Appendix B-1: Program Admission - For each element, check if it is required for admission, at either Undergraduate (UG) or Postgraduate (PG) level

Institution	Application		Fee/Payment		Transcript		Fingerprint check		Background Check		Experience in classroom		Minimum credits		Highschool GPA	
	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG
Alliant International University	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No	NA	No
Antioch University Los Angeles	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No	NA	Yes	NA	No
Antioch University Santa Barbara	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No
Argosy University	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	No
Azusa Pacific University	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No
Biola University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	No	No	No
Brandman University	NA	Yes	NA	No	NA	Yes	NA	No	NA	No	NA	No	NA	No	NA	No
California Baptist University	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	No
California Lutheran University	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	No	No
California Polytechnic State University, SLO	Yes	Yes	No	No	Yes	Yes	Yes	Yes	No	No	Yes	Yes	No	No	No	No
California State Polytechnic University, Pomona	Yes	No	Yes	No	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No
California State University, Bakersfield	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No
California State University, Channel Islands	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	No
California State University, Chico	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No
California State University, Dominguez Hills	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No
California State University, East Bay	NA	Yes	NA	No	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	No	NA	No
California State University, Fresno	NA	Yes	NA	No	NA	No	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No
California State University, Fullerton	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No
California State University, Long Beach	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No
California State University, Los Angeles	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No
California State University, Monterey Bay	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No
California State University, Northridge	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No
California State University, Sacramento	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	No
California State University, San Bernardino	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
California State University, San Marcos	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No
California State University, Stanislaus	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No
CalState TEACH	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No

Appendix B-1: Program Admission - For each element, check if it is required for admission, at either Undergraduate (UG) or Postgraduate (PG) level

Institution	Application		Fee/Payment		Transcript		Fingerprint check		Background Check		Experience in classroom		Minimum credits		Highschool GPA	
	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG
Chapman University	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No	NA	No	NA	No
Claremont Graduate University	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	No
Concordia University	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No
Dominican University of California	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	No
Fresno Pacific University	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No
Hebrew Union College	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	Yes	NA	No
Holy Names University	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No	NA	No	NA	No
Hope International University	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No	NA	Yes	NA	No
Humboldt State University	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	No
La Sierra University	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	No	No
Loyola Marymount University	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No
Mills College	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	Yes	Yes	Yes	Yes	No	No
Mount St. Mary’s College	Yes	Yes	No	Yes	Yes	Yes	No	No	No	No	Yes	Yes	Yes	Yes	No	No
National Hispanic University	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No
National University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	No
Notre Dame de Namur University	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	Yes	NA	No	NA	No
Occidental College	No	Yes	No	Yes	No	Yes	No	No	No	No	No	No	No	No	No	No
Pacific Oaks College	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No	Yes	No	No	No
Pacific Union College	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No
Patten University	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No
Pepperdine University	Yes	Yes	No	Yes	No	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	No	No
Point Loma Nazarene University	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No	NA	No	NA	No
San Diego Christian College	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	Yes	NA	Yes	NA	Yes
San Diego State University	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	No
San Francisco State University	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No
San Jose State University	NA	Yes	NA	No	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	No
Santa Clara University	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	Yes	NA	No	NA	No

Appendix B-1: Program Admission - For each element, check if it is required for admission, at either Undergraduate (UG) or Postgraduate (PG) level

Institution	Application		Fee/Payment		Transcript		Fingerprint check		Background Check		Experience in classroom		Minimum credits		Highschool GPA	
	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG
Simpson University	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	No	NA	No
Sonoma State University	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	No
St. Mary's College of California	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No
Stanford University	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No
The Master’s College	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	No
Touro University	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No	NA	No	NA	No
United States University	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	Yes	NA	No
University of California, Berkeley	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	Yes	NA	No	NA	No
University of California, Davis	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	Yes	NA	No	NA	No
University of California, Irvine	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	No
University of California, Los Angeles	Yes	Yes	No	Yes	Yes	Yes	No	No	No	No	No	Yes	No	No	No	No
University of California, Riverside	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No
University of California, San Diego	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	No
University of California, Santa Barbara	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No
University of California, Santa Cruz	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No
University of LaVerne	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	No	No	No	No	Yes	Yes	No
University of Phoenix	NA	Yes	NA	No	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No
University of Redlands	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	No
University of San Diego	Yes	Yes	No	Yes	Yes	Yes	No	No	No	No	No	No	Yes	No	No	No
University of San Francisco	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No	NA	No	NA	No
University of Southern California	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	Yes	NA	Yes	NA	No
University of the Pacific	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No
Vanguard University	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	No
Western Governors University - CA	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	No	No	No
Westmont College	Yes	Yes	No	No	Yes	Yes	No	No	No	No	Yes	Yes	Yes	Yes	No	No
Whittier College	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	No	No	No	No	Yes
William Jessup University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	No	Yes	No	No

Appendix B-1: Program Admission - For each element, check if it is required for admission, at either Undergraduate (UG) or Postgraduate (PG) level

Institution	Undergrad GPA		Content GPA		Professional GPA		Min ACT score		Min SAT score		Min GRE score		Basic Skills		Subject Area	
	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG
Alliant International University	NA	Yes	NA	No	NA	No	NA	No	NA	No	NA	No	NA	Yes	NA	No
Antioch University Los Angeles	NA	No	NA	No	NA	No	NA	No	NA	No	NA	No	NA	No	NA	No
Antioch University Santa Barbara	NA	Yes	NA	No	NA	No	NA	No	NA	No	NA	No	NA	Yes	NA	Yes
Argosy University	NA	Yes	NA	No	NA	Yes	NA	No	NA	No	NA	No	NA	Yes	NA	Yes
Azusa Pacific University	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No	NA	Yes	NA	Yes
Biola University	Yes	Yes	No	No	No	No	No	No	No	No	No	No	No	Yes	No	Yes
Brandman University	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	Yes	NA	Yes	NA	No
California Baptist University	No	Yes	No	No	No	No	No	No	No	No	No	No	No	No	No	No
California Lutheran University	Yes	Yes	No	No	No	Yes	No	No	No	No	No	No	No	No	No	No
California Polytechnic State University, SLO	Yes	Yes	No	No	No	No	No	No	No	No	No	No	Yes	Yes	Yes	Yes
California State Polytechnic University, Pomona	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No	Yes	Yes	Yes	Yes
California State University, Bakersfield	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No	Yes	Yes	Yes	Yes
California State University, Channel Islands	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No	NA	Yes	NA	Yes
California State University, Chico	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No	Yes	Yes	Yes	Yes
California State University, Dominguez Hills	NA	Yes	NA	No	NA	No	NA	No	NA	No	NA	No	NA	Yes	NA	Yes
California State University, East Bay	NA	Yes	NA	No	NA	No	NA	No	NA	No	NA	No	NA	Yes	NA	Yes
California State University, Fresno	NA	Yes	NA	No	NA	No	NA	No	NA	No	NA	No	NA	Yes	NA	Yes
California State University, Fullerton	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No	Yes	Yes	Yes	Yes
California State University, Long Beach	No	Yes	No	No	Yes	Yes	No	No	No	No	No	No	Yes	Yes	Yes	Yes
California State University, Los Angeles	No	No	No	No	No	No	No	No	No	No	No	No	Yes	Yes	No	No
California State University, Monterey Bay	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No	Yes	Yes	Yes	Yes
California State University, Northridge	Yes	Yes	No	No	No	No	No	No	No	No	No	No	Yes	Yes	No	Yes
California State University, Sacramento	NA	Yes	NA	Yes	NA	No	NA	No	NA	No	NA	No	NA	Yes	NA	Yes
California State University, San Bernardino	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No	Yes	Yes	Yes	Yes
California State University, San Marcos	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No	Yes	Yes	No	Yes
California State University, Stanislaus	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No	Yes	Yes	Yes	Yes
CalState TEACH	Yes	Yes	No	No	No	No	No	No	No	No	No	No	Yes	Yes	Yes	Yes

Appendix B-1: Program Admission - For each element, check if it is required for admission, at either Undergraduate (UG) or Postgraduate (PG) level

Institution	Undergrad GPA		Content GPA		Professional GPA		Min ACT score		Min SAT score		Min GRE score		Basic Skills		Subject Area	
	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG
Chapman University	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	Yes	NA	No	NA	No
Claremont Graduate University	NA	No	NA	No	NA	No	NA	No	NA	No	NA	No	NA	No	NA	Yes
Concordia University	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No	Yes	Yes	No	Yes
Dominican University of California	Yes	No	Yes	No	No	No	No	No	No	No	No	No	Yes	Yes	No	No
Fresno Pacific University	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No	NA	Yes	NA	Yes
Hebrew Union College	NA	No	NA	No	NA	No	NA	No	NA	No	NA	No	NA	No	NA	No
Holy Names University	NA	Yes	NA	Yes	NA	No	NA	No	NA	No	NA	No	NA	No	NA	No
Hope International University	NA	Yes	NA	No	NA	No	NA	No	NA	No	NA	No	NA	No	NA	No
Humboldt State University	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No	NA	Yes	NA	Yes
La Sierra University	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No	Yes	Yes	Yes	Yes
Loyola Marymount University	Yes	Yes	No	No	Yes	No	No	No	No	No	No	No	Yes	Yes	No	No
Mills College	Yes	Yes	Yes	No	No	No	No	No	No	No	No	No	No	Yes	No	Yes
Mount St. Mary’s College	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No	Yes	Yes	No	No
National Hispanic University	NA	Yes	NA	No	NA	Yes	NA	No	NA	No	NA	No	NA	No	NA	No
National University	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No	No	No	No	No
Notre Dame de Namur University	NA	Yes	NA	No	NA	No	NA	No	NA	No	NA	No	NA	No	NA	No
Occidental College	No	Yes	No	Yes	No	Yes	No	No	No	No	No	No	No	No	No	No
Pacific Oaks College	No	No	No	No	No	No	No	No	No	No	No	No	Yes	Yes	No	No
Pacific Union College	Yes	Yes	No	No	Yes	Yes	No	No	No	No	No	No	Yes	Yes	No	Yes
Patten University	Yes	Yes	Yes	Yes	No	No	No	No	No	No	No	No	Yes	Yes	Yes	Yes
Pepperdine University	No	Yes	No	Yes	No	No	No	No	No	No	No	No	No	No	No	No
Point Loma Nazarene University	NA	Yes	NA	No	NA	No	NA	No	NA	No	NA	No	NA	No	NA	No
San Diego Christian College	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No	NA	No	NA	No
San Diego State University	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No	NA	Yes	NA	Yes
San Francisco State University	NA	No	NA	No	NA	No	NA	No	NA	No	NA	No	NA	Yes	NA	Yes
San Jose State University	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No	NA	Yes	NA	Yes
Santa Clara University	NA	Yes	NA	No	NA	No	NA	No	NA	No	NA	No	NA	Yes	NA	Yes

Appendix B-1: Program Admission - For each element, check if it is required for admission, at either Undergraduate (UG) or Postgraduate (PG) level

Institution	Undergrad GPA		Content GPA		Professional GPA		Min ACT score		Min SAT score		Min GRE score		Basic Skills		Subject Area	
	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG
Simpson University	NA	Yes	NA	No	NA	No	NA	No	NA	No	NA	No	NA	No	NA	No
Sonoma State University	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No	NA	Yes	NA	Yes
St. Mary's College of California	NA	Yes	NA	No	NA	No	NA	No	NA	No	NA	No	NA	No	NA	No
Stanford University	NA	No	NA	No	NA	No	NA	No	NA	No	NA	No	NA	No	NA	Yes
The Master’s College	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No	NA	Yes	NA	Yes
Touro University	NA	Yes	NA	Yes	NA	No	NA	No	NA	No	NA	No	NA	Yes	NA	Yes
United States University	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No	NA	Yes	NA	Yes
University of California, Berkeley	NA	Yes	NA	No	NA	No	NA	No	NA	No	NA	No	NA	Yes	NA	Yes
University of California, Davis	NA	Yes	NA	No	NA	No	NA	No	NA	No	NA	No	NA	No	NA	Yes
University of California, Irvine	No	Yes	No	Yes	No	Yes	No	No	No	No	No	No	No	Yes	No	Yes
University of California, Los Angeles	Yes	Yes	No	No	No	No	No	No	No	No	No	No	No	No	Yes	Yes
University of California, Riverside	NA	Yes	NA	No	NA	Yes	NA	No	NA	No	NA	No	NA	Yes	NA	Yes
University of California, San Diego	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	Yes	NA	Yes	NA	Yes
University of California, Santa Barbara	NA	Yes	NA	No	NA	No	NA	No	NA	No	NA	No	NA	Yes	NA	Yes
University of California, Santa Cruz	NA	Yes	NA	No	NA	No	NA	No	NA	No	NA	No	NA	Yes	NA	Yes
University of LaVerne	Yes	Yes	Yes	Yes	No	Yes	No	No	No	No	No	No	No	Yes	No	Yes
University of Phoenix	NA	Yes	NA	No	NA	No	NA	No	NA	No	NA	No	NA	Yes	NA	No
University of Redlands	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No	Yes	Yes	Yes	Yes
University of San Diego	Yes	Yes	No	No	No	No	No	No	No	No	No	No	Yes	Yes	No	No
University of San Francisco	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No	NA	Yes	NA	Yes
University of Southern California	NA	Yes	NA	No	NA	No	NA	No	NA	No	NA	No	NA	Yes	NA	Yes
University of the Pacific	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	No	No	Yes	Yes	Yes	Yes
Vanguard University	NA	Yes	NA	No	NA	No	NA	No	NA	No	NA	No	NA	Yes	NA	Yes
Western Governors University - CA	No	No	No	No	No	No	No	No	No	No	No	No	No	Yes	No	Yes
Westmont College	Yes	Yes	No	No	No	No	No	No	No	No	No	No	Yes	Yes	Yes	Yes
Whittier College	No	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No	No	Yes	No	Yes
William Jessup University	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No	Yes	Yes	Yes	Yes

Appendix B-1: Program Admission - For each element, check if it is required for admission, at either Undergraduate (UG) or Postgraduate (PG) level

Institution	Recommendation		Essay		Interview		Resume		Bachelor Degree		Job Offer		Personality Test		Other		When students formally admitted?	Conditional Admission
	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG		
Alliant International University	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	No	NA	No	NA	No	Postgraduate	Yes
Antioch University Los Angeles	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No	Postgraduate	Yes
Antioch University Santa Barbara	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No	Senior year	Yes
Argosy University	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	No	NA	No	NA	No	Postgraduate	Yes
Azusa Pacific University	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	Yes	Postgraduate	Yes
Biola University	Yes	Yes	Yes	Yes	No	Yes	No	No	No	Yes	No	No	No	No	No	No	Other	Yes
Brandman University	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	No	NA	No	NA	No	Postgraduate	Yes
California Baptist University	No	Yes	No	Yes	No	Yes	No	No	No	No	No	No	No	No	No	No	Other	Yes
California Lutheran University	No	Yes	No	Yes	Yes	Yes	No	No	No	Yes	No	No	No	No	No	No	Postgraduate	Yes
California Polytechnic State University, SLO	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	No	No	No	No	No	No	Other	Yes
California State Polytechnic University, Pomona	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	No	No	No	No	No	No	Postgraduate	Yes
California State University, Bakersfield	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	No	No	No	No	No	No	Postgraduate	Yes
California State University, Channel Islands	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	No	NA	No	NA	No	Postgraduate	No
California State University, Chico	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	No	No	No	No	No	Postgraduate	Yes
California State University, Dominguez Hills	NA	Yes	NA	No	NA	No	NA	No	NA	Yes	NA	No	NA	No	NA	No	Postgraduate	Yes
California State University, East Bay	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	No	NA	No	NA	Yes	Postgraduate	Yes
California State University, Fresno	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	No	NA	No	NA	Yes	Postgraduate	Yes
California State University, Fullerton	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	No	No	No	No	No	Yes	Other	No
California State University, Long Beach	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	No	No	No	No	No	No	Other	Yes
California State University, Los Angeles	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	No	No	No	No	No	Yes	Postgraduate	Yes
California State University, Monterey Bay	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	No	No	No	No	No	No	Postgraduate	Yes
California State University, Northridge	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	No	No	No	No	No	Yes	Postgraduate	No
California State University, Sacramento	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No	NA	No	Postgraduate	Yes
California State University, San Bernardino	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	No	No	No	No	No	No	Other	Yes
California State University, San Marcos	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	No	No	No	No	No	No	Other	Yes
California State University, Stanislaus	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	No	No	No	No	No	No	Other	Yes
CalState TEACH	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	No	No	No	No	No	No	Postgraduate	Yes

Appendix B-1: Program Admission - For each element, check if it is required for admission, at either Undergraduate (UG) or Postgraduate (PG) level

