for lesson planning	Yes	Yes	Yes	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. The program was revised in 2010 to reflect new state standards, among these is an added emphasis on working with students with autism.

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California State University, Chico	Yes	Yes	Yes	•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 crdential program courses, starting fall 2010. •□ 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. •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. •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 cour	Yes	Yes	Yes	Concurrent/Education Specialist Program Students with Special Needs (IEP participation) Coursework is focused on effective, evidence-based practices in the field of special education teacher preparation. Candidate competency is assessed in the following areas: •Professional, Legal and Ethical Practices •Educational Policy and Perspectives •Educating Diverse Learners with Disabilities •Special Education Field Experiences with Diverse Populations •Managing Learning Environments •Effective Communication and Collaborative Partnerships •Assessment, Curriculum, and Instruction •Knowledge and Skills of Assessment in General Education •Curricular and Instructional Skills in General Education •Positive Behavior Support •Characteristics & Needs of Individuals with Mild/Moderate or Moderate/Severe Disabilities 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

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California State University, Dominguez Hills	Yes	Yes	Yes	Preparing candidates to teach students with disabilities: 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. 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 Develop	Yes	Yes	Yes	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. 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 Lea
California State University, East Bay	Yes	No	Yes	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.	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.

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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.
California State University, Fullerton	Yes	Yes	Yes	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. Multiple Subject (Elementary) Beginning Fall 2011, every faculty member will participate in an EL and SPED workshop during the fall retreat . This work will be followed up with on-going discussing in faculty meetings related to classroom activities.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 PowerPoint	Yes	Yes	Yes	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 physi

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California State University, Long Beach	Yes	Yes	Yes	Field placements in the Multiple Subject program are made in classrooms with full inclusion whenever possible. Therefore, candidates are able to connect what they are learning in their course work about the roles and responsibilities of the general education teacher in the Individualized Education Program (IEP) process, including the general educator's role as a member of a multi-disciplinary team. Through the structured fieldwork assignment in the prerequisite courses candidates learn about the identification, assessment, and referral of children with special needs in a first-hand, real world setting. Student teaching includes a structured sequence of fieldwork experiences. It incorporates two separate placements for each student teacher. A goal for the two student teaching placements is that at least one placement is at a full-inclusion school site. MSCP student teachers must complete one student teaching assignment where at least 25% of the students in their assigned class are from diverse cultural,	Yes	Yes	Yes	Students in the Education Specialist program are effectively prepared to teach students with disabilities. Students take 9 prerequisite units and 27 program units that focus specifically on teaching students with disabilities. In one of the first program courses candidates are provide explicit instruction on how to write IEPs and participate as member of an IEP team. Additionally, all candidates take a course that addresses collaboration with families and professionals, and there is specific emphasis again on being a member of an IEP team. Across all program courses candidate are taught how to teach students who are limited English proficient. We have one specific prerequisite course that is completely devoted to effective instruction of students with disabilities who are limited English proficient. Additionally, in all other courses, instruction for limited English proficient students is included in course content and course assignments.

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California State University, Los Angeles	Yes	Yes	Yes	The credential program prepares elementary and secondary 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 elementary and secondary 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 y
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.

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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 tea	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

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California State University, Sacramento	Yes	Yes	Yes	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. 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 profic	Yes	Yes	Yes	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.

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California State University, San Bernardino	Yes	Yes	Yes	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 progra	Yes	Yes	Yes	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.
California State University, San Marcos	Yes	Yes	Yes	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.	Yes	Yes	Yes	The program is structured around the approved state standards and includes multiple school-based learning assignments.

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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 IEPs. We teach our students about IEP's, but we do not participate in them. It is suggested for students taking EDSE 4160 to go to one.	Yes	Yes	Yes	Students complete relevant coursework and practica.
CalState TEACH	Yes	Yes	Yes	Best Practice for Students with Special Needs 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.	NA	NA	NA	

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Chapman University	Yes	Yes	Yes	The education of students with disabilities is a persistent theme that is integrated in all credential coursework, but the notion is introduced and developed in a course entitled Collaboration for Inclusive Schooling. 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. The education of limited English proficient students is also a persistent theme that is integrated in all coursework, but the notion is introduced and developed in a course entitled Second Language Acquisition for Elementary Students and in a course entitled Second Language Acquisition for Secondary Students. The courses content inc	Yes	Yes	Yes	The program prepares special education students to teach students with disabilities by providing a series of courses and experiences that address fully the educational needs of students who are characterized by mild to moderate and moderate to severe disabilities. Each candidate learns how to facilitate the development of literacy (listening, speaking, reading, and writing) not only for native English speakers, but also for those whose primary language is other than English. The coursework teachers candidates the characteristics of students with disabilities, effective teaching strategies, how to work with diverse populations, as well as the legal aspects and requirements of special education. The coursework includes a study of the theories, practices, and ethical issues regarding the modification of behavior to facilitate learning. Furthermore, candidates develop the skills to use and communicate assessment results. Students learn how to make appropriate recommendations for report writing and for individual

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Claremont Graduate University	Yes	Yes	Yes	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 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. 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 Sta	Yes	Yes	Yes	It is our mission to prepare teachers who are able to foster stellar academic success in all students while fast tracking the development of under-performing 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. In our program, Special Education candidates take specific coursework that meets California standards to teach students with disabilities effectively. The Teaching Learning/Process Series (I, II, III, and IV) is a 4-course series that revolves around the skills and practices of effective education specialists.
Concordia University	Yes	Yes	Yes		NA	NA	NA	

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Institution	**teach students with disabilities effectively?**	**participate as a member of individualized education program teams?**	**teach students who are limited English proficient effectively ?**	**Provide a description of how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act* , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of three elements listed here are not currently in place.**	**teach students with disabilities effectively ?**	**participate as a member of individualized education program teams?**	**teach students who are limited English proficient effectively ?**	**Provide a description of how your program prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act* , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of three elements listed here are not currently in place.**
Dominican University of California	Yes	Yes	Yes	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: 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:	Yes	Yes	Yes	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. Preparing special education teachers to teach students with disabilities effectively, including participation as a member of IEP program teams, is

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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 Less	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.	NA	NA	NA	

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Holy Names University	Yes	Yes	Yes	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. 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	Yes	Yes	Yes	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. 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 Learner 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,

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Hope International University	Yes	Yes	Yes	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. 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.	NA	NA	NA	

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Humboldt State University	Yes	Yes	Yes	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. 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. Candidates learn their role as teachers in the study team. They learn the process of the IEP identif	Yes	Yes	Yes	Teach Students with Disabilities Effectively 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. 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. 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

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La Sierra University	No	No	Yes	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, 2011. 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.	NA	NA	NA	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.