Institution	Recommendation		Essay		Interview		Resume		Bachelor Degree		Job Offer		Personality Test		Other		When students formally admitted?	Conditional Admission
	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG		
Chapman University	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	No	NA	No	NA	No	Postgraduate	Yes
Claremont Graduate University	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	Yes	Postgraduate	Yes
Concordia University	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	No	No	No	No	No	No	Postgraduate	Yes
Dominican University of California	Yes	Yes	Yes	Yes	No	No	Yes	Yes	No	Yes	No	No	No	No	No	Yes	Senior year	No
Fresno Pacific University	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	No	NA	No	NA	No	Postgraduate	No
Hebrew Union College	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	Yes	Postgraduate	Yes
Holy Names University	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	No	NA	No	NA	No	Postgraduate	Yes
Hope International University	NA	Yes	NA	Yes	NA	No	NA	No	NA	Yes	NA	No	NA	No	NA	No	Postgraduate	Yes
Humboldt State University	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No	Senior year	No
La Sierra University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	No	No	No	No	Yes	Sophomore ye	Yes
Loyola Marymount University	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	No	No	No	No	No	Yes	Other	Yes
Mills College	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	No	No	No	No	No	No	Other	Yes
Mount St. Mary's College	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	No	No	No	No	No	Yes	Postgraduate	Yes
National Hispanic University	NA	Yes	NA	Yes	NA	No	NA	No	NA	Yes	NA	No	NA	No	NA	No	Postgraduate	Yes
National University	No	No	No	No	Yes	Yes	No	No	No	Yes	No	No	No	No	No	Yes	Other	Yes
Notre Dame de Namur University	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No	Postgraduate	Yes
Occidental College	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	No	No	No	No	No	Postgraduate	No
Pacific Oaks College	No	No	No	No	No	No	No	No	No	Yes	No	No	No	No	No	No	Junior year	Yes
Pacific Union College	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	No	No	No	No	No	No	Other	Yes
Patten University	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	Yes	No	No	No	No	No	Yes	Sophomore ye	Yes
Pepperdine University	Yes	Yes	Yes	Yes	No	No	No	No	No	Yes	No	No	No	No	No	Yes	Junior year	Yes
Point Loma Nazarene University	NA	Yes	NA	No	NA	Yes	NA	No	NA	Yes	NA	No	NA	No	NA	No	Postgraduate	No
San Diego Christian College	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	No	NA	Yes	NA	Yes	Junior year	Yes
San Diego State University	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	No	NA	No	NA	No	Postgraduate	Yes
San Francisco State University	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	No	NA	No	NA	Yes	Postgraduate	Yes
San Jose State University	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No	Postgraduate	Yes
Santa Clara University	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	Yes	NA	No	NA	No	NA	No	Postgraduate	No

Appendix B-1: Program Admission - For each element, check if it is required for admission, at either Undergraduate (UG) or Postgraduate (PG) level

Institution	Recommendation		Essay		Interview		Resume		Bachelor Degree		Job Offer		Personality Test		Other		When students formally admitted?	Conditional Admission
	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG	UG	PG		
Simpson University	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	No	NA	No	NA	No	Postgraduate	Yes
Sonoma State University	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	No	NA	No	NA	No	Postgraduate	Yes
St. Mary's College of California	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No	Postgraduate	Yes
Stanford University	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	Yes	NA	No	NA	No	NA	Yes	Postgraduate	Yes
The Master’s College	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	No	NA	No	NA	No	Senior year	Yes
Touro University	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	No	NA	No	NA	No	Postgraduate	Yes
United States University	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No	Postgraduate	Yes
University of California, Berkeley	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	No	NA	No	NA	No	Postgraduate	No
University of California, Davis	NA	No	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	No	NA	No	NA	No	Postgraduate	No
University of California, Irvine	No	Yes	No	Yes	No	No	No	No	No	Yes	No	No	No	No	No	No	Postgraduate	Yes
University of California, Los Angeles	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	No	No	No	No	No	Postgraduate	Yes
University of California, Riverside	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	No	NA	No	NA	No	Postgraduate	Yes
University of California, San Diego	NA	Yes	NA	Yes	NA	No	NA	No	NA	Yes	NA	No	NA	No	NA	Yes	Senior year	Yes
University of California, Santa Barbara	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No	Postgraduate	No
University of California, Santa Cruz	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	Yes	NA	No	NA	No	NA	Yes	Postgraduate	No
University of LaVerne	No	Yes	No	Yes	No	Yes	No	No	No	Yes	No	No	No	No	No	No	Postgraduate	Yes
University of Phoenix	NA	No	NA	No	NA	No	NA	No	NA	Yes	NA	No	NA	No	NA	No	Other	Yes
University of Redlands	Yes	Yes	Yes	Yes	No	No	No	No	No	Yes	No	No	No	No	No	No	Junior year	Yes
University of San Diego	Yes	Yes	No	Yes	Yes	Yes	No	Yes	No	Yes	No	No	No	No	No	No	Postgraduate	No
University of San Francisco	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	Yes	NA	No	NA	No	NA	No	Postgraduate	Yes
University of Southern California	NA	Yes	NA	Yes	NA	No	NA	Yes	NA	Yes	NA	No	NA	No	NA	Yes	Postgraduate	Yes
University of the Pacific	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	No	No	No	No	No	No	Junior year	Yes
Vanguard University	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	Yes	NA	No	NA	No	NA	No	Postgraduate	Yes
Western Governors University - CA	No	Yes	No	No	No	Yes	No	No	No	Yes	No	No	No	No	No	Yes	Postgraduate	No
Westmont College	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	No	No	No	No	No	No	Other	Yes
Whittier College	No	Yes	No	Yes	No	Yes	No	No	No	Yes	No	No	No	No	No	No	Postgraduate	No
William Jessup University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	No	No	No	No	No	Other	Yes

Appendix B-1: Program Admission Other - Traditional Route

Institution	Other requirement? Specify	Formal Admission - Other requirement? Specify
Antioch University Santa Barbara		May also be admitted at any time after they obtain their BA degree.
Azusa Pacific University	Dispositions checklist	
Biola University		Undergraduate or Post-graduate
California Baptist University		Undergraduate and Postgraduate
California Polytechnic State University, SLO		Fall, Winter, Spring
California State Polytechnic University, Pomona	TB Clearance, Student Program Plan	
California State University, Chico		Junior Year for Pre-Bac Program
California State University, East Bay	Negative TB Test, US Constitution	Bachelors Plus Early Pathway Program (BPEP)
California State University, Fresno	orientation, medical clearance, advising form, university admission	
California State University, Fullerton	TB, Eng. Prof., prereq. coursework, CPR training, U.S. Const./Gov.	when all requirements are met
California State University, Long Beach		Students may be admitted as juniors or higher.
California State University, Los Angeles	writing and speech proficiency	Undergrad - junior status
California State University, Northridge	Language Prof. for Bilingual Programs, Infor Session and TB Clearance	Freshman and Junior for blended programs
California State University, San Marcos		Postgraduate for most programs and sophomore/junior year for ICP
California State University, Stanislaus		Completion of prerequisites
CalState TEACH	Senior Status	
Claremont Graduate University	On-site writing sample taken at interview	
Concordia University		also, junior/senior year for undegraduate students at CUI
Dominican University of California	TB Test	Post Graduate
Hebrew Union College	placement/acceptance in a site-school for the academic year	
La Sierra University	CPR, TB Skin Test	Postgraduate
Loyola Marymount University	Technology Requirement	After completion of prerequisite courses with a grade of "B" or better
Mills College		postgraduate or graduate
Mount St. Mary’s College	Candidate Disposition Statement	Undergraduate Blended

Institution	Other requirement? Specify	Formal Admission - Other requirement? Specify
National University	Basic skills required but no minimum test score for admission. Must pass Basic Skills for st teach	Open enrollment any month.
Pacific Union College		Rolling admissions, admitted when prerequisites are met
Patten University	Haberman Star Interview, English Essay Exam	Graduate program: Completion of all admission requirements
Pepperdine University	Proof of attempt for the Basic Skills Requirement	Graduate Program: Post Baccalaureate degree
San Diego Christian College	Cross Cultural Adaptability Inventory survey	Interviews during ED 300 Intro to Ed(jr. yr. SDCC undergrads & postgraduate for transfers)
San Francisco State University	2nd language requirement	
San Jose State University		Fall & Spring
Santa Clara University		After BA
Sonoma State University		Blended program BA level
Stanford University	transcript summary	
The Master’s College		Full admission post graduate
University of California, Irvine		Spring and Fall Start Program
University of California, Los Angeles		Senior Year for Undergraduate
University of California, San Diego	2nd Language acquisition, U.S. Constitution, TB test	
University of California, Santa Cruz	Fingerprint clearance/Certificate of Clearance	
University of Phoenix		Within 12 credits of program
University of San Diego		Undergraduates may be accepted in their junior year. Completion is typically postgraduate.
University of Southern California	video tape of teaching (3mins)	
University of the Pacific		Graduate students are formally admitted after completing the prerequisite teacher education courses.
Western Governors University - CA	Haberman Online Star Teacher Pre-screener	Students matriculate into program upon completion of Education Without Boundaries (orientation).
Westmont College		Junior or Senior year
William Jessup University		Undergraduate - Junior Year / Postgraduate - upon admission to the University

Institution	Provide any additional about or exceptions to the admissions information provided above.
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 provisionally before they pass the CBEST basic skills test and/or the CSET Multiple Subject exam.
Argosy University	Minimum admissions GPA is 3.0. Any exceptions to this must be thoroughly documented. Students entering the program must now have TB test documentation, CBEST and CSET passing scores. Minimum 550 TOEFL or 79 on the TOEFL Internet is required for all students whose native language is not English as required by the University.
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 Graduate 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 Baptist University	Our education methods courses are course-listed which allows undergraduates to begin the program prior to graduation. Completion of the program can only occur at the graduate level.
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 Integrated 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.

Institution	Provide any additional about or exceptions to the admissions information provided above.
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. For example students can be conditionally admitted if they provide verification of registration for sections not yet passed, to meet state subject matter competency requirements. Exceptional admission occurs when teacher candidates do not meet the GPA requirements. Not more than 15% of exceptional admissions can be awarded to teacher candidates who do not meet the GPA requirements; exceptional admission is reserved for candidates who bring exceptional circumstances and qualifications to the program. Once students with conditional admission reach Clinical Practice, they are granted full admission, upon verification of missing requirements. If the requirements in place for conditional admission are not met, students are not granted full admission.
California State University, Bakersfield	Exceptional admitted candidates are admitted into the credential program, when their GPA does not meet the entrance requirement. Conditional admitted candidates are admitted if they have satisfied 80% or more of their subject matter competency. A candidate can also be conditionally admitted if the candidate belongs to one of our "Blended Programs" and can be admitted to the Credential Program in their Junior year and is given the exception to complete subject matter while in the program. The subject matter must be completed by supervised clinical fieldwork component. All other requirements must be satisfied for admission.
California State University, Dominguez Hills	1. 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. 2. 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.

Institution	Provide any additional about or exceptions to the admissions information provided above.
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 under full admission in the previous academic year could be admitted under Exceptional Admission. At CSUN they could be considered for Exceptional Admission for GPA, Subject Matter and/or Basic Skills.
California State University, Sacramento	A small percentage (<4%) of total admits each year are juniors or seniors in special programs. In the California State University system, a campus may admit a candidate to a teacher education basic credential program as an exception when the candidate has not met one or more of the requirements but the candidate possesses compensating strengths in other required areas. A campus may grant exceptions that are conditioned on satisfaction of requirements within a specified time period. (Exceptions to the requirement for taking a basic skills test approved by the CTC are not allowed.) The campus shall limit the number of exceptional admissions to the teacher education programs in the current year to a number no greater than 15% of those regularly admitted to the campus teacher education program in the current or previous year.
California State University, San Bernardino	Candidates in our Liberal Studies/Integrated Track (undergraduates) must be at least a Junior status before they can be formally admitted into the initial teacher certification program (Multiple Subject). Postgraduate candidates are formally admitted into the initial teacher cerfication programs once they have met all program admission requirements. Additional program admission requirements may be found on the CSUSB College of Education/Program website at: http://coe.csusb.edu/programs/index.htm
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 but 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.

Institution	Provide any additional about or exceptions to the admissions information provided above.
Claremont Graduate University	While undergraduate GPA is an important factor in the application process, we do not have a cut-off requirement. The admissions score is based on GPA, experience with youth,appropriate academic background to teach, essay, interview, on-site writing sample, and letters of recommendation with a maximum point value of 195. Candidates are reviewed holistically, and high overall application scores drive admissions and fellowships. Single subject applicants are particularly scrutinized for subject matter knowledge. In some instances, and candidate can be admitted provisionally if they have not yet passed content knowledge examinations but are strong otherwise.
Fresno Pacific University	Fresno Pacific admits a modest percentage of students who have met the minimal admission requirements, but are in the 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.
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.

Institution	Provide any additional about or exceptions to the admissions information provided above.
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 web site - Forms and Applications - Academic programs section
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 Statement
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.

Institution	Provide any additional about or exceptions to the admissions information provided above.
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 recommend 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.
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	Undergraduates may be accepted to the program, but the credential is completed post baccalaureate. 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.

Institution	Provide any additional about or exceptions to the admissions information provided above.
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 may be granted for those who BA/BS degree will be posted prior to the start of the semester for which the individual has applied. Each credential candidate, at orientation/registration, is given a 3 week deadline to complete the Certificate of Clearance
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 - CA	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.
William Jessup University	We admit on a probationary basis for students who do not have a 3.0 GPA. They have one semester to prove they can maintain a 3.0 GPA within our program.

Institution	Total Enrollment	Male Enrollment	Female Enrollment	Hispanic /Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races
Alliant International University	6	5	1	1	0	3	0	0	1	0
Antioch University Los Angeles	53	15	38	6	0	2	9	0	34	0
Antioch University Santa Barbara	23	2	21	4	0	1	0	0	17	0
Argosy University	51	20	31	13	0	0	7	1	30	0
Azusa Pacific University	636	183	447	177	2	31	34	1	295	1
Biola University	252	40	212	34	1	28	3	0	178	8
Brandman University	1562	1142	420	297	9	53	56	7	1026	29
California Baptist University	161	34	127	37	1	1	7	3	93	0
California Lutheran University	157	28	129	31	0	3	3	3	103	4
California Polytechnic State University, San Luis Obispo	247	62	185	16	6	12	3	1	185	11
California State Polytechnic University, Pomona	329	105	224	117	2	48	15	0	98	9
California State University, Bakersfield	985	223	762	368	6	27	40	6	413	38
California State University, Channel Islands	176	44	132	30	0	6	1	0	109	14
California State University, Chico	326	99	227	27	3	10	2	1	254	12
California State University, Dominguez Hills	297	86	211	109	3	18	47	1	85	12
California State University, East Bay	266	104	162	1	2	31	7	0	148	71
California State University, Fresno	702	205	497	223	4	62	11	1	329	72
California State University, Fullerton	643	117	526	165	2	100	10	0	278	24
California State University, Long Beach	1457	391	1066	364	2	171	28	50	647	45
California State University, Los Angeles	664	177	487	397	3	92	32	0	97	10
California State University, Monterey Bay	101	33	68	26	0	6	3	0	51	3
California State University, Northridge	964	206	758	289	7	111	30	3	446	2
California State University, Sacramento	585	138	447	75	2	47	10	11	370	41
California State University, San Bernardino	259	73	186	60	1	5	7	0	49	0
California State University, San Marcos	519	63	456	112	5	22	5	3	338	14
California State University, Stanislaus	481	98	383	128	1	19	11	4	145	0
CalState TEACH	759	121	638	127	23	63	29	1	431	189
Chapman University	173	26	147	36	1	18	4	0	103	2

Institution	Total Enrollment	Male Enrollment	Female Enrollment	Hispanic /Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races
Claremont Graduate University	21	1	20	5	0	2	3	0	11	0
Concordia University	162	41	121	18	0	5	1	0	138	0
Dominican University of California	169	45	124	9	0	2	6	0	128	4
Fresno Pacific University	290	57	233	84	2	14	10	2	167	2
Hebrew Union College	13	2	11	0	0	0	0	0	13	0
Holy Names University	352	133	219	37	0	19	69	7	115	8
Hope International University	41	6	35	7	0	2	0	0	24	0
Humboldt State University	112	37	75	6	0	2	2	0	101	2
La Sierra University	60	15	45	12	0	9	3	0	36	0
Loyola Marymount University	378	86	292	127	4	39	21	0	164	13
Mills College	55	5	50	7	1	5	1	0	37	4
Mount St. Mary’s College	94	23	71	49	0	7	3	1	20	2
National Hispanic University	140	53	87	66	2	21	6	3	33	4
National University	3187	1097	2076	613	12	108	182	21	1411	81
Notre Dame de Namur University	282	71	211	26	4	20	3	2	172	5
Occidental College	15	4	11	4	0	1	1	0	9	0
Pacific Oaks College	28	5	23	8	0	1	0	4	9	2
Pacific Union College	34	5	29	7	0	5	0	1	18	1
Patten University	37	7	30	7	0	3	8	0	19	0
Pepperdine University	218	31	179	7	0	18	13	1	70	1
Point Loma Nazarene University	288	86	202	66	2	14	8	2	150	41
San Diego Christian College	19	4	15	0	0	2	0	0	16	0
San Diego State University	777	193	584	229	7	46	14	1	266	21
San Francisco State University	1393	362	1031	148	7	242	58	6	685	90
San Jose State University	732	197	539	228	2	264	35	0	709	255
Santa Clara University	216	47	169	21	1	32	5	1	113	1
Simpson University	87	18	69	6	1	0	1	0	74	0
Sonoma State University	433	109	324	36	2	14	11	3	271	22

Institution	Total Enrollment	Male Enrollment	Female Enrollment	Hispanic /Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races
St. Mary's College of California	217	39	178	22	1	11	12	3	116	2
Stanford University	95	21	74	11	0	27	6	1	46	4
The Master’s College	15	2	13	1	0	2	0	0	12	0
Touro University	205	41	164	32	3	22	38	12	96	11
United States University	3	0	3	3	0	0	0	0	0	0
University of California, Berkeley	45	13	32	5	0	7	2	0	22	3
University of California, Davis	155	32	123	14	0	12	3	1	111	0
University of California, Irvine	174	38	136	21	0	63	0	0	59	0
University of California, Los Angeles	120	38	82	41	1	32	8	1	24	13
University of California, Riverside	86	19	67	28	1	6	4	0	28	0
University of California, San Diego	97	18	79	14	2	28	1	2	41	9
University of California, Santa Barbara	107	23	84	12	1	8	0	0	74	0
University of California, Santa Cruz	104	31	73	14	3	9	3	0	66	0
University of LaVerne	414	110	304	145	11	17	26	0	189	0
University of Phoenix	1572	497	1075	429	15	70	194	26	814	23
University of Redlands	434	126	308	116	4	3	2	1	201	9
University of San Diego	270	40	230	46	1	17	21	3	121	17
University of San Francisco	277	81	196	27	3	31	7	0	192	12
University of Southern California	1620	473	1147	246	11	215	227	8	807	36
University of the Pacific	169	40	129	30	0	32	6	2	96	3
Vanguard University	91	26	65	18	1	2	0	0	69	1
Western Governors University - CA	2226	645	1581	223	29	83	145	0	1664	82
Westmont College	29	3	26	4	0	2	0	0	23	2
Whittier College	49	14	35	28	1	1	1	0	17	2
William Jessup University	115	15	100	5	2	0	1	1	57	5

Institution	Average number of clock hours required prior to student teaching	Average number of clock hours required for student teaching	Number of FTE faculty in supervised clinical experience during this academic year	Number of FTE adjunct faculty in supervised clinical experience during this academic year	Number of students in supervised clinical experience during this academic year	Please provide any additional information about or descriptions of the supervised clinical experiences:
Alliant International University	45	720	0	4	8	
Antioch University Los Angeles	90	720	0.5	1.5	24	
Antioch University Santa Barbara	270	480	1	3	13	
Argosy University	140	450	0	5	17	
Azusa Pacific University	300	600	36	19	317	
Biola University	120	665	5	11	75	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 two eight-week full-day, full-time placements (average of 640 total clock hours, 8 hours/day) and single subject candidates are required to complete one 19 week semester full-day, full-time placement (665 clock hours, 7 hours/day). If candidates are teaching full-time, fieldwork hours will be reduced.

Institution	Average number of clock hours required prior to student teaching	Average number of clock hours required for student teaching	Number of FTE faculty in supervised clinical experience during this academic year	Number of FTE adjunct faculty in supervised clinical experience during this academic year	Number of students in supervised clinical experience during this academic year	Please provide any additional information about or descriptions of the supervised clinical experiences:
Brandman University	120	480	2	51	1157	Clinical experiences for candidates in the Multiple Subject, Single Subject and Special education credential programs consist of early field experiences that involve classroom observations and individual and/or small group work with students and student teaching. Student teaching in Multiple Subject, Single Subject and Special Education consists of two, eight week sessions of full-day directed teaching at two different levels in at least one assignment that meets multicultural criteria. Student teaching placements must be completed in public schools. The clinical coordinator, not the student, at each location will make the student teaching placements. Student teaching placements in special education classrooms are not acceptable for the Single Subject only or Multiple Subject only Credential. Summer school placements are not acceptable unless in year-round public schools. Under certain conditions a candidate may petition to waive one session of Directed Teaching (a maximum of 3 credits for EDMU 582
California Baptist University	123	420	8	26	94	
California Lutheran University	45	680	1.5	1.72	99	We have a number of part-time adjunct faculty who supervise the clinical experience; the number indicated is based on credit hours accrued at the ratio of 3 students to one credit hour. Each candidate is receives eight visits during a 15-week semester. The candidate is formally observed five times during methods coursework and six times during the full-time student teaching placement.
California Polytechnic State University, San Luis Obispo	70	400	6	28	193	

Institution	Average number of clock hours required prior to student teaching	Average number of clock hours required for student teaching	Number of FTE faculty in supervised clinical experience during this academic year	Number of FTE adjunct faculty in supervised clinical experience during this academic year	Number of students in supervised clinical experience during this academic year	Please provide any additional information about or descriptions of the supervised clinical experiences:
California State Polytechnic University, Pomona	45	800	13	54	263	Average number of clock hours required prior to student teaching is generally 45 clock hours, but may go as high as 60 clock hours.
California State University, Bakersfield	150	300	5	3.84	267	
California State University, Channel Islands	48	384	3	5	151	Field experience is embedded into all phases of the teacher preparation program at CSU Channel Islands. We begin in prerequisite courses where we require that all prospective candidates must participate in a field experiences 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 centers. 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 classrooms.
California State University, Chico	200	375	2.6	7.5	326	
California State University, Dominguez Hills	110	640	8	18	178	

Institution	Average number of clock hours required prior to student teaching	Average number of clock hours required for student teaching	Number of FTE faculty in supervised clinical experience during this academic year	Number of FTE adjunct faculty in supervised clinical experience during this academic year	Number of students in supervised clinical experience during this academic year	Please provide any additional information about or descriptions of the supervised clinical experiences:
California State University, East Bay	120	576	10	22	266	Supervised clinical experiences take place for the duration of three out of four quarters; the first quarter is in one setting and the second and third quarters are at a different grade level in one setting.
California State University, Fresno	45	880	33	16.5	653	
California State University, Fullerton	130	463	28	43.5	2104	
California State University, Long Beach	70	668	31	47	809	
California State University, Los Angeles	95	318	15	281	927	
California State University, Monterey Bay	50	525	11	10	101	

Institution	Average number of clock hours required prior to student teaching	Average number of clock hours required for student teaching	Number of FTE faculty in supervised clinical experience during this academic year	Number of FTE adjunct faculty in supervised clinical experience during this academic year	Number of students in supervised clinical experience during this academic year	Please provide any additional information about or descriptions of the supervised clinical experiences:
California State University, Northridge	97	486	32	85	557	The total number of students in supervised clinical experience during this academic year does not include candidates who already hold a preliminary multiple or single subject credential and who are completing the Education Specialist Program. Due to significantly lower enrollments in the multiple subject credential program, in addition to CSU system budget cuts, the elementary education department retained only 2 of about 20 adjunct faculty in the department, shifting almost all student supervision to full-time faculty. The Single Subject and Education Specialist programs remained at about the same level of enrollments and part-time faculty as in the prior year.
California State University, Sacramento	50	550	30	576	445	
California State University, San Bernardino	175	700	15	53	396	
California State University, San Marcos	135	640	10	510	299	All candidates are 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	450	25	2.5	308	

Institution	Average number of clock hours required prior to student teaching	Average number of clock hours required for student teaching	Number of FTE faculty in supervised clinical experience during this academic year	Number of FTE adjunct faculty in supervised clinical experience during this academic year	Number of students in supervised clinical experience during this academic year	Please provide any additional information about or descriptions of the supervised clinical experiences:
CalState TEACH	270	525	33	378	759	CalStateTEACH requires clinical experience in all four-semesters of its program: 1 full day per week in a school-based field experience in Term 1 (Field Experience Participant); 2 full days per week in Term 2 (Field Experience Participant); 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. CalStateTEACH 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	0	15	78	
Claremont Graduate University	80	770	1	3	21	The CGU Teacher Education Internship Program (TEIP) has traditionally been an internship-only program. However, with the difficult job market, candidates who do not find jobs have the option to do a Residency Program, which is like a traditional student teaching except that it is much longer and hence provides more opportunities for modeling and feedback from the CGU Master Teacher.
Concordia University	45	680	8	10	65	
Dominican University of California	60	560	6	16	112	
Fresno Pacific University	90	450	6	43	130	
Hebrew Union College	224	700	1	5	11	We have one full time education director that oversees the 5 part-time clinical education faculty and course instructor who visit the "fellows" on a weekly basis.
Holy Names University	45	140	4	6	28	

Institution	Average number of clock hours required prior to student teaching	Average number of clock hours required for student teaching	Number of FTE faculty in supervised clinical experience during this academic year	Number of FTE adjunct faculty in supervised clinical experience during this academic year	Number of students in supervised clinical experience during this academic year	Please provide any additional information about or descriptions of the supervised clinical experiences:
Hope International University	40	640	0	4	15	
Humboldt State University	45	836	1.4	6.75	112	
La Sierra University	100	800	5	5	13	
Loyola Marymount University	0	1600	0	14	232	
Mills College	40	450	7	92	55	
Mount St. Mary's College	45	560	7	100	94	
National Hispanic University	135	480	0.17	5.67	44	All supervisors receive training and inservice a minimum of three times a year in order to maintain their skill set.
National University	30	594	23	259	872	
Notre Dame de Namur University	40	500	1	5	136	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 a low socio-economic area.
Occidental College	140	570	0	1	15	2 Part time adjunct faculty were also employed in supervised clinical experience during this academic year.
Pacific Oaks College	75	300	1	2	7	Candidates take three 1-unit practicum courses (requiring 25 hours in a classroom per course) prior to taking a 15-week student teaching placement.

Institution	Average number of clock hours required prior to student teaching	Average number of clock hours required for student teaching	Number of FTE faculty in supervised clinical experience during this academic year	Number of FTE adjunct faculty in supervised clinical experience during this academic year	Number of students in supervised clinical experience during this academic year	Please provide any additional information about or descriptions of the supervised clinical experiences:
Pacific Union College	110	385	3	35	19	Students complete two 25-hour early short-term field experiences with an experienced cooperating teacher, and one 60-hour full-time experience with an experienced teacher, prior to full-time student teaching. The full-time student teaching experience is completed over an 11-week experience and is supervised by a college supervisor and the cooperating teacher.
Patten University	100	640	2	2	7	
Pepperdine University	168	640	3	0	106	
Point Loma Nazarene University	60	480	0	7.64	138	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	9	
San Diego State University	100	450	32	619	496	The number of adjunt faculty is the number of cooperating teachers in K-12 schools who had a student teacher in their class. Students have two semesters of student teaching so the number of cooperating teachers is higher than the number of student teachers.

Institution	Average number of clock hours required prior to student teaching	Average number of clock hours required for student teaching	Number of FTE faculty in supervised clinical experience during this academic year	Number of FTE adjunct faculty in supervised clinical experience during this academic year	Number of students in supervised clinical experience during this academic year	Please provide any additional information about or descriptions of the supervised clinical experiences:
San Francisco State University	190	303	21	6	483	
San Jose State University	68	521	8.49	15.73	638	
Santa Clara University	130	600	0	80	58	
Simpson University	313	680	4	12	122	
Sonoma State University	168	525	2.63	5.87	242	Duplicate of Alternative, IHE-based Program.
St. Mary's College of California	48	306	0	0	156	
Stanford University	0	785	0	28	95	Students in the Stanford Teacher Education Program participate in a year long clinical placement along side a cooperating teacher. Students work in a elementary, middle, or high school classroom five days a week (for a bout twenty hours a week) during the entire program year.
The Master’s College	120	560	3	3	11	The candidates have some practical experience in the classroom their first semester which is also their coursework semester. They average 8 to 10 hours per week in the classroom. Their second semester is all student teaching.
Touro University	405	450	6	33	45	The adjunct faculty are not considered full time at Touro University California, Graduate School of Education, they work between 45-90 hours per semester.
United States University	480	192	1	0.5	3	

Institution	Average number of clock hours required prior to student teaching	Average number of clock hours required for student teaching	Number of FTE faculty in supervised clinical experience during this academic year	Number of FTE adjunct faculty in supervised clinical experience during this academic year	Number of students in supervised clinical experience during this academic year	Please provide any additional information about or descriptions of the supervised clinical experiences:
University of California, Berkeley	130	467	1.5	0.75	36	
University of California, Davis	35	750	9.5	2.46	155	
University of California, Irvine	135	665	1.95	15.03	174	
University of California, Los Angeles	60	432	10	8	120	The program is structured such that there are ten weeks of observation & participation averaging around three hours per day and then twenty weeks of student teaching averaging about 5 hours per day.
University of California, Riverside	90	540	9	0	77	
University of California, San Diego	120	450	9	0	97	Candidates serve as student teachers at the elementary level or in math, science, or English classrooms at the secondary level. Each student teacher is assigned a university supervisor and a district based cooperating teacher.
University of California, Santa Barbara	60	1000	0	85	107	
University of California, Santa Cruz	10	665	5.35	0	104	
University of LaVerne	300	135	9	0	166	
University of Phoenix	100	600	9	30	405	

Institution	Average number of clock hours required prior to student teaching	Average number of clock hours required for student teaching	Number of FTE faculty in supervised clinical experience during this academic year	Number of FTE adjunct faculty in supervised clinical experience during this academic year	Number of students in supervised clinical experience during this academic year	Please provide any additional information about or descriptions of the supervised clinical experiences:
University of Redlands	75	560	7	21	160	
University of San Diego	143	397	4	9.52	176	A small number of candidates were enrolled in more than one practicum experience or student teaching experience and are counted more than once above.
University of San Francisco	36	800	5	2	169	Supervision by a University Supervisor consists of a pre-observation conference, an observation (typically 45-60 minutes), and a post-observation conference. Student Teaching I consist of a minimum of 90 hours (typically 2 4-hour blocks per week) in a K-12 classroom, appropriate to the candidate's credential path, under the mentorship of a qualified Cooperating Teacher during a full semester. During this placement, the candidate is observed a minimum of 2 times by a University Supervisor. Student Teaching II/III is a full-time placement in a K-12 classroom, appropriate to the candidate's credential path, under the mentorship of a qualified Master Teacher during a full semester. The candidate is observed a minimum of 7 times by a University Supervisor. During full-time student teaching every other post-observation conference is a 3-way conference with the candidate, Master Teacher, and University Supervisor.
University of Southern California	546	546	24	150	1549	
University of the Pacific	148	640	2.5	4	65	

Institution	Average number of clock hours required prior to student teaching	Average number of clock hours required for student teaching	Number of FTE faculty in supervised clinical experience during this academic year	Number of FTE adjunct faculty in supervised clinical experience during this academic year	Number of students in supervised clinical experience during this academic year	Please provide any additional information about or descriptions of the supervised clinical experiences:
Vanguard University	75	500	0.5	2.77	50	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 units)
Western Governors University - CA	120	480	0	0	77	Demonstration teaching (student teaching) generally involves supervision by a host teacher who performs a series of classroom performance observations and documents data about the candidate's in-classroom skills, as well as completing a midterm and final evaluation. (Teachers of record do not require a host teacher.) All candidates, including teachers of record, undergo a series of at least six weekly observations by a Clinical Supervisor (an experienced educator chosen by the principal or district together with WGU placement staff). The Clinical Supervisor also completes midterm and final evaluations, evaluating student teaching performance based on accepted professional standards and WGU developed rubrics.
Westmont College	70	525	3	0	18	All candidates are supervised by full-time Westmont faculty.
Whittier College	125	480	1	10	28	
William Jessup University	60	560	1	3	36	