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Mills College	Yes	Yes	Yes	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. (Please see attached document Response to Program Standards)	Yes	Yes	Yes	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.

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Mount St. Mary's College	Yes	Yes	Yes	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.) Our summative assessment, the CalTeacher Performance Assessment, specifically measures TP	Yes	Yes	Yes	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: - 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. 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

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Institution	**teach students with disabilities effectively?**	**participate as a member of individualized education program teams?**	**teach students who are limited English proficient effectively ?**	**Provide a description of how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act* , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of three elements listed here are not currently in place.**	**teach students with disabilities effectively ?**	**participate as a member of individualized education program teams?**	**teach students who are limited English proficient effectively ?**	**Provide a description of how your program prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act* , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of three elements listed here are not currently in place.**
National Hispanic University	Yes	Yes	Yes	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. One of the objectives / competencies of our Inclusion course is: Understand the role of the Student Assistance Team and how to access its services. We have an entire course devoted to the teaching of English language learners and similar information is integrated throughout several other courses.	Yes	Yes	Yes	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. 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? We have an entire course devoted to the teaching of English language learners and similar information is integrated througho

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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 stu	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	Curriculum and Instructional adaptations EDU 4234/4237, Special Education Program Management EDU 4200 and EDU 4107 Teaching English language learners.

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Occidental College	Yes	No	Yes	*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.] *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 acquistion 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.	NA	NA	NA	
Pacific Oaks College	Yes	Yes	Yes	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). 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.	Yes	Yes	Yes	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. In addition, the English Learner authorization is embedded in this program.

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Pacific Union College	Yes	Yes	Yes	TRAINING TO WORK WITH DISABILITIES All candidates for preliminary multiple and single subject credentials take EDUC 350-Exceptional Children in the Classroom. The learner outcomes for this course are: 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 intervention	NA	NA	NA	

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Institution	**teach students with disabilities effectively?**	**participate as a member of individualized education program teams?**	**teach students who are limited English proficient effectively ?**	**Provide a description of how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act* , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of three elements listed here are not currently in place.**	**teach students with disabilities effectively ?**	**participate as a member of individualized education program teams?**	**teach students who are limited English proficient effectively ?**	**Provide a description of how your program prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act* , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of three elements listed here are not currently in place.**
Patten University	Yes	Yes	Yes	Teaching students with disabilities is integrated throughout the progam with EDU594, a separate required class on Educating the Exceptional Child. Candidates must write and teach lessons and show adaptations to meet the needs of ELL students and those with special needs. They must write IEPS and participate in team meetings. Strategies,assessments,and adapting lessons for ELL are integrated throughout the program including EDU 587 specifically addressing the needs of ELLs.The adaptations are evidenced by the CAL TPAs demonstrating the candidate's knowlege, undertanding and abilities.	NA	NA	NA	N/A
Pepperdine University	Yes	Yes	Yes	The coursework addresses these two significant areas through an introduction to teaching special populations, including the laws and provisions relating to differentiating instruction and planning for student learning. Candidates also study cultural diversity and second language development. Teaching candidates complete 160 hours of classroom observation, teaching, and ESL tutoring.	NA	NA	NA	

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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.	Yes	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	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 En	NA	NA	NA	
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 quizes 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	IEP development is incorporated into generic courses and key advanced methods courses. All credential specialty areas require participation on IEP teams as course assignments. SPECIAL NEEDS STUDENTS 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	Yes	Yes	Yes	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. 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.

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San Jose State University	Yes	Yes	Yes	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 design 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	Yes	Yes	Yes	Program Standard 3: Educating Diverse Learners The program provides instruction in understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served. In addition, the program provides knowledge and application of pedagogical theories, development of academic language and principles/practices for English language usage leading to comprehensive literacy in English. The program ensures each candidate is able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence based and multifaceted methodologies and strategies necessary in teaching and engaging students with disabilities. Program Standard 10: Preparation to Teach English Language Learners In the professional teacher preparation program all candidates have multiple systematic opportunities to acquire the knowledge, skills and abilities to deliver

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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	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,

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Simpson University	Yes	Yes	Yes	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 The Simpson University Credentialing Program prepares future educators to work with English Languag	NA	NA	NA	

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Sonoma State University	Yes	Yes	Yes	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. Secondary/Single Subject: All single subject candidates are required to take EDSP 433: Teaching Adolescents with Special Education Needs. This introductory course presents theory, program concepts, and teaching practices related to students with special needs. Legislation, policies, and practices pertaining to the education of students with special needs in a secondary setting are presented. Knowledge, skills and strategie	Yes	Yes	Yes	Education Specialist: In examining recent data sources and related summative reports (Biennial Report, CSU Exit Survey data, Program Portfolio evaluations and Exit Interviews), a majority of our Education Specialist (ES) candidates consistently report that they are Well or Adequately Prepared to meet the needs of individuals with disabilities and participate as members of the IEP team process. Similar high levels of preparation are also reported by their University Supervisors, Mentor Teachers, and Employment Supervisors. However, an area of continuing need remains their preparation to teach students who are English Learners. While the collective data suggests that our candidates feel somewhat prepared, this remains an area which requires ongoing monitoring. Our new program specifies a number of courses that address this content (EDSS 446, EDMS 463, and EDSP 400). Program faculty will continue to examine this area of preparation and periodically re-examine our student outcomes.