Institution	Program Type	Subject	Subject area that program completers have been prepared to teach	Number Prepared
Alliant International University	Traditional	Subject	Education - General	2
Alliant International University	Traditional	Subject	Teacher Education - English/Language Arts	1
Alliant International University	Traditional	Subject	Teacher Education - Physical Education and Coaching	1
Alliant International University	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	1
Alliant International University	Traditional	Subject	Teacher Education - Social Science	1
Antioch University Los Angeles	Traditional	Subject	Education - General	7
Antioch University Los Angeles	Traditional	Subject	Teacher Education - Special Education	2
Antioch University Santa Barbara	Traditional	Subject	Teacher Education - Elementary Education	7
Antioch University Santa Barbara	Traditional	Subject	Teacher Education - Special Education	3
Argosy University	Traditional	Subject	Teacher Education - Biology	1
Argosy University	Traditional	Subject	Teacher Education - Chemistry	1
Argosy University	Traditional	Subject	Teacher Education - Elementary Education	15
Argosy University	Traditional	Subject	Teacher Education - English/Language Arts	3
Argosy University	Traditional	Subject	Teacher Education - Foreign Language	1
Argosy University	Traditional	Subject	Teacher Education - Mathematics	6
Argosy University	Traditional	Subject	Teacher Education - Music	1
Argosy University	Traditional	Subject	Teacher Education - Physical Education and Coaching	3
Argosy University	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	7
Argosy University	Traditional	Subject	Teacher Education - Social Science	4
Argosy University	Traditional	Subject	Teacher Education - Spanish	1
Azusa Pacific University	Traditional	Subject	Teacher Education - Art	2
Azusa Pacific University	Traditional	Subject	Teacher Education - Biology	10
Azusa Pacific University	Traditional	Subject	Teacher Education - Business	2
Azusa Pacific University	Traditional	Subject	Teacher Education - Chemistry	2
Azusa Pacific University	Traditional	Subject	Teacher Education - Earth Science	1
Azusa Pacific University	Traditional	Subject	Teacher Education - Elementary Education	220
Azusa Pacific University	Traditional	Subject	Teacher Education - English/Language Arts	19
Azusa Pacific University	Traditional	Subject	Teacher Education - Foreign Language	1
Azusa Pacific University	Traditional	Subject	Teacher Education - Junior High/Intermediate/Middle School Education	220
Azusa Pacific University	Traditional	Subject	Teacher Education - Mathematics	16
Azusa Pacific University	Traditional	Subject	Teacher Education - Multiple Levels	215
Azusa Pacific University	Traditional	Subject	Teacher Education - Music	3
Azusa Pacific University	Traditional	Subject	Teacher Education - Physical Education and Coaching	20
Azusa Pacific University	Traditional	Subject	Teacher Education - Secondary Education	204
Azusa Pacific University	Traditional	Subject	Teacher Education - Social Science	31
Azusa Pacific University	Traditional	Subject	Teacher Education - Spanish	5
Azusa Pacific University	Traditional	Subject	Teacher Education - Special Education	97
Biola University	Traditional	Subject	Teacher Education - Art	1

Institution	Program Type	Subject	Subject area that program completers have been prepared to teach	Number Prepared
Biola University	Traditional	Subject	Teacher Education - Biology	4
Biola University	Traditional	Subject	Teacher Education - Chemistry	1
Biola University	Traditional	Subject	Teacher Education - Elementary Education	47
Biola University	Traditional	Subject	Teacher Education - English/Language Arts	4
Biola University	Traditional	Subject	Teacher Education - Mathematics	8
Biola University	Traditional	Subject	Teacher Education - Music	2
Biola University	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	1
Biola University	Traditional	Subject	Teacher Education - Social Science	7
Brandman University	Traditional	Subject	Teacher Education - Agriculture	2
Brandman University	Traditional	Subject	Teacher Education - Art	4
Brandman University	Traditional	Subject	Teacher Education - Biology	10
Brandman University	Traditional	Subject	Teacher Education - Chemistry	1
Brandman University	Traditional	Subject	Teacher Education - Elementary Education	183
Brandman University	Traditional	Subject	Teacher Education - English/Language Arts	25
Brandman University	Traditional	Subject	Teacher Education - Family and Consumer Sciences/Home Economics	1
Brandman University	Traditional	Subject	Teacher Education - Geography	2
Brandman University	Traditional	Subject	Teacher Education - Health	2
Brandman University	Traditional	Subject	Teacher Education - Mathematics	20
Brandman University	Traditional	Subject	Teacher Education - Music	2
Brandman University	Traditional	Subject	Teacher Education - Physical Education and Coaching	15
Brandman University	Traditional	Subject	Teacher Education - Physics	1
Brandman University	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	6
Brandman University	Traditional	Subject	Teacher Education - Social Science	30
Brandman University	Traditional	Subject	Teacher Education - Spanish	5
Brandman University	Traditional	Subject	Teacher Education - Technology Teacher Education/Industrial Arts	1
California Baptist University	Traditional	Subject	Education - General	53
California Baptist University	Traditional	Subject	Teacher Education - Art	1
California Baptist University	Traditional	Subject	Teacher Education - English/Language Arts	3
California Baptist University	Traditional	Subject	Teacher Education - Health	2
California Baptist University	Traditional	Subject	Teacher Education - Mathematics	4
California Baptist University	Traditional	Subject	Teacher Education - Music	1
California Baptist University	Traditional	Subject	Teacher Education - Physical Education and Coaching	4
California Baptist University	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	1
California Baptist University	Traditional	Subject	Teacher Education - Social Science	3
California Lutheran University	Traditional	Subject	Education - Other	1
California Lutheran University	Traditional	Subject	Teacher Education - Biology	1
California Lutheran University	Traditional	Subject	Teacher Education - Business	1
California Lutheran University	Traditional	Subject	Teacher Education - Elementary Education	23

Institution	Program Type	Subject	Subject area that program completers have been prepared to teach	Number Prepared
California Lutheran University	Traditional	Subject	Teacher Education - English/Language Arts	9
California Lutheran University	Traditional	Subject	Teacher Education - Mathematics	5
California Lutheran University	Traditional	Subject	Teacher Education - Physical Education and Coaching	3
California Lutheran University	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	2
California Lutheran University	Traditional	Subject	Teacher Education - Secondary Education	32
California Lutheran University	Traditional	Subject	Teacher Education - Social Science	8
California Lutheran University	Traditional	Subject	Teacher Education - Spanish	2
California Lutheran University	Traditional	Subject	Teacher Education - Special Education	18
California Polytechnic State University, San Luis Obisp	Traditional	Subject	Teacher Education - Agriculture	12
California Polytechnic State University, San Luis Obisp	Traditional	Subject	Teacher Education - Biology	12
California Polytechnic State University, San Luis Obisp	Traditional	Subject	Teacher Education - Chemistry	1
California Polytechnic State University, San Luis Obisp	Traditional	Subject	Teacher Education - Elementary Education	85
California Polytechnic State University, San Luis Obisp	Traditional	Subject	Teacher Education - English/Language Arts	7
California Polytechnic State University, San Luis Obisp	Traditional	Subject	Teacher Education - Mathematics	11
California Polytechnic State University, San Luis Obisp	Traditional	Subject	Teacher Education - Physics	2
California Polytechnic State University, San Luis Obisp	Traditional	Subject	Teacher Education - Secondary Education	41
California Polytechnic State University, San Luis Obisp	Traditional	Subject	Teacher Education - Social Science	8
California Polytechnic State University, San Luis Obisp	Traditional	Subject	Teacher Education - Special Education	17
California State Polytechnic University, Pomona	Traditional	Subject	Teacher Education - Agriculture	2
California State Polytechnic University, Pomona	Traditional	Subject	Teacher Education - Art	1
California State Polytechnic University, Pomona	Traditional	Subject	Teacher Education - Biology	5
California State Polytechnic University, Pomona	Traditional	Subject	Teacher Education - Chemistry	3
California State Polytechnic University, Pomona	Traditional	Subject	Teacher Education - Elementary Education	98
California State Polytechnic University, Pomona	Traditional	Subject	Teacher Education - English/Language Arts	9
California State Polytechnic University, Pomona	Traditional	Subject	Teacher Education - Mathematics	43
California State Polytechnic University, Pomona	Traditional	Subject	Teacher Education - Music	4
California State Polytechnic University, Pomona	Traditional	Subject	Teacher Education - Physical Education and Coaching	10
California State Polytechnic University, Pomona	Traditional	Subject	Teacher Education - Physics	1
California State Polytechnic University, Pomona	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	1
California State Polytechnic University, Pomona	Traditional	Subject	Teacher Education - Social Science	26
California State Polytechnic University, Pomona	Traditional	Subject	Teacher Education - Special Education	59
California State University, Bakersfield	Traditional	Subject	Teacher Education - Art	4
California State University, Bakersfield	Traditional	Subject	Teacher Education - Biology	7
California State University, Bakersfield	Traditional	Subject	Teacher Education - Business	2
California State University, Bakersfield	Traditional	Subject	Teacher Education - Chemistry	2
California State University, Bakersfield	Traditional	Subject	Teacher Education - Earth Science	1
California State University, Bakersfield	Traditional	Subject	Teacher Education - Elementary Education	163
California State University, Bakersfield	Traditional	Subject	Teacher Education - English/Language Arts	21

Institution	Program Type	Subject	Subject area that program completers have been prepared to teach	Number Prepared
California State University, Bakersfield	Traditional	Subject	Teacher Education - French	1
California State University, Bakersfield	Traditional	Subject	Teacher Education - Health	2
California State University, Bakersfield	Traditional	Subject	Teacher Education - Mathematics	16
California State University, Bakersfield	Traditional	Subject	Teacher Education - Music	4
California State University, Bakersfield	Traditional	Subject	Teacher Education - Physical Education and Coaching	7
California State University, Bakersfield	Traditional	Subject	Teacher Education - Physics	1
California State University, Bakersfield	Traditional	Subject	Teacher Education - Social Science	16
California State University, Bakersfield	Traditional	Subject	Teacher Education - Spanish	13
California State University, Bakersfield	Traditional	Subject	Teacher Education - Special Education	14
California State University, Channel Islands	Traditional	Subject	Teacher Education - Biology	5
California State University, Channel Islands	Traditional	Subject	Teacher Education - Chemistry	1
California State University, Channel Islands	Traditional	Subject	Teacher Education - Elementary Education	35
California State University, Channel Islands	Traditional	Subject	Teacher Education - English/Language Arts	5
California State University, Channel Islands	Traditional	Subject	Teacher Education - Mathematics	5
California State University, Channel Islands	Traditional	Subject	Teacher Education - Social Science	11
California State University, Channel Islands	Traditional	Subject	Teacher Education - Special Education	8
California State University, Chico	Traditional	Subject	Teacher Education - Agriculture	12
California State University, Chico	Traditional	Subject	Teacher Education - Art	6
California State University, Chico	Traditional	Subject	Teacher Education - Biology	3
California State University, Chico	Traditional	Subject	Teacher Education - Chemistry	1
California State University, Chico	Traditional	Subject	Teacher Education - Elementary Education	110
California State University, Chico	Traditional	Subject	Teacher Education - English/Language Arts	17
California State University, Chico	Traditional	Subject	Teacher Education - Health	2
California State University, Chico	Traditional	Subject	Teacher Education - Mathematics	10
California State University, Chico	Traditional	Subject	Teacher Education - Music	2
California State University, Chico	Traditional	Subject	Teacher Education - Physical Education and Coaching	14
California State University, Chico	Traditional	Subject	Teacher Education - Physics	3
California State University, Chico	Traditional	Subject	Teacher Education - Secondary Education	85
California State University, Chico	Traditional	Subject	Teacher Education - Social Studies	13
California State University, Chico	Traditional	Subject	Teacher Education - Spanish	2
California State University, Chico	Traditional	Subject	Teacher Education - Special Education	33
California State University, Dominguez Hills	Traditional	Subject	Education - General	11
California State University, Dominguez Hills	Traditional	Subject	Teacher Education - Biology	3
California State University, Dominguez Hills	Traditional	Subject	Teacher Education - English/Language Arts	3
California State University, Dominguez Hills	Traditional	Subject	Teacher Education - Mathematics	10
California State University, Dominguez Hills	Traditional	Subject	Teacher Education - Physical Education and Coaching	6
California State University, Dominguez Hills	Traditional	Subject	Teacher Education - Physics	1
California State University, Dominguez Hills	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	2

Institution	Program Type	Subject	Subject area that program completers have been prepared to teach	Number Prepared
California State University, Dominguez Hills	Traditional	Subject	Teacher Education - Social Science	1
California State University, Dominguez Hills	Traditional	Subject	Teacher Education - Special Education	20
California State University, East Bay	Traditional	Subject	Teacher Education - Art	2
California State University, East Bay	Traditional	Subject	Teacher Education - Bilingual, Multilingual, and Multicultural Education	5
California State University, East Bay	Traditional	Subject	Teacher Education - Biology	7
California State University, East Bay	Traditional	Subject	Teacher Education - Chemistry	3
California State University, East Bay	Traditional	Subject	Teacher Education - Earth Science	1
California State University, East Bay	Traditional	Subject	Teacher Education - Elementary Education	73
California State University, East Bay	Traditional	Subject	Teacher Education - English/Language Arts	11
California State University, East Bay	Traditional	Subject	Teacher Education - Mathematics	10
California State University, East Bay	Traditional	Subject	Teacher Education - Music	5
California State University, East Bay	Traditional	Subject	Teacher Education - Physical Education and Coaching	13
California State University, East Bay	Traditional	Subject	Teacher Education - Physics	2
California State University, East Bay	Traditional	Subject	Teacher Education - Social Science	13
California State University, East Bay	Traditional	Subject	Teacher Education - Spanish	2
California State University, East Bay	Traditional	Subject	Teacher Education - Special Education	17
California State University, Fresno	Traditional	Subject	Teacher Education - Agriculture	7
California State University, Fresno	Traditional	Subject	Teacher Education - Art	2
California State University, Fresno	Traditional	Subject	Teacher Education - Biology	8
California State University, Fresno	Traditional	Subject	Teacher Education - Business	8
California State University, Fresno	Traditional	Subject	Teacher Education - Chemistry	3
California State University, Fresno	Traditional	Subject	Teacher Education - Early Childhood Education	48
California State University, Fresno	Traditional	Subject	Teacher Education - Earth Science	1
California State University, Fresno	Traditional	Subject	Teacher Education - Elementary Education	184
California State University, Fresno	Traditional	Subject	Teacher Education - English as a Second Language	20
California State University, Fresno	Traditional	Subject	Teacher Education - English/Language Arts	19
California State University, Fresno	Traditional	Subject	Teacher Education - French	2
California State University, Fresno	Traditional	Subject	Teacher Education - Mathematics	18
California State University, Fresno	Traditional	Subject	Teacher Education - Music	13
California State University, Fresno	Traditional	Subject	Teacher Education - Physical Education and Coaching	35
California State University, Fresno	Traditional	Subject	Teacher Education - Physics	2
California State University, Fresno	Traditional	Subject	Teacher Education - Secondary Education	155
California State University, Fresno	Traditional	Subject	Teacher Education - Social Science	29
California State University, Fresno	Traditional	Subject	Teacher Education - Spanish	7
California State University, Fresno	Traditional	Subject	Teacher Education - Special Education	25
California State University, Fresno	Traditional	Subject	Teacher Education - Technology Teacher Education/Industrial Arts	1
California State University, Fullerton	Traditional	Subject	Education - Other	5
California State University, Fullerton	Traditional	Subject	Teacher Education - Art	12

Institution	Program Type	Subject	Subject area that program completers have been prepared to teach	Number Prepared
California State University, Fullerton	Traditional	Subject	Teacher Education - Biology	7
California State University, Fullerton	Traditional	Subject	Teacher Education - Chemistry	5
California State University, Fullerton	Traditional	Subject	Teacher Education - Earth Science	1
California State University, Fullerton	Traditional	Subject	Teacher Education - Elementary Education	184
California State University, Fullerton	Traditional	Subject	Teacher Education - English/Language Arts	41
California State University, Fullerton	Traditional	Subject	Teacher Education - Mathematics	46
California State University, Fullerton	Traditional	Subject	Teacher Education - Music	9
California State University, Fullerton	Traditional	Subject	Teacher Education - Physical Education and Coaching	16
California State University, Fullerton	Traditional	Subject	Teacher Education - Physics	1
California State University, Fullerton	Traditional	Subject	Teacher Education - Social Science	37
California State University, Fullerton	Traditional	Subject	Teacher Education - Spanish	8
California State University, Fullerton	Traditional	Subject	Teacher Education - Special Education	83
California State University, Long Beach	Traditional	Subject	Education - Other	6
California State University, Long Beach	Traditional	Subject	Teacher Education - Art	30
California State University, Long Beach	Traditional	Subject	Teacher Education - Biology	25
California State University, Long Beach	Traditional	Subject	Teacher Education - Business	15
California State University, Long Beach	Traditional	Subject	Teacher Education - Chemistry	7
California State University, Long Beach	Traditional	Subject	Teacher Education - Drama and Dance	3
California State University, Long Beach	Traditional	Subject	Teacher Education - Earth Science	4
California State University, Long Beach	Traditional	Subject	Teacher Education - Elementary Education	310
California State University, Long Beach	Traditional	Subject	Teacher Education - English/Language Arts	95
California State University, Long Beach	Traditional	Subject	Teacher Education - Family and Consumer Sciences/Home Economics	3
California State University, Long Beach	Traditional	Subject	Teacher Education - Foreign Language	28
California State University, Long Beach	Traditional	Subject	Teacher Education - French	8
California State University, Long Beach	Traditional	Subject	Teacher Education - Geography	1
California State University, Long Beach	Traditional	Subject	Teacher Education - Health	7
California State University, Long Beach	Traditional	Subject	Teacher Education - Mathematics	73
California State University, Long Beach	Traditional	Subject	Teacher Education - Music	16
California State University, Long Beach	Traditional	Subject	Teacher Education - Physical Education and Coaching	27
California State University, Long Beach	Traditional	Subject	Teacher Education - Psychology	8
California State University, Long Beach	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	5
California State University, Long Beach	Traditional	Subject	Teacher Education - Social Science	66
California State University, Long Beach	Traditional	Subject	Teacher Education - Spanish	14
California State University, Long Beach	Traditional	Subject	Teacher Education - Special Education	50
California State University, Long Beach	Traditional	Subject	Teacher Education- History	8
California State University, Los Angeles	Traditional	Subject	Education - General	106
California State University, Los Angeles	Traditional	Subject	Teacher Education - Art	4
California State University, Los Angeles	Traditional	Subject	Teacher Education - Biology	6

Institution	Program Type	Subject	Subject area that program completers have been prepared to teach	Number Prepared
California State University, Los Angeles	Traditional	Subject	Teacher Education - Chemistry	4
California State University, Los Angeles	Traditional	Subject	Teacher Education - Early Childhood Education	9
California State University, Los Angeles	Traditional	Subject	Teacher Education - Earth Science	2
California State University, Los Angeles	Traditional	Subject	Teacher Education - English/Language Arts	22
California State University, Los Angeles	Traditional	Subject	Teacher Education - Foreign Language	1
California State University, Los Angeles	Traditional	Subject	Teacher Education - French	3
California State University, Los Angeles	Traditional	Subject	Teacher Education - Mathematics	26
California State University, Los Angeles	Traditional	Subject	Teacher Education - Multiple Levels	254
California State University, Los Angeles	Traditional	Subject	Teacher Education - Music	7
California State University, Los Angeles	Traditional	Subject	Teacher Education - Physical Education and Coaching	8
California State University, Los Angeles	Traditional	Subject	Teacher Education - Physics	2
California State University, Los Angeles	Traditional	Subject	Teacher Education - Social Science	18
California State University, Los Angeles	Traditional	Subject	Teacher Education - Spanish	11
California State University, Los Angeles	Traditional	Subject	Teacher Education - Special Education	40
California State University, Los Angeles	Traditional	Subject	Teacher Education - Technical Education	3
California State University, Monterey Bay	Traditional	Subject	Education - General	78
California State University, Monterey Bay	Traditional	Subject	Teacher Education - Biology	4
California State University, Monterey Bay	Traditional	Subject	Teacher Education - Chemistry	1
California State University, Monterey Bay	Traditional	Subject	Teacher Education - Elementary Education	24
California State University, Monterey Bay	Traditional	Subject	Teacher Education - English/Language Arts	5
California State University, Monterey Bay	Traditional	Subject	Teacher Education - Foreign Language	2
California State University, Monterey Bay	Traditional	Subject	Teacher Education - French	1
California State University, Monterey Bay	Traditional	Subject	Teacher Education - Mathematics	5
California State University, Monterey Bay	Traditional	Subject	Teacher Education - Secondary Education	23
California State University, Monterey Bay	Traditional	Subject	Teacher Education - Social Science	5
California State University, Monterey Bay	Traditional	Subject	Teacher Education - Spanish	1
California State University, Monterey Bay	Traditional	Subject	Teacher Education - Special Education	54
California State University, Northridge	Traditional	Subject	Education - Other	6
California State University, Northridge	Traditional	Subject	Teacher Education - Art	10
California State University, Northridge	Traditional	Subject	Teacher Education - Biology	13
California State University, Northridge	Traditional	Subject	Teacher Education - Chemistry	1
California State University, Northridge	Traditional	Subject	Teacher Education - Earth Science	2
California State University, Northridge	Traditional	Subject	Teacher Education - Elementary Education	191
California State University, Northridge	Traditional	Subject	Teacher Education - English/Language Arts	31
California State University, Northridge	Traditional	Subject	Teacher Education - Family and Consumer Sciences/Home Economics	2
California State University, Northridge	Traditional	Subject	Teacher Education - French	1
California State University, Northridge	Traditional	Subject	Teacher Education - Mathematics	31
California State University, Northridge	Traditional	Subject	Teacher Education - Music	11

Institution	Program Type	Subject	Subject area that program completers have been prepared to teach	Number Prepared
California State University, Northridge	Traditional	Subject	Teacher Education - Physical Education and Coaching	13
California State University, Northridge	Traditional	Subject	Teacher Education - Physics	2
California State University, Northridge	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	2
California State University, Northridge	Traditional	Subject	Teacher Education - Social Science	1
California State University, Northridge	Traditional	Subject	Teacher Education - Social Studies	15
California State University, Northridge	Traditional	Subject	Teacher Education - Spanish	10
California State University, Northridge	Traditional	Subject	Teacher Education - Special Education	50
California State University, Sacramento	Traditional	Subject	Teacher Education - Art	9
California State University, Sacramento	Traditional	Subject	Teacher Education - Bilingual, Multilingual, and Multicultural Education	37
California State University, Sacramento	Traditional	Subject	Teacher Education - Biology	15
California State University, Sacramento	Traditional	Subject	Teacher Education - Business	1
California State University, Sacramento	Traditional	Subject	Teacher Education - Chemistry	3
California State University, Sacramento	Traditional	Subject	Teacher Education - Earth Science	3
California State University, Sacramento	Traditional	Subject	Teacher Education - Elementary Education	176
California State University, Sacramento	Traditional	Subject	Teacher Education - English/Language Arts	24
California State University, Sacramento	Traditional	Subject	Teacher Education - Foreign Language	13
California State University, Sacramento	Traditional	Subject	Teacher Education - French	1
California State University, Sacramento	Traditional	Subject	Teacher Education - Health	1
California State University, Sacramento	Traditional	Subject	Teacher Education - Mathematics	22
California State University, Sacramento	Traditional	Subject	Teacher Education - Music	8
California State University, Sacramento	Traditional	Subject	Teacher Education - Physical Education and Coaching	29
California State University, Sacramento	Traditional	Subject	Teacher Education - Physics	1
California State University, Sacramento	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	2
California State University, Sacramento	Traditional	Subject	Teacher Education - Secondary Education	154
California State University, Sacramento	Traditional	Subject	Teacher Education - Social Science	34
California State University, Sacramento	Traditional	Subject	Teacher Education - Spanish	12
California State University, Sacramento	Traditional	Subject	Teacher Education - Special Education	37
California State University, San Bernardino	Traditional	Subject	Education - Other	4
California State University, San Bernardino	Traditional	Subject	Teacher Education - Art	6
California State University, San Bernardino	Traditional	Subject	Teacher Education - Biology	4
California State University, San Bernardino	Traditional	Subject	Teacher Education - Early Childhood Education	1
California State University, San Bernardino	Traditional	Subject	Teacher Education - Elementary Education	109
California State University, San Bernardino	Traditional	Subject	Teacher Education - English/Language Arts	20
California State University, San Bernardino	Traditional	Subject	Teacher Education - Health	1
California State University, San Bernardino	Traditional	Subject	Teacher Education - Mathematics	19
California State University, San Bernardino	Traditional	Subject	Teacher Education - Music	4
California State University, San Bernardino	Traditional	Subject	Teacher Education - Physical Education and Coaching	4
California State University, San Bernardino	Traditional	Subject	Teacher Education - Social Science	9

Institution	Program Type	Subject	Subject area that program completers have been prepared to teach	Number Prepared
California State University, San Bernardino	Traditional	Subject	Teacher Education - Spanish	4
California State University, San Bernardino	Traditional	Subject	Teacher Education - Special Education	21
California State University, San Marcos	Traditional	Subject	Education - General	192
California State University, San Marcos	Traditional	Subject	Teacher Education - Biology	7
California State University, San Marcos	Traditional	Subject	Teacher Education - Chemistry	2
California State University, San Marcos	Traditional	Subject	Teacher Education - English/Language Arts	11
California State University, San Marcos	Traditional	Subject	Teacher Education - Mathematics	6
California State University, San Marcos	Traditional	Subject	Teacher Education - Physical Education and Coaching	1
California State University, San Marcos	Traditional	Subject	Teacher Education - Physics	1
California State University, San Marcos	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	1
California State University, San Marcos	Traditional	Subject	Teacher Education - Social Science	9
California State University, San Marcos	Traditional	Subject	Teacher Education - Spanish	2
California State University, San Marcos	Traditional	Subject	Teacher Education - Special Education	17
California State University, Stanislaus	Traditional	Subject	Education - Other	10
California State University, Stanislaus	Traditional	Subject	Teacher Education - Art	4
California State University, Stanislaus	Traditional	Subject	Teacher Education - Biology	1
California State University, Stanislaus	Traditional	Subject	Teacher Education - Business	1
California State University, Stanislaus	Traditional	Subject	Teacher Education - Earth Science	2
California State University, Stanislaus	Traditional	Subject	Teacher Education - Elementary Education	133
California State University, Stanislaus	Traditional	Subject	Teacher Education - English/Language Arts	8
California State University, Stanislaus	Traditional	Subject	Teacher Education - Mathematics	9
California State University, Stanislaus	Traditional	Subject	Teacher Education - Music	3
California State University, Stanislaus	Traditional	Subject	Teacher Education - Physical Education and Coaching	7
California State University, Stanislaus	Traditional	Subject	Teacher Education - Secondary Education	66
California State University, Stanislaus	Traditional	Subject	Teacher Education - Social Science	14
California State University, Stanislaus	Traditional	Subject	Teacher Education - Spanish	7
California State University, Stanislaus	Traditional	Subject	Teacher Education - Special Education	11
CalState TEACH	Traditional	Subject	Teacher Education - Elementary Education	290
Chapman University	Traditional	Subject	Teacher Education - Biology	2
Chapman University	Traditional	Subject	Teacher Education - English/Language Arts	10
Chapman University	Traditional	Subject	Teacher Education - Health	2
Chapman University	Traditional	Subject	Teacher Education - Mathematics	3
Chapman University	Traditional	Subject	Teacher Education - Multiple Levels	22
Chapman University	Traditional	Subject	Teacher Education - Music	4
Chapman University	Traditional	Subject	Teacher Education - Physical Education and Coaching	1
Chapman University	Traditional	Subject	Teacher Education - Secondary Education	29
Chapman University	Traditional	Subject	Teacher Education - Social Science	5
Chapman University	Traditional	Subject	Teacher Education - Special Education	9

Institution	Program Type	Subject	Subject area that program completers have been prepared to teach	Number Prepared
Claremont Graduate University	Traditional	Subject	Education - General	8
Claremont Graduate University	Traditional	Subject	Teacher Education - Bilingual, Multilingual, and Multicultural Education	20
Claremont Graduate University	Traditional	Subject	Teacher Education - Biology	1
Claremont Graduate University	Traditional	Subject	Teacher Education - Elementary Education	6
Claremont Graduate University	Traditional	Subject	Teacher Education - English/Language Arts	5
Claremont Graduate University	Traditional	Subject	Teacher Education - Junior High/Intermediate/Middle School Education	11
Claremont Graduate University	Traditional	Subject	Teacher Education - Mathematics	2
Claremont Graduate University	Traditional	Subject	Teacher Education - Multiple Levels	9
Claremont Graduate University	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	1
Claremont Graduate University	Traditional	Subject	Teacher Education - Secondary Education	11
Claremont Graduate University	Traditional	Subject	Teacher Education - Social Studies	4
Claremont Graduate University	Traditional	Subject	Teacher Education - Special Education	3
Concordia University	Traditional	Subject	Teacher Education - Biology	1
Concordia University	Traditional	Subject	Teacher Education - Elementary Education	44
Concordia University	Traditional	Subject	Teacher Education - English/Language Arts	5
Concordia University	Traditional	Subject	Teacher Education - Mathematics	5
Concordia University	Traditional	Subject	Teacher Education - Music	2
Concordia University	Traditional	Subject	Teacher Education - Physical Education and Coaching	2
Concordia University	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	1
Concordia University	Traditional	Subject	Teacher Education - Social Science	5
Dominican University of California	Traditional	Subject	Teacher Education - Art	4
Dominican University of California	Traditional	Subject	Teacher Education - Biology	1
Dominican University of California	Traditional	Subject	Teacher Education - Elementary Education	54
Dominican University of California	Traditional	Subject	Teacher Education - English/Language Arts	1
Dominican University of California	Traditional	Subject	Teacher Education - French	1
Dominican University of California	Traditional	Subject	Teacher Education - Mathematics	2
Dominican University of California	Traditional	Subject	Teacher Education - Physical Education and Coaching	4
Dominican University of California	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	1
Dominican University of California	Traditional	Subject	Teacher Education - Secondary Education	32
Dominican University of California	Traditional	Subject	Teacher Education - Social Science	13
Dominican University of California	Traditional	Subject	Teacher Education - Special Education	21
Fresno Pacific University	Traditional	Subject	Teacher Education - Art	1
Fresno Pacific University	Traditional	Subject	Teacher Education - Biology	1
Fresno Pacific University	Traditional	Subject	Teacher Education - Early Childhood Education	7
Fresno Pacific University	Traditional	Subject	Teacher Education - Earth Science	1
Fresno Pacific University	Traditional	Subject	Teacher Education - Elementary Education	69
Fresno Pacific University	Traditional	Subject	Teacher Education - English/Language Arts	4
Fresno Pacific University	Traditional	Subject	Teacher Education - Health	1

Institution	Program Type	Subject	Subject area that program completers have been prepared to teach	Number Prepared
Fresno Pacific University	Traditional	Subject	Teacher Education - Mathematics	5
Fresno Pacific University	Traditional	Subject	Teacher Education - Music	2
Fresno Pacific University	Traditional	Subject	Teacher Education - Physical Education and Coaching	2
Fresno Pacific University	Traditional	Subject	Teacher Education - Social Studies	11
Hebrew Union College	Traditional	Subject	Teacher Education - Elementary Education	13
Holy Names University	Traditional	Subject	Education - General	2
Holy Names University	Traditional	Subject	Teacher Education - Art	1
Holy Names University	Traditional	Subject	Teacher Education - Biology	1
Holy Names University	Traditional	Subject	Teacher Education - Physical Education and Coaching	1
Holy Names University	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	1
Holy Names University	Traditional	Subject	Teacher Education - Special Education	3
Hope International University	Traditional	Subject	Education - General	11
Hope International University	Traditional	Subject	Teacher Education - Elementary Education	9
Hope International University	Traditional	Subject	Teacher Education - English as a Second Language	11
Hope International University	Traditional	Subject	Teacher Education - Junior High/Intermediate/Middle School Education	2
Hope International University	Traditional	Subject	Teacher Education - Secondary Education	2
Hope International University	Traditional	Subject	Teacher Education - Social Science	2
Humboldt State University	Traditional	Subject	Teacher Education - Art	5
Humboldt State University	Traditional	Subject	Teacher Education - Biology	8
Humboldt State University	Traditional	Subject	Teacher Education - Earth Science	2
Humboldt State University	Traditional	Subject	Teacher Education - Elementary Education	37
Humboldt State University	Traditional	Subject	Teacher Education - English/Language Arts	10
Humboldt State University	Traditional	Subject	Teacher Education - Mathematics	3
Humboldt State University	Traditional	Subject	Teacher Education - Music	1
Humboldt State University	Traditional	Subject	Teacher Education - Physical Education and Coaching	3
Humboldt State University	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	1
Humboldt State University	Traditional	Subject	Teacher Education - Secondary Education	42
Humboldt State University	Traditional	Subject	Teacher Education - Social Science	11
Humboldt State University	Traditional	Subject	Teacher Education - Spanish	2
Humboldt State University	Traditional	Subject	Teacher Education - Special Education	34
Humboldt State University	Traditional	Subject	Teacher Education - Technology Teacher Education/Industrial Arts	1
La Sierra University	Traditional	Subject	Teacher Education - Elementary Education	10
La Sierra University	Traditional	Subject	Teacher Education - English/Language Arts	1
La Sierra University	Traditional	Subject	Teacher Education - Mathematics	1
La Sierra University	Traditional	Subject	Teacher Education - Social Science	1
Loyola Marymount University	Traditional	Subject	Teacher Education - Bilingual, Multilingual, and Multicultural Education	13
Loyola Marymount University	Traditional	Subject	Teacher Education - Biology	2
Loyola Marymount University	Traditional	Subject	Teacher Education - Chemistry	2