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St. Mary's College of California	Yes	Yes	Yes	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. 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 needs of English learners, and English language development lessons for English learners.	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	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. 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	NA	NA	NA	

	Does your program prepare general education teachers to				Does your program prepare special education teachers to			
Institution	**teach students with disabilities effectively?**	**participate as a member of individualized education program teams?**	**teach students who are limited English proficient effectively ?**	**Provide a description of how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of three elements listed here are not currently in place.**	**teach students with disabilities effectively ?**	**participate as a member of individualized education program teams?**	**teach students who are limited English proficient effectively ?**	**Provide a description of how your program prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of three elements listed here are not currently in place.**
The Master's College	Yes	Yes	Yes	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, cadidates 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 opportu	NA	NA	NA	

	Does your program prepare general education teachers to				Does your program prepare special education teachers to			
Institution	**teach students with disabilities effectively?**	**participate as a member of individualized education program teams?**	**teach students who are limited English proficient effectively ?**	**Provide a description of how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act* , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of three elements listed here are not currently in place.**	**teach students with disabilities effectively ?**	**participate as a member of individualized education program teams?**	**teach students who are limited English proficient effectively ?**	**Provide a description of how your program prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act* , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of three elements listed here are not currently in place.**
Touro University	Yes	Yes	Yes	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. LEARNING & LANGUAGE ASSESSMENT 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. 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 under	Yes	Yes	Yes	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. Consistent with the intent to close the divisions between general education and special education teachers, the Educational Specialist/Mild-Moderate and Modera

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Institution	**teach students with disabilities effectively?**	**participate as a member of individualized education program teams?**	**teach students who are limited English proficient effectively ?**	**Provide a description of how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of three elements listed here are not currently in place.**	**teach students with disabilities effectively ?**	**participate as a member of individualized education program teams?**	**teach students who are limited English proficient effectively ?**	**Provide a description of how your program prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of three elements listed here are not currently in place.**
United States University	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.	NA	NA	NA	NA
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.	NA	NA	NA	

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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	NA	NA	NA	

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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 culture, language, socio-economic status and learning/social needs.	NA	NA	NA	

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Institution	**teach students with disabilities effectively?**	**participate as a member of individualized education program teams?**	**teach students who are limited English proficient effectively ?**	**Provide a description of how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act* , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of three elements listed here are not currently in place.**	**teach students with disabilities effectively ?**	**participate as a member of individualized education program teams?**	**teach students who are limited English proficient effectively ?**	**Provide a description of how your program prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act* , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of three elements listed here are not currently in place.**
University of California, Los Angeles	Yes	Yes	Yes	•Each credential candidate takes ED425 Principles of Teaching Exceptional Individuals. This course is required to meet the California teaching credential special needs learners standard. The course is intended to provide students with a survey of characteristics and related educational needs of elementary school students with disabilities of various kinds. In this course students develop an understanding of the main types of student exceptionalities, with an emphasis on the role that teachers will play in teaching students with special learning and behavioral needs in the general education setting. The course provides students with a knowledge base of the various disabilities and exceptionalities and how to accommodate them in order to foster an equitable, productive educational experience for all learners. •All credential candidates take courses specifically geared towards preparing them to meet the needs of limited English proficient students. This includes courses in language acquisition, English Lan	NA	NA	NA	

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Institution	**teach students with disabilities effectively?**	**participate as a member of individualized education program teams?**	**teach students who are limited English proficient effectively ?**	**Provide a description of how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act* , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of three elements listed here are not currently in place.**	**teach students with disabilities effectively ?**	**participate as a member of individualized education program teams?**	**teach students who are limited English proficient effectively ?**	**Provide a description of how your program prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act* , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of three elements listed here are not currently in place.**
University of California, Riverside	Yes	Yes	Yes	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. 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. 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	Yes	Yes	Yes	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 individualed education program (IEP) goals and opportunities are provided to communicate with parents and other professionals involved in implementating the IEP goals. 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 assess

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University of California, San Diego	Yes	Yes	Yes	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. 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.	Yes	Yes	Yes	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. 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.

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Institution	**teach students with disabilities effectively?**	**participate as a member of individualized education program teams?**	**teach students who are limited English proficient effectively ?**	**Provide a description of how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act* , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of three elements listed here are not currently in place.**	**teach students with disabilities effectively ?**	**participate as a member of individualized education program teams?**	**teach students who are limited English proficient effectively ?**	**Provide a description of how your program prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act* , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of three elements listed here are not currently in place.**
University of California, Santa Barbara	Yes	Yes	Yes	Teacher Training IV 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 362, 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 ED362 and secondary is ED363), 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 cas	Yes	Yes	Yes	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. 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. 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.

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University of California, Santa Cruz	Yes	Yes	Yes	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. Topics include: Students with disabilities •The role of the general education teacher in the IEA process. •Identification of students who need support with the SST process. •Teaching strategies to support students in general education setting. •Different types of learning disabilities(e.g. ADD, ADHD) and strategies to address them in the classroom. •Case study of a student with a learning disability (auditory or visual processing, etc.). •Working collaboratively with special education staff. Limited English Proficient Students •Identify levels o	NA	NA	NA	

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

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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.	NA	NA	NA	

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Institution	**teach students with disabilities effectively?**	**participate as a member of individualized education program teams?**	**teach students who are limited English proficient effectively ?**	**Provide a description of how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act* , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of three elements listed here are not currently in place.**	**teach students with disabilities effectively ?**	**participate as a member of individualized education program teams?**	**teach students who are limited English proficient effectively ?**	**Provide a description of how your program prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act* , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of three elements listed here are not currently in place.**
University of San Diego	Yes	Yes	Yes	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. 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.	Yes	Yes	Yes	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 the 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/3 units/na EDSP 573 Family Systems/3 units/Family cas

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University of San Francisco	Yes	Yes	Yes	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. 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 Englis	Yes	Yes	Yes	Our current Special Education program is an intern-only model. Details about the program appear in a separate report.