Institution	Program Type	Subject	Subject area that program completers have been prepared to teach	Number Prepared
Loyola Marymount University	Traditional	Subject	Teacher Education - Elementary Education	64
Loyola Marymount University	Traditional	Subject	Teacher Education - English/Language Arts	18
Loyola Marymount University	Traditional	Subject	Teacher Education - Foreign Language	4
Loyola Marymount University	Traditional	Subject	Teacher Education - French	1
Loyola Marymount University	Traditional	Subject	Teacher Education - Health	1
Loyola Marymount University	Traditional	Subject	Teacher Education - Mathematics	10
Loyola Marymount University	Traditional	Subject	Teacher Education - Multiple Levels	78
Loyola Marymount University	Traditional	Subject	Teacher Education - Music	2
Loyola Marymount University	Traditional	Subject	Teacher Education - Physical Education and Coaching	1
Loyola Marymount University	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	2
Loyola Marymount University	Traditional	Subject	Teacher Education - Secondary Education	44
Loyola Marymount University	Traditional	Subject	Teacher Education - Social Science	6
Loyola Marymount University	Traditional	Subject	Teacher Education - Spanish	1
Loyola Marymount University	Traditional	Subject	Teacher Education - Special Education	7
Mills College	Traditional	Subject	Teacher Education - Art	2
Mills College	Traditional	Subject	Teacher Education - Biology	3
Mills College	Traditional	Subject	Teacher Education - Early Childhood Education	17
Mills College	Traditional	Subject	Teacher Education - Elementary Education	14
Mills College	Traditional	Subject	Teacher Education - English/Language Arts	7
Mills College	Traditional	Subject	Teacher Education - Mathematics	4
Mills College	Traditional	Subject	Teacher Education - Special Education	17
Mount St. Mary’s College	Traditional	Subject	Teacher Education - Art	1
Mount St. Mary’s College	Traditional	Subject	Teacher Education - Biology	1
Mount St. Mary’s College	Traditional	Subject	Teacher Education - Elementary Education	11
Mount St. Mary’s College	Traditional	Subject	Teacher Education - Physical Education and Coaching	1
Mount St. Mary’s College	Traditional	Subject	Teacher Education - Social Science	3
Mount St. Mary’s College	Traditional	Subject	Teacher Education - Spanish	1
Mount St. Mary’s College	Traditional	Subject	Teacher Education - Special Education	1
National Hispanic University	Traditional	Subject	Teacher Education - Biology	1
National Hispanic University	Traditional	Subject	Teacher Education - Elementary Education	6
National Hispanic University	Traditional	Subject	Teacher Education - Mathematics	1
National Hispanic University	Traditional	Subject	Teacher Education - Physical Education and Coaching	2
National Hispanic University	Traditional	Subject	Teacher Education - Social Science	1
National Hispanic University	Traditional	Subject	Teacher Education - Special Education	4
National University	Traditional	Subject	Education - Other	4
National University	Traditional	Subject	Teacher Education - Art	6
National University	Traditional	Subject	Teacher Education - Bilingual, Multilingual, and Multicultural Education	4
National University	Traditional	Subject	Teacher Education - Biology	13

Institution	Program Type	Subject	Subject area that program completers have been prepared to teach	Number Prepared
National University	Traditional	Subject	Teacher Education - Business	4
National University	Traditional	Subject	Teacher Education - Chemistry	6
National University	Traditional	Subject	Teacher Education - Earth Science	6
National University	Traditional	Subject	Teacher Education - Elementary Education	264
National University	Traditional	Subject	Teacher Education - English/Language Arts	54
National University	Traditional	Subject	Teacher Education - Family and Consumer Sciences/Home Economics	1
National University	Traditional	Subject	Teacher Education - Health	8
National University	Traditional	Subject	Teacher Education - Mathematics	11
National University	Traditional	Subject	Teacher Education - Music	3
National University	Traditional	Subject	Teacher Education - Physical Education and Coaching	48
National University	Traditional	Subject	Teacher Education - Physics	2
National University	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	7
National University	Traditional	Subject	Teacher Education - Secondary Education	265
National University	Traditional	Subject	Teacher Education - Social Science	49
National University	Traditional	Subject	Teacher Education - Spanish	8
National University	Traditional	Subject	Teacher Education - Special Education	183
National University	Traditional	Subject	Teacher Education - Technology Teacher Education/Industrial Arts	3
Notre Dame de Namur University	Traditional	Subject	Teacher Education - Art	1
Notre Dame de Namur University	Traditional	Subject	Teacher Education - Biology	1
Notre Dame de Namur University	Traditional	Subject	Teacher Education - Elementary Education	43
Notre Dame de Namur University	Traditional	Subject	Teacher Education - English/Language Arts	8
Notre Dame de Namur University	Traditional	Subject	Teacher Education - French	1
Notre Dame de Namur University	Traditional	Subject	Teacher Education - Mathematics	5
Notre Dame de Namur University	Traditional	Subject	Teacher Education - Physical Education and Coaching	2
Notre Dame de Namur University	Traditional	Subject	Teacher Education - Physics	1
Notre Dame de Namur University	Traditional	Subject	Teacher Education - Secondary Education	24
Notre Dame de Namur University	Traditional	Subject	Teacher Education - Social Science	7
Notre Dame de Namur University	Traditional	Subject	Teacher Education - Social Studies	1
Notre Dame de Namur University	Traditional	Subject	Teacher Education - Spanish	2
Notre Dame de Namur University	Traditional	Subject	Teacher Education - Special Education	12
Occidental College	Traditional	Subject	Teacher Education - Elementary Education	7
Occidental College	Traditional	Subject	Teacher Education - Mathematics	1
Occidental College	Traditional	Subject	Teacher Education - Secondary Education	8
Occidental College	Traditional	Subject	Teacher Education - Social Studies	6
Occidental College	Traditional	Subject	Teacher Education - Spanish	1
Pacific Oaks College	Traditional	Subject	Teacher Education - Elementary Education	3
Pacific Oaks College	Traditional	Subject	Teacher Education - Multiple Levels	4
Pacific Oaks College	Traditional	Subject	Teacher Education - Special Education	1

Institution	Program Type	Subject	Subject area that program completers have been prepared to teach	Number Prepared
Pacific Union College	Traditional	Subject	Teacher Education - Elementary Education	7
Patten University	Traditional	Subject	Teacher Education - Elementary Education	12
Patten University	Traditional	Subject	Teacher Education - English/Language Arts	2
Patten University	Traditional	Subject	Teacher Education - Foreign Language	1
Patten University	Traditional	Subject	Teacher Education - Mathematics	3
Patten University	Traditional	Subject	Teacher Education - Music	1
Patten University	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	1
Patten University	Traditional	Subject	Teacher Education - Secondary Education	9
Patten University	Traditional	Subject	Teacher Education - Social Science	1
Pepperdine University	Traditional	Subject	Teacher Education - Art	2
Pepperdine University	Traditional	Subject	Teacher Education - Elementary Education	63
Pepperdine University	Traditional	Subject	Teacher Education - English/Language Arts	16
Pepperdine University	Traditional	Subject	Teacher Education - Foreign Language	1
Pepperdine University	Traditional	Subject	Teacher Education - Health	1
Pepperdine University	Traditional	Subject	Teacher Education - Mathematics	7
Pepperdine University	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	3
Pepperdine University	Traditional	Subject	Teacher Education - Secondary Education	44
Pepperdine University	Traditional	Subject	Teacher Education - Social Science	10
Pepperdine University	Traditional	Subject	Teacher Education - Spanish	1
Pepperdine University	Traditional	Subject	Teacher Education- History	10
Point Loma Nazarene University	Traditional	Subject	Education - General	98
Point Loma Nazarene University	Traditional	Subject	Teacher Education - English/Language Arts	11
Point Loma Nazarene University	Traditional	Subject	Teacher Education - Mathematics	4
Point Loma Nazarene University	Traditional	Subject	Teacher Education - Music	2
Point Loma Nazarene University	Traditional	Subject	Teacher Education - Physical Education and Coaching	3
Point Loma Nazarene University	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	5
Point Loma Nazarene University	Traditional	Subject	Teacher Education - Social Science	7
San Diego Christian College	Traditional	Subject	Education - General	10
San Diego Christian College	Traditional	Subject	Teacher Education - English/Language Arts	3
San Diego Christian College	Traditional	Subject	Teacher Education - Foreign Language	1
San Diego Christian College	Traditional	Subject	Teacher Education - Health	1
San Diego Christian College	Traditional	Subject	Teacher Education - Mathematics	1
San Diego Christian College	Traditional	Subject	Teacher Education - Music	1
San Diego Christian College	Traditional	Subject	Teacher Education - Physical Education and Coaching	2
San Diego State University	Traditional	Subject	Teacher Education - Art	5
San Diego State University	Traditional	Subject	Teacher Education - Bilingual, Multilingual, and Multicultural Education	37
San Diego State University	Traditional	Subject	Teacher Education - Biology	14
San Diego State University	Traditional	Subject	Teacher Education - Chemistry	3

Institution	Program Type	Subject	Subject area that program completers have been prepared to teach	Number Prepared
San Diego State University	Traditional	Subject	Teacher Education - Early Childhood Education	11
San Diego State University	Traditional	Subject	Teacher Education - Elementary Education	153
San Diego State University	Traditional	Subject	Teacher Education - English/Language Arts	33
San Diego State University	Traditional	Subject	Teacher Education - Foreign Language	6
San Diego State University	Traditional	Subject	Teacher Education - French	1
San Diego State University	Traditional	Subject	Teacher Education - Mathematics	32
San Diego State University	Traditional	Subject	Teacher Education - Music	10
San Diego State University	Traditional	Subject	Teacher Education - Physical Education and Coaching	13
San Diego State University	Traditional	Subject	Teacher Education - Physics	2
San Diego State University	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	5
San Diego State University	Traditional	Subject	Teacher Education - Social Science	31
San Diego State University	Traditional	Subject	Teacher Education - Spanish	5
San Diego State University	Traditional	Subject	Teacher Education - Special Education	63
San Diego State University	Traditional	Subject	Teacher Education - Technology Teacher Education/Industrial Arts	1
San Francisco State University	Traditional	Subject	Teacher Education - Art	14
San Francisco State University	Traditional	Subject	Teacher Education - Biology	3
San Francisco State University	Traditional	Subject	Teacher Education - Business	1
San Francisco State University	Traditional	Subject	Teacher Education - Chemistry	3
San Francisco State University	Traditional	Subject	Teacher Education - Early Childhood Education	43
San Francisco State University	Traditional	Subject	Teacher Education - Earth Science	1
San Francisco State University	Traditional	Subject	Teacher Education - Elementary Education	228
San Francisco State University	Traditional	Subject	Teacher Education - English/Language Arts	28
San Francisco State University	Traditional	Subject	Teacher Education - Family and Consumer Sciences/Home Economics	3
San Francisco State University	Traditional	Subject	Teacher Education - Foreign Language	15
San Francisco State University	Traditional	Subject	Teacher Education - French	1
San Francisco State University	Traditional	Subject	Teacher Education - Mathematics	39
San Francisco State University	Traditional	Subject	Teacher Education - Music	7
San Francisco State University	Traditional	Subject	Teacher Education - Physical Education and Coaching	14
San Francisco State University	Traditional	Subject	Teacher Education - Physics	1
San Francisco State University	Traditional	Subject	Teacher Education - Reading	4
San Francisco State University	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	23
San Francisco State University	Traditional	Subject	Teacher Education - Social Science	31
San Francisco State University	Traditional	Subject	Teacher Education - Spanish	7
San Francisco State University	Traditional	Subject	Teacher Education - Special Education	255
San Jose State University	Traditional	Subject	Education - General	152
San Jose State University	Traditional	Subject	Teacher Education - Art	6
San Jose State University	Traditional	Subject	Teacher Education - Biology	4
San Jose State University	Traditional	Subject	Teacher Education - Chemistry	4

Institution	Program Type	Subject	Subject area that program completers have been prepared to teach	Number Prepared
San Jose State University	Traditional	Subject	Teacher Education - Early Childhood Education	10
San Jose State University	Traditional	Subject	Teacher Education - Elementary Education	151
San Jose State University	Traditional	Subject	Teacher Education - English/Language Arts	18
San Jose State University	Traditional	Subject	Teacher Education - French	3
San Jose State University	Traditional	Subject	Teacher Education - Mathematics	8
San Jose State University	Traditional	Subject	Teacher Education - Music	4
San Jose State University	Traditional	Subject	Teacher Education - Physical Education and Coaching	4
San Jose State University	Traditional	Subject	Teacher Education - Physics	4
San Jose State University	Traditional	Subject	Teacher Education - Secondary Education	72
San Jose State University	Traditional	Subject	Teacher Education - Social Science	19
San Jose State University	Traditional	Subject	Teacher Education - Special Education	14
Santa Clara University	Traditional	Subject	Teacher Education - Biology	3
Santa Clara University	Traditional	Subject	Teacher Education - Chemistry	1
Santa Clara University	Traditional	Subject	Teacher Education - Earth Science	1
Santa Clara University	Traditional	Subject	Teacher Education - Elementary Education	26
Santa Clara University	Traditional	Subject	Teacher Education - English/Language Arts	13
Santa Clara University	Traditional	Subject	Teacher Education - French	1
Santa Clara University	Traditional	Subject	Teacher Education - Mathematics	8
Santa Clara University	Traditional	Subject	Teacher Education - Physics	4
Santa Clara University	Traditional	Subject	Teacher Education - Social Science	8
Santa Clara University	Traditional	Subject	Teacher Education - Special Education	25
Simpson University	Traditional	Subject	Education - Other	1
Simpson University	Traditional	Subject	Teacher Education - Chemistry	1
Simpson University	Traditional	Subject	Teacher Education - Earth Science	1
Simpson University	Traditional	Subject	Teacher Education - Elementary Education	26
Simpson University	Traditional	Subject	Teacher Education - English/Language Arts	1
Simpson University	Traditional	Subject	Teacher Education - Music	2
Simpson University	Traditional	Subject	Teacher Education - Social Science	3
Sonoma State University	Traditional	Subject	Teacher Education - Art	3
Sonoma State University	Traditional	Subject	Teacher Education - Biology	4
Sonoma State University	Traditional	Subject	Teacher Education - Elementary Education	100
Sonoma State University	Traditional	Subject	Teacher Education - English/Language Arts	24
Sonoma State University	Traditional	Subject	Teacher Education - Mathematics	12
Sonoma State University	Traditional	Subject	Teacher Education - Music	4
Sonoma State University	Traditional	Subject	Teacher Education - Physical Education and Coaching	9
Sonoma State University	Traditional	Subject	Teacher Education - Social Science	14
Sonoma State University	Traditional	Subject	Teacher Education - Special Education	16
St. Mary's College of California	Traditional	Subject	Teacher Education - Art	2

Institution	Program Type	Subject	Subject area that program completers have been prepared to teach	Number Prepared
St. Mary's College of California	Traditional	Subject	Teacher Education - Biology	5
St. Mary's College of California	Traditional	Subject	Teacher Education - Chemistry	1
St. Mary's College of California	Traditional	Subject	Teacher Education - Elementary Education	53
St. Mary's College of California	Traditional	Subject	Teacher Education - English/Language Arts	9
St. Mary's College of California	Traditional	Subject	Teacher Education - French	1
St. Mary's College of California	Traditional	Subject	Teacher Education - Mathematics	3
St. Mary's College of California	Traditional	Subject	Teacher Education - Physical Education and Coaching	5
St. Mary's College of California	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	2
St. Mary's College of California	Traditional	Subject	Teacher Education - Social Science	14
St. Mary's College of California	Traditional	Subject	Teacher Education - Spanish	2
Stanford University	Traditional	Subject	Teacher Education - Bilingual, Multilingual, and Multicultural Education	6
Stanford University	Traditional	Subject	Teacher Education - Biology	6
Stanford University	Traditional	Subject	Teacher Education - Chemistry	5
Stanford University	Traditional	Subject	Teacher Education - Earth Science	1
Stanford University	Traditional	Subject	Teacher Education - Elementary Education	23
Stanford University	Traditional	Subject	Teacher Education - English/Language Arts	17
Stanford University	Traditional	Subject	Teacher Education - Foreign Language	11
Stanford University	Traditional	Subject	Teacher Education - French	1
Stanford University	Traditional	Subject	Teacher Education - Mathematics	16
Stanford University	Traditional	Subject	Teacher Education - Physics	1
Stanford University	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	13
Stanford University	Traditional	Subject	Teacher Education - Secondary Education	72
Stanford University	Traditional	Subject	Teacher Education - Social Science	15
Stanford University	Traditional	Subject	Teacher Education - Spanish	6
The Master’s College	Traditional	Subject	Education - General	4
The Master’s College	Traditional	Subject	Teacher Education - English/Language Arts	2
The Master’s College	Traditional	Subject	Teacher Education - Family and Consumer Sciences/Home Economics	1
The Master’s College	Traditional	Subject	Teacher Education - Mathematics	2
The Master’s College	Traditional	Subject	Teacher Education - Music	1
Touro University	Traditional	Subject	Teacher Education - Art	1
Touro University	Traditional	Subject	Teacher Education - Elementary Education	7
Touro University	Traditional	Subject	Teacher Education - English/Language Arts	1
Touro University	Traditional	Subject	Teacher Education - Foreign Language	1
Touro University	Traditional	Subject	Teacher Education - Mathematics	4
Touro University	Traditional	Subject	Teacher Education - Music	1
Touro University	Traditional	Subject	Teacher Education - Secondary Education	4
Touro University	Traditional	Subject	Teacher Education - Social Science	3
Touro University	Traditional	Subject	Teacher Education - Spanish	1

Institution	Program Type	Subject	Subject area that program completers have been prepared to teach	Number Prepared
Touro University	Traditional	Subject	Teacher Education - Special Education	30
United States University	Traditional	Subject	Teacher Education - Bilingual, Multilingual, and Multicultural Education	3
United States University	Traditional	Subject	Teacher Education - Elementary Education	3
University of California, Berkeley	Traditional	Subject	Education - General	10
University of California, Berkeley	Traditional	Subject	Teacher Education - Biology	1
University of California, Berkeley	Traditional	Subject	Teacher Education - Chemistry	1
University of California, Berkeley	Traditional	Subject	Teacher Education - Earth Science	1
University of California, Berkeley	Traditional	Subject	Teacher Education - Elementary Education	10
University of California, Berkeley	Traditional	Subject	Teacher Education - English/Language Arts	8
University of California, Berkeley	Traditional	Subject	Teacher Education - Mathematics	4
University of California, Berkeley	Traditional	Subject	Teacher Education - Physics	1
University of California, Berkeley	Traditional	Subject	Teacher Education - Secondary Education	15
University of California, Berkeley	Traditional	Subject	Teacher Education - Social Science	2
University of California, Davis	Traditional	Subject	Education - Other	4
University of California, Davis	Traditional	Subject	Teacher Education - Agriculture	4
University of California, Davis	Traditional	Subject	Teacher Education - Art	4
University of California, Davis	Traditional	Subject	Teacher Education - Bilingual, Multilingual, and Multicultural Education	22
University of California, Davis	Traditional	Subject	Teacher Education - Biology	21
University of California, Davis	Traditional	Subject	Teacher Education - Business	3
University of California, Davis	Traditional	Subject	Teacher Education - Chemistry	7
University of California, Davis	Traditional	Subject	Teacher Education - Drama and Dance	1
University of California, Davis	Traditional	Subject	Teacher Education - Earth Science	4
University of California, Davis	Traditional	Subject	Teacher Education - Elementary Education	70
University of California, Davis	Traditional	Subject	Teacher Education - English/Language Arts	32
University of California, Davis	Traditional	Subject	Teacher Education - Health	2
University of California, Davis	Traditional	Subject	Teacher Education - Mathematics	12
University of California, Davis	Traditional	Subject	Teacher Education - Music	1
University of California, Davis	Traditional	Subject	Teacher Education - Physics	5
University of California, Davis	Traditional	Subject	Teacher Education - Psychology	6
University of California, Davis	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	25
University of California, Davis	Traditional	Subject	Teacher Education - Social Science	23
University of California, Davis	Traditional	Subject	Teacher Education - Spanish	6
University of California, Davis	Traditional	Subject	Teacher Education - Technology Teacher Education/Industrial Arts	1
University of California, Davis	Traditional	Subject	Teacher Education- History	1
University of California, Irvine	Traditional	Subject	Education - Other	10
University of California, Irvine	Traditional	Subject	Teacher Education - Art	2
University of California, Irvine	Traditional	Subject	Teacher Education - Biology	15
University of California, Irvine	Traditional	Subject	Teacher Education - Chemistry	4

Institution	Program Type	Subject	Subject area that program completers have been prepared to teach	Number Prepared
University of California, Irvine	Traditional	Subject	Teacher Education - Elementary Education	67
University of California, Irvine	Traditional	Subject	Teacher Education - English/Language Arts	21
University of California, Irvine	Traditional	Subject	Teacher Education - Mathematics	19
University of California, Irvine	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	2
University of California, Irvine	Traditional	Subject	Teacher Education - Social Science	27
University of California, Irvine	Traditional	Subject	Teacher Education - Spanish	7
University of California, Los Angeles	Traditional	Subject	Teacher Education - Art	3
University of California, Los Angeles	Traditional	Subject	Teacher Education - Biology	4
University of California, Los Angeles	Traditional	Subject	Teacher Education - Chemistry	1
University of California, Los Angeles	Traditional	Subject	Teacher Education - Elementary Education	34
University of California, Los Angeles	Traditional	Subject	Teacher Education - English/Language Arts	23
University of California, Los Angeles	Traditional	Subject	Teacher Education - Mathematics	31
University of California, Los Angeles	Traditional	Subject	Teacher Education - Multiple Levels	120
University of California, Los Angeles	Traditional	Subject	Teacher Education - Music	2
University of California, Los Angeles	Traditional	Subject	Teacher Education - Physics	1
University of California, Los Angeles	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	3
University of California, Los Angeles	Traditional	Subject	Teacher Education - Secondary Education	86
University of California, Los Angeles	Traditional	Subject	Teacher Education - Social Science	20
University of California, Los Angeles	Traditional	Subject	Teacher Education - Spanish	3
University of California, Riverside	Traditional	Subject	Teacher Education - Bilingual, Multilingual, and Multicultural Education	2
University of California, Riverside	Traditional	Subject	Teacher Education - Biology	5
University of California, Riverside	Traditional	Subject	Teacher Education - Chemistry	4
University of California, Riverside	Traditional	Subject	Teacher Education - Earth Science	1
University of California, Riverside	Traditional	Subject	Teacher Education - Elementary Education	21
University of California, Riverside	Traditional	Subject	Teacher Education - English/Language Arts	9
University of California, Riverside	Traditional	Subject	Teacher Education - Mathematics	11
University of California, Riverside	Traditional	Subject	Teacher Education - Physics	1
University of California, Riverside	Traditional	Subject	Teacher Education - Social Science	10
University of California, Riverside	Traditional	Subject	Teacher Education - Spanish	6
University of California, Riverside	Traditional	Subject	Teacher Education - Special Education	7
University of California, San Diego	Traditional	Subject	Education - Other	1
University of California, San Diego	Traditional	Subject	Teacher Education - Bilingual, Multilingual, and Multicultural Education	13
University of California, San Diego	Traditional	Subject	Teacher Education - Biology	5
University of California, San Diego	Traditional	Subject	Teacher Education - Chemistry	3
University of California, San Diego	Traditional	Subject	Teacher Education - Elementary Education	46
University of California, San Diego	Traditional	Subject	Teacher Education - English/Language Arts	8
University of California, San Diego	Traditional	Subject	Teacher Education - Mathematics	9
University of California, San Diego	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	1

Institution	Program Type	Subject	Subject area that program completers have been prepared to teach	Number Prepared
University of California, San Diego	Traditional	Subject	Teacher Education - Special Education	4
University of California, Santa Barbara	Traditional	Subject	Teacher Education - Biology	5
University of California, Santa Barbara	Traditional	Subject	Teacher Education - Chemistry	1
University of California, Santa Barbara	Traditional	Subject	Teacher Education - Elementary Education	47
University of California, Santa Barbara	Traditional	Subject	Teacher Education - English/Language Arts	10
University of California, Santa Barbara	Traditional	Subject	Teacher Education - French	1
University of California, Santa Barbara	Traditional	Subject	Teacher Education - Mathematics	14
University of California, Santa Barbara	Traditional	Subject	Teacher Education - Physics	1
University of California, Santa Barbara	Traditional	Subject	Teacher Education - Secondary Education	44
University of California, Santa Barbara	Traditional	Subject	Teacher Education - Social Science	10
University of California, Santa Barbara	Traditional	Subject	Teacher Education - Spanish	2
University of California, Santa Barbara	Traditional	Subject	Teacher Education - Special Education	13
University of California, Santa Cruz	Traditional	Subject	Teacher Education - Art	6
University of California, Santa Cruz	Traditional	Subject	Teacher Education - Bilingual, Multilingual, and Multicultural Education	11
University of California, Santa Cruz	Traditional	Subject	Teacher Education - Biology	5
University of California, Santa Cruz	Traditional	Subject	Teacher Education - Chemistry	2
University of California, Santa Cruz	Traditional	Subject	Teacher Education - Earth Science	3
University of California, Santa Cruz	Traditional	Subject	Teacher Education - Elementary Education	46
University of California, Santa Cruz	Traditional	Subject	Teacher Education - English as a Second Language	90
University of California, Santa Cruz	Traditional	Subject	Teacher Education - English/Language Arts	20
University of California, Santa Cruz	Traditional	Subject	Teacher Education - Health	4
University of California, Santa Cruz	Traditional	Subject	Teacher Education - Mathematics	9
University of California, Santa Cruz	Traditional	Subject	Teacher Education - Physics	2
University of California, Santa Cruz	Traditional	Subject	Teacher Education - Secondary Education	55
University of California, Santa Cruz	Traditional	Subject	Teacher Education - Social Science	20
University of LaVerne	Traditional	Subject	Teacher Education - Biology	5
University of LaVerne	Traditional	Subject	Teacher Education - Business	1
University of LaVerne	Traditional	Subject	Teacher Education - Chemistry	1
University of LaVerne	Traditional	Subject	Teacher Education - Earth Science	2
University of LaVerne	Traditional	Subject	Teacher Education - Elementary Education	69
University of LaVerne	Traditional	Subject	Teacher Education - English/Language Arts	11
University of LaVerne	Traditional	Subject	Teacher Education - Health	2
University of LaVerne	Traditional	Subject	Teacher Education - Mathematics	13
University of LaVerne	Traditional	Subject	Teacher Education - Music	2
University of LaVerne	Traditional	Subject	Teacher Education - Physical Education and Coaching	11
University of LaVerne	Traditional	Subject	Teacher Education - Social Science	10
University of LaVerne	Traditional	Subject	Teacher Education - Spanish	1
University of LaVerne	Traditional	Subject	Teacher Education - Special Education	8

Institution	Program Type	Subject	Subject area that program completers have been prepared to teach	Number Prepared
University of LaVerne	Traditional	Subject	Teacher Education - Technology Teacher Education/Industrial Arts	1
University of Phoenix	Traditional	Subject	Teacher Education - Art	1
University of Phoenix	Traditional	Subject	Teacher Education - Drama and Dance	7
University of Phoenix	Traditional	Subject	Teacher Education - Elementary Education	166
University of Phoenix	Traditional	Subject	Teacher Education - English/Language Arts	47
University of Phoenix	Traditional	Subject	Teacher Education - Foreign Language	6
University of Phoenix	Traditional	Subject	Teacher Education - Health	5
University of Phoenix	Traditional	Subject	Teacher Education - Mathematics	43
University of Phoenix	Traditional	Subject	Teacher Education - Physical Education and Coaching	17
University of Phoenix	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	35
University of Phoenix	Traditional	Subject	Teacher Education - Social Studies	3
University of Phoenix	Traditional	Subject	Teacher Education- History	39
University of Redlands	Traditional	Subject	Education - General	77
University of Redlands	Traditional	Subject	Teacher Education - Art	2
University of Redlands	Traditional	Subject	Teacher Education - Biology	3
University of Redlands	Traditional	Subject	Teacher Education - Chemistry	1
University of Redlands	Traditional	Subject	Teacher Education - English/Language Arts	19
University of Redlands	Traditional	Subject	Teacher Education - Foreign Language	7
University of Redlands	Traditional	Subject	Teacher Education - Mathematics	16
University of Redlands	Traditional	Subject	Teacher Education - Music	8
University of Redlands	Traditional	Subject	Teacher Education - Physical Education and Coaching	7
University of Redlands	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	2
University of Redlands	Traditional	Subject	Teacher Education - Secondary Education	69
University of Redlands	Traditional	Subject	Teacher Education - Social Science	8
University of Redlands	Traditional	Subject	Teacher Education - Spanish	7
University of San Diego	Traditional	Subject	Teacher Education - Elementary Education	18
University of San Diego	Traditional	Subject	Teacher Education - English/Language Arts	7
University of San Diego	Traditional	Subject	Teacher Education - Foreign Language	2
University of San Diego	Traditional	Subject	Teacher Education - Junior High/Intermediate/Middle School Education	21
University of San Diego	Traditional	Subject	Teacher Education - Mathematics	3
University of San Diego	Traditional	Subject	Teacher Education - Physical Education and Coaching	1
University of San Diego	Traditional	Subject	Teacher Education - Physics	1
University of San Diego	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	2
University of San Diego	Traditional	Subject	Teacher Education - Secondary Education	21
University of San Diego	Traditional	Subject	Teacher Education - Social Science	5
University of San Diego	Traditional	Subject	Teacher Education - Spanish	2
University of San Diego	Traditional	Subject	Teacher Education - Special Education	27
University of San Francisco	Traditional	Subject	Teacher Education - Art	1

Institution	Program Type	Subject	Subject area that program completers have been prepared to teach	Number Prepared
University of San Francisco	Traditional	Subject	Teacher Education - Biology	4
University of San Francisco	Traditional	Subject	Teacher Education - Chemistry	1
University of San Francisco	Traditional	Subject	Teacher Education - Earth Science	2
University of San Francisco	Traditional	Subject	Teacher Education - Elementary Education	155
University of San Francisco	Traditional	Subject	Teacher Education - English/Language Arts	35
University of San Francisco	Traditional	Subject	Teacher Education - Health	1
University of San Francisco	Traditional	Subject	Teacher Education - Mathematics	27
University of San Francisco	Traditional	Subject	Teacher Education - Music	2
University of San Francisco	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	9
University of San Francisco	Traditional	Subject	Teacher Education - Secondary Education	119
University of San Francisco	Traditional	Subject	Teacher Education - Social Studies	34
University of San Francisco	Traditional	Subject	Teacher Education - Spanish	3
University of Southern California	Traditional	Subject	Teacher Education - Biology	28
University of Southern California	Traditional	Subject	Teacher Education - Chemistry	9
University of Southern California	Traditional	Subject	Teacher Education - Elementary Education	200
University of Southern California	Traditional	Subject	Teacher Education - English as a Second Language	48
University of Southern California	Traditional	Subject	Teacher Education - English/Language Arts	114
University of Southern California	Traditional	Subject	Teacher Education - Mathematics	41
University of Southern California	Traditional	Subject	Teacher Education - Music	7
University of Southern California	Traditional	Subject	Teacher Education - Physics	3
University of Southern California	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	5
University of Southern California	Traditional	Subject	Teacher Education - Social Science	121
University of the Pacific	Traditional	Subject	Teacher Education - Biology	1
University of the Pacific	Traditional	Subject	Teacher Education - Earth Science	1
University of the Pacific	Traditional	Subject	Teacher Education - Elementary Education	42
University of the Pacific	Traditional	Subject	Teacher Education - English/Language Arts	5
University of the Pacific	Traditional	Subject	Teacher Education - Mathematics	3
University of the Pacific	Traditional	Subject	Teacher Education - Music	7
University of the Pacific	Traditional	Subject	Teacher Education - Physical Education and Coaching	1
University of the Pacific	Traditional	Subject	Teacher Education - Social Science	3
University of the Pacific	Traditional	Subject	Teacher Education - Spanish	2
University of the Pacific	Traditional	Subject	Teacher Education - Special Education	4
Vanguard University	Traditional	Subject	Teacher Education - Elementary Education	29
Vanguard University	Traditional	Subject	Teacher Education - English/Language Arts	5
Vanguard University	Traditional	Subject	Teacher Education - Mathematics	5
Vanguard University	Traditional	Subject	Teacher Education - Music	1
Vanguard University	Traditional	Subject	Teacher Education - Physical Education and Coaching	2
Vanguard University	Traditional	Subject	Teacher Education - Secondary Education	21