	Does your program prepare general education teachers to				Does your program prepare special education teachers to			
Institution	**teach students with disabilities effectively?**	**participate as a member of individualized education program teams?**	**teach students who are limited English proficient effectively ?**	**Provide a description of how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act* , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of three elements listed here are not currently in place.**	**teach students with disabilities effectively ?**	**participate as a member of individualized education program teams?**	**teach students who are limited English proficient effectively ?**	**Provide a description of how your program prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act* , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of three elements listed here are not currently in place.**
University of Southern California	Yes	Yes	Yes	During the 2009-10 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.	NA	NA	NA	
University of the Pacific	Yes	Yes	Yes	All general education candidates-Multiple Subject, Single Subject, and Education Specialist candidates-take a course in Teaching Exceptional Learners and in 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 candidates take a Teaching English Learners course. Also, all participate in one or more IEPs.

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Vanguard University	Yes	Yes	Yes	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: 1)special education and the family, 2)special education terminology, 3)cultural and family perspectives, 4)education from early childhood to adult years, 5)state and federal laws, such as PL 94-142 and IDEA, 6)the IEP process, 7)SST process, 8)504 plans, 9)major categories of disabilities, 10)assessment, 11) ref	NA	NA	NA	N/A

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Institution	**teach students with disabilities effectively?**	**participate as a member of individualized education program teams?**	**teach students who are limited English proficient effectively ?**	**Provide a description of how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of three elements listed here are not currently in place.**	**teach students with disabilities effectively ?**	**participate as a member of individualized education program teams?**	**teach students who are limited English proficient effectively ?**	**Provide a description of how your program prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of three elements listed here are not currently in place.**
Western Governors University	Yes	Yes	Yes	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	NA	NA	NA	

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Westmont College	Yes	Yes	Yes	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 area. 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 individualize d 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. 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 S	NA	NA	NA	N/A

	Does your program prepare general education teachers to				Does your program prepare special education teachers to			
Institution	**teach students with disabilities effectively?**	**participate as a member of individualized education program teams?**	**teach students who are limited English proficient effectively ?**	**Provide a description of how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act* , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of three elements listed here are not currently in place.**	**teach students with disabilities effectively ?**	**participate as a member of individualized education program teams?**	**teach students who are limited English proficient effectively ?**	**Provide a description of how your program prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act* , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of three elements listed here are not currently in place.**
Whittier College	Yes	Yes	Yes	Section VI Teacher Training 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. 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 unde	NA	NA	NA	
William Jessup University	Yes	Yes	Yes	Through coursework and field experience. With every lesson plan we require an adapted lesson for ELL students and students 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.	NA	NA	NA	

Institution	Provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. USDOE is especially interested in any evaluation plans or interim or final reports that may be available.
Antioch University Los Angeles	The Antioch University Los Angeles education department offers two credentials; a multiple subject and an education specialist/ mild-moderate. Our primary commitment is to prepare our pre-service teachers with skills and dispositions to prepare them to teach urban students who are often second language learners. Recently our campus was accredited by WASC and our department has engaged in a careful review and rewrite of our assessment processes. The uploaded materials represent this work. The Biennial Report was submitted to the California Commission on Credentialing and represents our plans for all aspects of assessment. The Assessment plan contains our plans for the next few years.
Antioch University Santa Barbara	Teacher preparation programs (multiple subject and Ed. Specialist M/M) are further supported by small classes and seminars. Linkage between coursework and student teaching is emphasized; student teacher supervisors look for application of coursework during observations. Learning is also enhanced by "Book Clubs" where candidates meet in small groups to discuss books about teaching and learning. Antioch is known for its social justice education and both multiple subject and education specialist M/M students are required to take Foundations of Social Justice Education (TEP 536). Antioch submits Biennial Reports to the CTC; within the University the program is part of annual and five year program reviews. The University is also accredited by both WASC and HLC/NCA.
Azusa Pacific University	Azusa Pacific University (APU) is an evangelical Christian University that is located in the City of Azusa 35 miles east of Los Angeles. APU has been committed to "God First" and excellence in higher education for over 100 years. The University, through the School of Education, has been educating teachers in state-approved programs since 1963. The University currently offers a B.A. in Liberal Studies and an accelerated B.A. in Human Development, both of which prepare future multiple subject and special education teachers for CSET and the professional teacher education program. Eight-approved undergraduate subject matter programs are offered as preparation for future highly qualified single subject teachers. Traditional and intern programs are offered in a convenient late afternoon/evening nine week term format for Multiple Subject, Single Subject, and Special Education Mild/Moderate and Moderate/Severe teacher preparation. Teacher credentialing programs are offered on the Azusa Campus and seven regional ce
Brandman University	In April of 2008 Chapman University College became Brandman University, part of the Chapman University System. Brandman University serves candidates who may have limited access to traditional delivery of higher education by providing a quality education that is convenient and appropriate for adult learners. This commitment is especially relevant to the ongoing need for new credentialed teachers, counselors and administrators in public and private K-12 schools, those seeking to enter the teaching profession from other work environments. The vision of Brandman University is to be the recognized leader in the evolution of adult learning. The University's mission is to provide students with a dynamic education based on excellence and flexibility that creates lasting value and relevance for evolving careers.
California Baptist University	We prepare Biennial Program Reports and Program Assessments in compliance with the CA Commission on Teacher Credentialing standards. We also assess student responses upon program completion and one year later. We survey employers of our graduates. We update coursework continuously in compliance with new CTC standards. We meet university assessment expectations in compliance with regional accreditation.
California Lutheran University	The Graduate School of Education at California Lutheran University offers programs to prepare 'Reflective Principled Educators' in the context of the University's mission to 'educate leaders for a global society who are strong in character and judgment, confident in their identity and vocation, and committed to service and justice.' Future teachers are prepared in the public schools of Ventura and Los Angeles Counties. The Professional Development School (PDS) has become the primary model of preparation during the methods semester for our general education candidates. The PDS, based on the medical school model, provides increased opportunities to connect theory to practice while simultaneously providing ongoing professional development to teacher candidates, veteran K-12 teachers, and university professors. Highly qualified (NCLB-compliant) teachers employed without full credentials in area private schools and portions of the Los Angeles Unified School District are served through evening and summer cla
California Polytechnic State University, San Luis Obispo	Effective July 2008, Multiple Subject and Single Subject candidates are required by the state of California to successfully complete a teacher performance assessment (TPA) in order to be recommended for their credential(s). Cal Poly candidates complete the PACT Teaching Event as this TPA. In addition, Cal Poly SS, MS, and Special Education programs report to the California State University Chancellor's Office, via the Improvement & Accountability Plan (IAP), program progress for special learners, English language learners, resources for at-risk students and families, and reading in content areas (SS only).

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California State Polytechnic University, Pomona	Cal Poly Pomona's mission is to advance learning and knowledge by linking theory and practice in all disciplines, and to prepare students for learning, leadership, and careers in a changing multicultural world. Cal Poly Pomona is a polytechnic university with the focus of "learn by doing." The College of Education and Integrative Studies provides an interactive, inquiry-based environment incorporating a multi-disciplinary and interdisciplinary curriculum. Our graduates are prepared to address the complex issues that confront our communities by working toward building a creative and democratic society. The Department of Education prepares K-12 teachers seeking credentials in Multiple Subject (elementary education); Single Subject (secondary education); basic licensure with Cross-cultural, Language and Academic Development (CLAD) or Bilingual (Spanish and Asian Languages) Cross-cultural Language and Academic Development (BCLAD) emphases; and Special Education (Mild/Moderate and Moderate/Severe). Credential prog
California State University, Channel Islands	CSUCI Mission Statement Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines though integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives. California State University Channel Islands, the newest CSU campus prepares educators for careers in teaching elementary, secondary and special education students. All areas of study within the Education program at California State University Channel Islands are united in a single goal: to prepare future equators and educations learners to be facilitators of learning. Our shared purpose is to ensure that all of our graduates are well prepared to succeed by helping them to establish strong foundational knowledge, skills, and dispositional beliefs. To achieve this goal, educations faulty share the privileges and responsibiliti
California State University, Chico	In October 2009, CSU, Chico received a Teacher Quality Partnership Grant for Project Co-STARS (Collaboration for Student and Teacher Achievement in Rural Schools). This project includes two new programs: Integrated Teacher Education Core (ITEC), an undergraduate Liberal Studies and elementary or special education credential program, and the Rural Teacher Residency (RTR) program leading to an initial elementary or special education credential and a master's in education. Both of these programs will emphasize strong collaboration between the School of Education and the K-12 partner districts, as well as between general and special educators. The first cohort of RTR residents will begin coursework this summer, and the first cohort of ITEC candidates will be admitted in the fall.
California State University, Dominguez Hills	The credential programs at CSU Dominguez Hills offer a coursework and fieldwork sequence that is designed to effectively prepare candidates to teach all students, with an emphasis on urban school settings. The Multiple and Single Subject programs are organized into Phases (university semesters) that include courses and field experiences. Students may not move on to the next phase until all coursework and assessment requirements are met for each phase. Interns (Alternative Program) work full-time in a classroom as teacher of record while taking courses toward their credentials. They are visited regularly by a Support Provider, and are given further mentoring by an onsite Master Teacher. Candidates have extensive opportunities to study and apply the state-adopted content standards, and to practice in each area of the Teaching Performance Expectations. Throughout each credential program, candidates are engaged in performance assessment tasks and assignments. Multiple and Single Subject candidates complete
California State University, East Bay	The College of Education and Allied Studies began the discussions around Unit and program-level assessment in the spring of 2009. In 2009-10, a task force was established to participate in the creation of a Unit Assessment Plan to explain how the CSU East Bay Professional Education Unit gathers, analyzes, and shares data to evaluate operations at the Unit level. This Plan establishes a system for the aggregation of data across programs to evaluate and improve Unit operations and to evaluate the Unit Conceptual Framework. Each program in the Unit has a program-level assessment system using multiple assessments at multiple points before, during, and after candidates complete the program. Program-level assessment systems gather and analyze data to determine if the program meets relevant California Commission on Teacher Credentialing (CTC) and National Council for the Accreditation of Teacher Education (NCATE) standards. This Unit Assessment Plan is built upon program-level assessment systems that are functio

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California State University, Fresno	The Kremen School of Education and Human Development's mission is the recruitment and development of ethically informed leaders for classroom teaching, education administration, counseling, and higher education. This NCATE-accredited unit fosters the candidate dispositions of collaboration, valuing diversity, critical thinking, ethical judgments, reflection, and life-long learning. Our mission is realized through a framework of teaching, scholarship, and services that addresses regional, state, national, and international perspectives. The Kremen School of Education and Human Development (KSOEHD) prepares highly competent educators and human development specialists, while providing professional support and leadership to the community, promoting applied research, and providing experiences and opportunities that will enable employed professionals to remain current in their fields. Students attend classes, study, and work in a state-of-the-art Education Building, which is a five-story facility that include
California State University, Los Angeles	The credential programs in the Charter College of Education (CCOE) at California State University, Los Angeles are closely aligned with the CCOE Conceptual Framework (http://www.calstatela.edu/academic/ccoe/docs/conceptual_framework.pdf). The mission highlights a strong commitment to ensuring that all student learn and a focus on collaboration to improve outcomes for students, especially those in urban settings. This important mission is reflected in course syllabi, the professional practice of faculty, and high expectations for all credential candidates.
California State University, Northridge	Core to the College mission is the belief that all students have the capacity for success and that it is our role to prepare educators who can support all types of learners. In this spirit, we have developed multiple pathways to meet the diverse needs of college of education students seeking to become teachers. The college has extensive partnerships with community schools and agencies to provide meaningful student teaching experiences supervised by faculty in the departments of Elementary Education, Secondary Education, and Special Education. The College prepares educators to serve the complex educational needs of the region and it enjoys the distinction of being one of the top preparers of teachers in California. Our graduates are well-educated, lifelong learners who are prepared to practice in an ever-changing, multicultural, diverse society. The faculty is committed to excellence in teaching, scholarship and service. The University meets high standards established by its accrediting agencies: California Co
California State University, San Bernardino	California State University San Bernardino, part of the California State University System, is a comprehensive public institution located 70 miles east of Los Angeles. CSUSB is an Hispanic Serving Institution and strives to have its university community represent the demographics of its region which encompasses 27,000 square miles. Nearly 15,000 CSUSB students are enrolled in bachelor's and master's degree programs in the Colleges of Arts and Letters, Business and Public administration, Social and Behavioral Sciences, Education, and Natural Sciences. The College of Education offers post-baccalaureate credentials and master's degrees, as well as a new education doctoral program in educational leadership which began September 2007. State-accredited by California's Commission on Teacher Credentialing and nationally accredited by the National Council for Accreditation of Teacher Education (CTC and NCATE continuing accreditation in 2009), the College of Education is dedicated to the development and support of wis
CalState TEACH	The CalStateTEACH Program CalStateTEACH is a high quality, site-based online teacher preparation program designed for those who either wish to become a teacher and prefer a non-traditional teacher education program (Student Teaching Option) or for those who are already teaching without a credential (Alternative Option). Most CalStateTEACH teacher candidates have hectic schedules at work and at home and would find it difficult to fit traditional classes into their schedules. Many participants live in rural areas where it would be difficult to travel to a traditional university class or in urban areas where traffic and parking add too much time to their commute to a university campus. Some candidates prefer an online supported academic delivery system. Candidates can be found in just about every county of California. The CalStateTEACH curriculum is based on the California Teaching Performance Expectations (TPEs), California Standards for the Teaching Profession, the California Academic Content Stan

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Chapman University	Chapman University in Orange County, California, founded in 1861, is a private university with seven schools and five colleges and enrolls more than 6,000 undergraduate, graduate and law students, about 4500 at the undergraduate level and more than half of whom are women. The university offers 46 undergraduate and 17 graduate areas of study. The students are served by over 600 faculty members and slightly more than half are full-time, yielding a student/faculty ratio of 14:1 with an average class size of 23. The university seeks overall to provide personalized education with a goal of preparing inquiring, ethical and productive global citizens. The College of Educational Studies (CES) prepares professionals to work as educators in K-12 schools, community settings and other service organizations. Students select one or more of the CES's 11 program options within the common framework of its vision, mission, values and principles. The CES, which has a staff of 48 (35 faculty), enrolls nearly 700 students eac
Claremont Graduate University	Once again, the Claremont Graduate University Teacher Education Internship Program only allows a student teaching option for candidates who were unable to find a job in these tough economic times in California. This year, these candidates were limited to mostly overstaffed areas of Multiple Subject and Social Studies Credentials. This student teaching program is identical in terms of coursework and graduation requirements, other than the fact that they have a CGU adviser and a Master Teacher to observe and assist them with their clinical experience. Candidates complete a minimum of 5 months of student teaching and are fully in charge of the class for a significant portion of the time.
Dominican University of California	Dominican University of California has been providing quality programs for education professionals since 1924. The School of Education and Counseling Psychology develops educators committed to equity and excellence. Graduates are reflective professionals who demonstrate ethical purpose, apply best practices, and use intercultural knowledge to serve the needs of a diverse and global society. Teacher candidates benefit from small class size, personalized attention, and a supportive learning community. Candidates receive outstanding mentoring from faculty and site supervisors who are experienced classroom teachers. The School of Education and Counseling Psychology has a long history of collaboration in the surrounding Bay Area counties. Local schools in the service area are comprised of children from diverse backgrounds in inner city, suburban, and rural settings. The professional preparation program reflects the commitment to multidisciplinary and multicultural education. The professional preparatio
Fresno Pacific University	Fresno Pacific University's teacher preparation programs have developed an ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness. The assessment system includes quantitative analyses of teaching performance data, utilizing the California Teacher Performance Assessment and a standards-based student teaching assessment system. In addition, the program has piloted the use of the Teacher Sense of Efficacy Scale (Tschannen-Moran & Hoy, 1998). Students complete the efficacy self-assessment at three stages of the program: entrance, mid-point, and exit. In addition, the program solicits employer feedback through an Advisory System that provides the program leaders with meaningful qualitative and quantitative data. This system has resulted in data-based program improvements that the university feels are aligned with the learning goals of local educational agencies. The university is also piloting multiple models of university-
Humboldt State University	Faculty and staff in the School of Education at Humboldt State University are committed to high quality education of teachers and to keeping children and adolescents at the heart of our teaching. We believe our society needs teachers who: are creative and independent thinkers, take on leadership roles in our profession, demonstrate academic excellence, and commit themselves to high ethical standards. We perceive students not as passive recipients, but rather as active, life-long learners. We believe that literacy is the responsibility of every teacher and essential for life-long learning. Our goal for all of our candidates is that they will graduate from our program and become exceptional teachers and strong advocates for children, adolescents, and for public education. We believe in offering a challenging academic program that focuses on best educational practices and the creation of a community of caring in our program and in our public school classrooms. We respond to our candidates' work personally

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Loyola Marymount University	In accordance with the Mission of Loyola Marymount University, the faculty, staff and students of the School of Education strive to work collaboratively in a student-centered environment to be professionals who are empowered to: value and respect all individuals, promote cultural responsiveness and social justice, integrate theory and practice, develop moral, intellectual and responsible leaders, collaborate and share leadership across communities, and integrate technology in teaching and learning. Candidates, both undergraduate and graduate students, in the teacher preparation program are representative of the diversity in the Los Angeles area. These candidates teach in both public and private schools in neighborhoods that serve culturally, linguistically, and economically diverse students. Our undergraduate candidates pursue a teaching credential and Bachelor's degree at the same time. In 2010, the School of Education received continuing full accreditation by the National Council for the Accreditat
Mills College	The four teaching credential programs are consolidated into a single entity we call the Teachers for Tomorrow's Schools credential program. The Teachers for Tomorrow's Schools credential has several distinguishing features that are associated with its goals. First the program prepares both elementary and secondary teachers; it is our aim to provide candidates with a broad and solid foundation for their careers in education, whether secondary or elementary. We believe teachers must become teachers first and specialists second. Not only do teachers of different grade levels (including teachers of graduate students) share many dilemmas in common, they also share a profession in common. Within our profession, teachers of different grade levels and subject matters are connected in many ways. Naming those common dilemmas and connections is important to building a spirit of community and collegiality, which are important emphases of the Mills Program. A second feature of our program is its commitment to ur
National University	All credential programs use a variety of instructional formats, including online, onsite, and hybrid. All programs use the one-month format (except Student Teaching Seminar and Intern Seminar). National University's faculty designed their teacher credential programs to prepare teachers for classrooms commonly found in California's P12 schools. Throughout coursework, field experiences, and clinical practices in public schools, the program provides candidates with multiple opportunities and measures to demonstrate their Teacher Performance Expectations (TPE) competencies. As a result, in a spiral curriculum, the programs offer candidates' a variety of ever-complex experiences to learn, practice, and apply their teaching knowledge, skills, and abilities to effectively gather and use student learning data to plan and implement effective student learning activities as well as assess their teaching effectiveness.
Notre Dame de Namur University	Every student must do a semester of student teaching in low performing or low socio-economic site. NDNU provides on site mentors for Single subject students, for content area support.
Occidental College	The Occidental College Educational Leaders program has a Multiple Subject (Elementary) and Single Subject (secondary) Level I teacher credential program. The program consists of 10 courses with two being student teaching. All other courses -- in addition to in-class activities and requirements -- contain fieldwork components that require candidates to complete assignments while in a public school classroom for a minimum of 30 hours. Our program goes through California State Commission on Teacher Credentialing (CTC) accreditation on an on going basis with site visits every three years. We will be going through our next site visit in the spring of 2011 academic year.
Pacific Union College	Founded in 1882, Pacific Union College is a fully accredited private Seventh-day Adventist Christian college nestled in the spectacular mountains of Napa Valley. PUC offers a comprehensive, liberal arts education to more than 1,500 students. PUC has been recognized for its diverse student population, strong retention, and high acceptance rates of its graduates into medical school, dental school and prestigious graduate programs. The college is committed to providing students with an exceptional undergraduate experience focused on outstanding academics and Christ-centered values of mission, service, and social justice. The teacher preparation program at Pacific Union College is accredited by the California Commission on Teacher Credentialing and the North American Division of Seventh-day Adventists Department of Education. It offers CA Preliminary and Clear Multiple Subject and Single Subject Teaching Credentials and Seventh-day Adventist Basic and Professional Elementary and Secondary Teaching Certif

Institution	Provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. USDOE is especially interested in any evaluation plans or interim or final reports that may be available.
Point Loma Nazarene University	In Summer of 2009, the SoE began offering a master's of arts (MAT) in place of the 2042 credential program approved in 2002. The rationale for the move to the new MAT Program derived from a desire to increase the academic quality of credentials and to meet the stated needs of candidates and LEAs. Rationale for the move to the MAT included: a.Academic alignment: With the requirement of CTC that the teacher performance assessments (TPA) be implemented into coursework, it became increasingly important for all teaching sites to be in alignment regarding course offerings and instructional practices. The MAT allowed the SoE to build a new program that brought about alignment and included the TPA requirement in specific courses that are the same for all teaching sites. b.Academic quality: The MAT allowed the field experiences required prior to clinical practice to be in alignment across teaching sites. By offering course credit, the SoE systematized and formalized the early field experience. Candidate
San Diego Christian College	San Diego Christian College (SDCC) is a private, liberal arts institution located east of San Diego, California. The Teacher Credential Program (TCP) has been in operation through SDCC's Department of Education since the 1970s. The TCP is a small program with approximately 20-40 program finishers per academic year. The Program offers both a Single Subject and a Multiple Subject credential offered in a postgraduate format. For more information about the college and the SDCC Teacher Credential Program, please visit www.sdcc.edu and click on the Teacher Credential Program button.
San Diego State University	Our programs are evaluated on an ongoing basis for NCATE and state accreditation. Our assessment plan includes steps for regularly collecting, aggregating and reviewing assessment and demographic data.
San Francisco State University	The College of Education at SF State is NCATE-accredited. The newly developed assessment is described and results are available at the following link: http://coe.sfsu.edu/ncate Reports filed by the College are also available at the above URL.
Simpson University	The Simpson University School of Education equips men and women to teach in elementary and secondary education both in the United States and the world. The multiple and single subject credentialing programs provide credential preparation for multiple and single subject teaching in public, private, and international schools; produce individuals who can articulate a Christian worldview; and respond to the educational needs of California by preparing qualified educators. Accredited by the California Commission on Teacher Credentialing, our 5th year teacher credentialing program is typically completed within three semesters. Candidates may begin in fall, spring and summer semesters. Simpson University also administers a $1.26M federal grant to provide advanced instructional strategies for teachers to support English language learners. Small class sizes and personal attention are the hallmarks of the Simpson University experience. Candidates are well served by full-time professors and exemplary practicing ed
Sonoma State University	Sonoma State University's educator preparation programs submit reports annually to the university provost that detail student learning outcomes, candidate performance and the uses the programs make of these data to improve the programs. The Performance Assessment of California Teachers is implemented with all multiple subject (elementary education) and single subject (secondary) candidates as mandated by state law; the special education program is voluntarily developing a parallel performance assessment to the PACT Teaching Event. This assessment is a cornerstone of linking credential candidate performance to student achievement. The educator preparation programs also participate in the annual survey of graduates and their employers/supervisors. These data inform the program faculties regarding the perceived effectiveness of the preparation programs in the context of each graduate's first year of teaching.
St. Mary's College of California	The data from the 2009-2010 year reflects 14 months of completer and enrollment information (7/1/2009 to 8/31/10). In prior Title II reports the KSOE used a reporting year of July 1 to June 30, which conforms to the institutional reporting year and was allowed under the initial Title II reporting standards. The two extra months were included this year so that the Title II record would continue to reflect the full production of the KSOE. From 2010-2011 on, the Title II reporting year will be 9/1 through 8/31 each year, as current regulations mandate.
Stanford University	For more details about the STEP program, please visit the STEP website at http://suse-step.stanford.edu/. Accreditation reports are posted here.
Touro University	The Touro University Multiple Subject, Single Subject and Education Specialist Level I Mild/Moderate and Moderate/Severe programs for the 2009/2010 academic year were changed from a block model to a semester model with most courses now offered every semester. A course sequence was established that scaffolds courses within the program and provides the candidates with a more sequential, literacy driven curriculum that focus on all types of student learning.

Institution	Provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. USDOE is especially interested in any evaluation plans or interim or final reports that may be available.
United States University	Please note: United States University was previously IAC and is under new ownership. The new web address will be http://www. usuniveristy.edu Teacher candidates engage in research, discussion, and presentations that demonstrate their commitment to life-long learning. It is the philosophy of the program that teachers will implement strategies and techniques that provide access to the core curriculum for all children. Each course in the Teaching Credential Program has Student Learning Outcomes (SLO) which are 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
University of California, Davis	A core principle of the University of California, Davis Teacher Education Program is to prepare highly qualified teachers who are advocates for equity in learning for all students. We target inquiry about the role of teaching on student learning as the main vehicle to promote equity. We offer a 5 quarter credential/MA program leading to the elementary credential or secondary credential in agriculture, English, mathematics, science, and social science. UC Davis continues to offer qualified candidates the option of enrolling in the bilingual program emphasis. Our programs are particularly effective in preparing our candidates to work with K-12 students who come from culturally and linguistically diverse communities. Coursework includes methods of teaching a second language and developing academic literacy in all discipline areas. Collaborating K-12 teachers contribute to the programs by participating in the design of the curriculum, teaching some of the required courses, hosting student te
University of California, Irvine	Teacher education programs at the University of California, Irvine are organized around the assumption that the single most important variable related to the improvement of schooling for all children is the quality of the teaching force. Our schools and teachers must be prepared to serve the needs of a highly diverse student population through practices that represent the very best theoretical and clinical perspectives. Together, the clinical faculty created a mission statement embedded in the acronym TEACH to embody our commitments to our candidates: • Think critically about the connection between educational theory and practice. • Engage, motivate & inspire all students. • Analyze student learning needs to design and implement creative instruction. • Collaborate to advocate for equality and diversity. • Hone classroom practice. To be highly competent in such a context, teachers must be reflective and proactive practitioners, prepared to make educational decisions based upon the needs of th
University of California, Los Angeles	The two year graduate program offers specialized urban teacher preparation in the form of a two-year intensive Master of Education (M.Ed.) program in teaching for social justice in urban communities. This work is guided by our mission to "provide high quality pre-service education and to radically improve urban schooling for California's racially, culturally, and linguistically diverse children." We substantiate our vision of educational change through teaching and learning that provide students the skills, dispositions, and insights they need to recognize and subvert social injustice across their academic and life trajectories. Thus, we advocate approaches to teaching and learning that recognize and value students' assets, provide them multiple forms of participation, facilitate critical thinking, motivate them to learn, reveal high academic and personal expectations, and reflect culturally relevant pedagogies. In sum, TEP "strives to prepare teachers to have the commitment, capacity, and resilie
University of LaVerne	The University of La Verne Teacher Education Program is approved under the California SB2042 requirements. Methodologies are integrated throughout to deliver comprehensive instruction to English learners and to work with special populations in the general education classroom. The BCLAD credential is also available. The program fosters prospective teachers' ability to: (1)create an environment that incorporates communication with students, (2)develops an appreciation for differences, (3)understand the basis for a healthy self-concept, and (4)develop self-awareness, all within the context of appropriate pedagogical skills. The Education Department mission statement supports this rationale: "The mission of the Education Department is to provide students with the knowledge, skills, and value orientation to become competent facilitators of human development. Small class size and access to professional staff characterize the education environment. Leadership is provided by motivated faculty who possess appropriate

Institution	Provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. USDOE is especially interested in any evaluation plans or interim or final reports that may be available.
University of San Diego	The program is primarily postgraduate. Undergraduate students may begin the multiple subject (elementary) or single subject (secondary) teaching credential program while completing the baccalaureate degree. The School of Leadership and Education Sciences has numerous partnership agreements with local elementary and secondary schools in several school districts.
University of San Francisco	The University of San Francisco, the City's first institution of higher education, was founded by the Society of Jesus in 1855. The University's academic philosophy emphasizes enrichment of personal values, expression of personal responsibility, and lifelong learning. The USF School of Education links instruction, research, and service in a manner that reflects the intellectual, ethical, and service traditions of Jesuit education. Teacher credential programs within the School of Education recruit and prepare candidates for the multiple and single subject preliminary teaching credentials as well as a mild/moderate education specialist, school counseling and school administrator credentials. Our programs emphasize preparation to serve children in multicultural and multilingual urban schools. Consistent with the mission of the University, our programs aim to develop educational leaders who work for justice for all people and who will shape a multicultural world with creativity, generosity, and compassion.
University of Southern California	During the years of 2007-09, USC reviewed and revised its MAT Program. This was a rigorous project that took place over two years, involving all faculty and administration, as well as a technology partner. June 2011 will mark the completion of the second year of this program. Extensive assessment is taking place to assess the effectiveness of this program that is identically offered on-line nationally and on-campus.
University of the Pacific	The teacher education programs for Multiple and Single Subject recently were reviewed by our faculty, and changes in courses were made based on review of data from PACT, from alumni surveys, and from employer surveys. Courses are sequenced to achieve more continuity between courses. A majority of our students are undergraduates, so we have sequenced courses for the typical junior and senior year, and these sequenced courses are then available for the post-bachelor's degree student pursuing a credential or a credential and Master of Education degree. The special education program will be undergoing change due to new California standards for the Education Specialist programs. A new program in Special Education was submitted in February 2011. All programs were reviewed by NCATE and the California Commission on Teacher Credentialing in April 2011.
Western Governors University	Additional information is available on our web site: http://www.wgu.edu/education/teacher_certification. Please also refer to the documents we've attached to this report card, entitled: 1) NWCCU_Focused Interim Report Fall 2009; and 2) NCATE Conceptual Framework.