Teachers Prepared by Subject Area for academic year 2010-11 - Traditional Route

Institution	Program Type	Subject	Subject area that program completers have been prepared to teach	Number Prepared
Vanguard University	Traditional	Subject	Teacher Education - Social Science	8
Western Governors University - CA	Traditional	Subject	Education - General	5
Western Governors University - CA	Traditional	Subject	Education - Other	11
Western Governors University - CA	Traditional	Subject	Teacher Education - Biology	5
Western Governors University - CA	Traditional	Subject	Teacher Education - Earth Science	6
Western Governors University - CA	Traditional	Subject	Teacher Education - Elementary Education	12
Western Governors University - CA	Traditional	Subject	Teacher Education - English/Language Arts	2
Western Governors University - CA	Traditional	Subject	Teacher Education - Mathematics	19
Western Governors University - CA	Traditional	Subject	Teacher Education - Multiple Levels	13
Western Governors University - CA	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	7
Western Governors University - CA	Traditional	Subject	Teacher Education - Social Science	9
Western Governors University - CA	Traditional	Subject	Teacher Education - Special Education	11
Western Governors University - CA	Traditional	Subject	Teacher Education - Technical Education	3
Westmont College	Traditional	Subject	Teacher Education - Art	1
Westmont College	Traditional	Subject	Teacher Education - Elementary Education	14
Westmont College	Traditional	Subject	Teacher Education - Physical Education and Coaching	1
Westmont College	Traditional	Subject	Teacher Education - Social Science	2
Whittier College	Traditional	Subject	Teacher Education - Elementary Education	16
Whittier College	Traditional	Subject	Teacher Education - English/Language Arts	2
Whittier College	Traditional	Subject	Teacher Education - Mathematics	1
Whittier College	Traditional	Subject	Teacher Education - Music	1
Whittier College	Traditional	Subject	Teacher Education - Physical Education and Coaching	3
Whittier College	Traditional	Subject	Teacher Education - Social Science	4
Whittier College	Traditional	Subject	Teacher Education - Spanish	1
William Jessup University	Traditional	Subject	Teacher Education - Elementary Education	36

Teachers Prepared by Academic Major for academic year 2010-11 - Traditional Route

Institution	Program Type	Record Type	Teachers Prepared by Academic Major for academic year 2010-11	Number Prepared
Alliant International University	Traditional	Major	Education - General	4
Antioch University Los Angeles	Traditional	Major	Communication or Journalism	1
Antioch University Los Angeles	Traditional	Major	Liberal Arts/Humanities	1
Antioch University Los Angeles	Traditional	Major	Philosophy and Religious Studies	1
Antioch University Los Angeles	Traditional	Major	Psychology	1
Antioch University Los Angeles	Traditional	Major	Social Sciences	1
Antioch University Los Angeles	Traditional	Major	Visual and Performing Arts	4
Antioch University Santa Barbara	Traditional	Major	Business/Business Administration/Accounting	1
Antioch University Santa Barbara	Traditional	Major	English Language/Literature	1
Antioch University Santa Barbara	Traditional	Major	Geological and Earth Sciences/Geosciences	1
Antioch University Santa Barbara	Traditional	Major	History	1
Antioch University Santa Barbara	Traditional	Major	Liberal Arts/Humanities	2
Antioch University Santa Barbara	Traditional	Major	Sociology	1
Argosy University	Traditional	Major	Teacher Education - Elementary Education	15
Argosy University	Traditional	Major	Teacher Education - Junior High/Intermediate/Middle School Education	6
Argosy University	Traditional	Major	Teacher Education - Secondary Education	30
Azusa Pacific University	Traditional	Major	Biology	7
Azusa Pacific University	Traditional	Major	Business/Business Administration/Accounting	24
Azusa Pacific University	Traditional	Major	Chemistry	1
Azusa Pacific University	Traditional	Major	Communication or Journalism	13
Azusa Pacific University	Traditional	Major	Economics	4
Azusa Pacific University	Traditional	Major	English Language/Literature	18
Azusa Pacific University	Traditional	Major	Family and Consumer Sciences/Human Sciences	22
Azusa Pacific University	Traditional	Major	Foreign Languages	6
Azusa Pacific University	Traditional	Major	Geography and Cartography	1
Azusa Pacific University	Traditional	Major	Geological and Earth Sciences/Geosciences	1
Azusa Pacific University	Traditional	Major	History	16
Azusa Pacific University	Traditional	Major	Liberal Arts/Humanities	108
Azusa Pacific University	Traditional	Major	Mathematics and Statistics	3
Azusa Pacific University	Traditional	Major	Philosophy and Religious Studies	8
Azusa Pacific University	Traditional	Major	Political Science and Government	14
Azusa Pacific University	Traditional	Major	Psychology	16
Azusa Pacific University	Traditional	Major	Social Sciences	12
Azusa Pacific University	Traditional	Major	Sociology	10
Azusa Pacific University	Traditional	Major	Teacher Education - Early Childhood Education	1
Azusa Pacific University	Traditional	Major	Teacher Education - English/Language Arts	1
Azusa Pacific University	Traditional	Major	Teacher Education - History	1
Azusa Pacific University	Traditional	Major	Teacher Education - Junior High/Intermediate/Middle School Education	22

Teachers Prepared by Academic Major for academic year 2010-11 - Traditional Route

Institution	Program Type	Record Type	Teachers Prepared by Academic Major for academic year 2010-11	Number Prepared
Azusa Pacific University	Traditional	Major	Teacher Education - Physical Education and Coaching	19
Azusa Pacific University	Traditional	Major	Teacher Education - Secondary Education	22
Azusa Pacific University	Traditional	Major	Teacher Education - Technology Teacher Education/Industrial Arts	1
Azusa Pacific University	Traditional	Major	Visual and Performing Arts	18
Biola University	Traditional	Major	Biology	5
Biola University	Traditional	Major	Business/Business Administration/Accounting	1
Biola University	Traditional	Major	Chemistry	1
Biola University	Traditional	Major	Communication or Journalism	2
Biola University	Traditional	Major	History	5
Biola University	Traditional	Major	Liberal Arts/Humanities	38
Biola University	Traditional	Major	Mathematics and Statistics	1
Biola University	Traditional	Major	Other	9
Biola University	Traditional	Major	Psychology	2
Biola University	Traditional	Major	Social Sciences	1
Biola University	Traditional	Major	Sociology	1
Biola University	Traditional	Major	Teacher Education - Elementary Education	38
Biola University	Traditional	Major	Teacher Education - English/Language Arts	3
Biola University	Traditional	Major	Teacher Education - History	1
Biola University	Traditional	Major	Teacher Education - Mathematics	2
Biola University	Traditional	Major	Teacher Education - Music	2
Biola University	Traditional	Major	Teacher Education - Secondary Education	8
Biola University	Traditional	Major	Visual and Performing Arts	1
Brandman University	Traditional	Major	Teacher Education - Elementary Education	157
Brandman University	Traditional	Major	Teacher Education - Secondary Education	122
Brandman University	Traditional	Major	Teacher Education - Special Education	31
California Baptist University	Traditional	Major	Business/Business Administration/Accounting	4
California Baptist University	Traditional	Major	Communication or Journalism	2
California Baptist University	Traditional	Major	English Language/Literature	3
California Baptist University	Traditional	Major	Family and Consumer Sciences/Human Sciences	9
California Baptist University	Traditional	Major	History	1
California Baptist University	Traditional	Major	Liberal Arts/Humanities	41
California Baptist University	Traditional	Major	Mathematics and Statistics	3
California Baptist University	Traditional	Major	Other	2
California Baptist University	Traditional	Major	Political Science and Government	2
California Baptist University	Traditional	Major	Psychology	2
California Baptist University	Traditional	Major	Visual and Performing Arts	3
California Lutheran University	Traditional	Major	Business/Business Administration/Accounting	2
California Lutheran University	Traditional	Major	Communication or Journalism	5

Teachers Prepared by Academic Major for academic year 2010-11 - Traditional Route

Institution	Program Type	Record Type	Teachers Prepared by Academic Major for academic year 2010-11	Number Prepared
California Lutheran University	Traditional	Major	Computer and Information Sciences	1
California Lutheran University	Traditional	Major	English Language/Literature	5
California Lutheran University	Traditional	Major	Family and Consumer Sciences/Human Sciences	7
California Lutheran University	Traditional	Major	Foreign Languages	5
California Lutheran University	Traditional	Major	History	8
California Lutheran University	Traditional	Major	Liberal Arts/Humanities	19
California Lutheran University	Traditional	Major	Mathematics and Statistics	2
California Lutheran University	Traditional	Major	Other	2
California Lutheran University	Traditional	Major	Philosophy and Religious Studies	1
California Lutheran University	Traditional	Major	Physical Sciences	2
California Lutheran University	Traditional	Major	Political Science and Government	2
California Lutheran University	Traditional	Major	Psychology	6
California Lutheran University	Traditional	Major	Sociology	1
California Lutheran University	Traditional	Major	Visual and Performing Arts	5
California Polytechnic State University, San Luis Obispo	Traditional	Major	Teacher Education - Agriculture	12
California Polytechnic State University, San Luis Obispo	Traditional	Major	Teacher Education - Biology	12
California Polytechnic State University, San Luis Obispo	Traditional	Major	Teacher Education - Chemistry	1
California Polytechnic State University, San Luis Obispo	Traditional	Major	Teacher Education - Elementary Education	85
California Polytechnic State University, San Luis Obispo	Traditional	Major	Teacher Education - English/Language Arts	7
California Polytechnic State University, San Luis Obispo	Traditional	Major	Teacher Education - Mathematics	11
California Polytechnic State University, San Luis Obispo	Traditional	Major	Teacher Education - Physics	2
California Polytechnic State University, San Luis Obispo	Traditional	Major	Teacher Education - Secondary Education	41
California Polytechnic State University, San Luis Obispo	Traditional	Major	Teacher Education - Social Science	8
California Polytechnic State University, San Luis Obispo	Traditional	Major	Teacher Education - Special Education	17
California State Polytechnic University, Pomona	Traditional	Major	Agriculture	3
California State Polytechnic University, Pomona	Traditional	Major	Biology	3
California State Polytechnic University, Pomona	Traditional	Major	Communication or Journalism	1
California State Polytechnic University, Pomona	Traditional	Major	English Language/Literature	11
California State Polytechnic University, Pomona	Traditional	Major	History	10
California State Polytechnic University, Pomona	Traditional	Major	Liberal Arts/Humanities	48
California State Polytechnic University, Pomona	Traditional	Major	Mathematics and Statistics	9
California State Polytechnic University, Pomona	Traditional	Major	Other	7
California State Polytechnic University, Pomona	Traditional	Major	Political Science and Government	2
California State Polytechnic University, Pomona	Traditional	Major	Psychology	4
California State Polytechnic University, Pomona	Traditional	Major	Social Sciences	1
California State Polytechnic University, Pomona	Traditional	Major	Sociology	4
California State Polytechnic University, Pomona	Traditional	Major	Visual and Performing Arts	1
California State University, Bakersfield	Traditional	Major	Biology	8

Teachers Prepared by Academic Major for academic year 2010-11 - Traditional Route

Institution	Program Type	Record Type	Teachers Prepared by Academic Major for academic year 2010-11	Number Prepared
California State University, Bakersfield	Traditional	Major	Business/Business Administration/Accounting	6
California State University, Bakersfield	Traditional	Major	Chemistry	1
California State University, Bakersfield	Traditional	Major	Communication or Journalism	5
California State University, Bakersfield	Traditional	Major	English Language/Literature	20
California State University, Bakersfield	Traditional	Major	Family and Consumer Sciences/Human Sciences	1
California State University, Bakersfield	Traditional	Major	Foreign Languages	16
California State University, Bakersfield	Traditional	Major	Geological and Earth Sciences/Geosciences	1
California State University, Bakersfield	Traditional	Major	History	8
California State University, Bakersfield	Traditional	Major	Liberal Arts/Humanities	1
California State University, Bakersfield	Traditional	Major	Mathematics and Statistics	10
California State University, Bakersfield	Traditional	Major	Other	3
California State University, Bakersfield	Traditional	Major	Physics	1
California State University, Bakersfield	Traditional	Major	Psychology	7
California State University, Bakersfield	Traditional	Major	Social Sciences	10
California State University, Bakersfield	Traditional	Major	Sociology	2
California State University, Bakersfield	Traditional	Major	Teacher Education - Art	5
California State University, Bakersfield	Traditional	Major	Teacher Education - Early Childhood Education	7
California State University, Bakersfield	Traditional	Major	Teacher Education - Elementary Education	141
California State University, Bakersfield	Traditional	Major	Teacher Education - Family and Consumer Sciences/Home Economics	1
California State University, Bakersfield	Traditional	Major	Teacher Education - Health	1
California State University, Bakersfield	Traditional	Major	Teacher Education - Music	4
California State University, Bakersfield	Traditional	Major	Teacher Education - Physical Education and Coaching	7
California State University, Bakersfield	Traditional	Major	Teacher Education - Science	2
California State University, Bakersfield	Traditional	Major	Visual and Performing Arts	1
California State University, Channel Islands	Traditional	Major	Anthropology	1
California State University, Channel Islands	Traditional	Major	Biology	1
California State University, Channel Islands	Traditional	Major	Business/Business Administration/Accounting	2
California State University, Channel Islands	Traditional	Major	Communication or Journalism	1
California State University, Channel Islands	Traditional	Major	Engineering	1
California State University, Channel Islands	Traditional	Major	English Language/Literature	4
California State University, Channel Islands	Traditional	Major	Family and Consumer Sciences/Human Sciences	1
California State University, Channel Islands	Traditional	Major	Foreign Languages	1
California State University, Channel Islands	Traditional	Major	History	8
California State University, Channel Islands	Traditional	Major	Liberal Arts/Humanities	32
California State University, Channel Islands	Traditional	Major	Mathematics and Statistics	2
California State University, Channel Islands	Traditional	Major	Other	5
California State University, Channel Islands	Traditional	Major	Physical Sciences	1
California State University, Channel Islands	Traditional	Major	Political Science and Government	2

Teachers Prepared by Academic Major for academic year 2010-11 - Traditional Route

Institution	Program Type	Record Type	Teachers Prepared by Academic Major for academic year 2010-11	Number Prepared
California State University, Channel Islands	Traditional	Major	Psychology	3
California State University, Channel Islands	Traditional	Major	Social Sciences	1
California State University, Channel Islands	Traditional	Major	Sociology	4
California State University, Chico	Traditional	Major	Agriculture	2
California State University, Chico	Traditional	Major	Anthropology	1
California State University, Chico	Traditional	Major	Biology	2
California State University, Chico	Traditional	Major	Business/Business Administration/Accounting	1
California State University, Chico	Traditional	Major	Chemistry	2
California State University, Chico	Traditional	Major	Communication or Journalism	4
California State University, Chico	Traditional	Major	English Language/Literature	3
California State University, Chico	Traditional	Major	Foreign Languages	3
California State University, Chico	Traditional	Major	History	6
California State University, Chico	Traditional	Major	Liberal Arts/Humanities	6
California State University, Chico	Traditional	Major	Mathematics and Statistics	1
California State University, Chico	Traditional	Major	Other	3
California State University, Chico	Traditional	Major	Physics	3
California State University, Chico	Traditional	Major	Political Science and Government	4
California State University, Chico	Traditional	Major	Psychology	7
California State University, Chico	Traditional	Major	Social Sciences	4
California State University, Chico	Traditional	Major	Sociology	1
California State University, Chico	Traditional	Major	Teacher Education - Agriculture	10
California State University, Chico	Traditional	Major	Teacher Education - Art	5
California State University, Chico	Traditional	Major	Teacher Education - Early Childhood Education	10
California State University, Chico	Traditional	Major	Teacher Education - Elementary Education	86
California State University, Chico	Traditional	Major	Teacher Education - English/Language Arts	12
California State University, Chico	Traditional	Major	Teacher Education - Health	1
California State University, Chico	Traditional	Major	Teacher Education - History	6
California State University, Chico	Traditional	Major	Teacher Education - Mathematics	9
California State University, Chico	Traditional	Major	Teacher Education - Music	3
California State University, Chico	Traditional	Major	Teacher Education - Physical Education and Coaching	14
California State University, Chico	Traditional	Major	Teacher Education - Spanish	2
California State University, Chico	Traditional	Major	Visual and Performing Arts	8
California State University, Dominguez Hills	Traditional	Major	Biology	2
California State University, Dominguez Hills	Traditional	Major	Business/Business Administration/Accounting	1
California State University, Dominguez Hills	Traditional	Major	Education - General	19
California State University, Dominguez Hills	Traditional	Major	English Language/Literature	4
California State University, Dominguez Hills	Traditional	Major	Family and Consumer Sciences/Human Sciences	1
California State University, Dominguez Hills	Traditional	Major	History	2

Teachers Prepared by Academic Major for academic year 2010-11 - Traditional Route

Institution	Program Type	Record Type	Teachers Prepared by Academic Major for academic year 2010-11	Number Prepared
California State University, Dominguez Hills	Traditional	Major	Mathematics and Statistics	9
California State University, Dominguez Hills	Traditional	Major	Other	9
California State University, Dominguez Hills	Traditional	Major	Physics	3
California State University, Dominguez Hills	Traditional	Major	Political Science and Government	1
California State University, Dominguez Hills	Traditional	Major	Teacher Education - Health	1
California State University, Dominguez Hills	Traditional	Major	Teacher Education - Physical Education and Coaching	6
California State University, East Bay	Traditional	Major	Agriculture	1
California State University, East Bay	Traditional	Major	Anthropology	1
California State University, East Bay	Traditional	Major	Biology	6
California State University, East Bay	Traditional	Major	Business/Business Administration/Accounting	2
California State University, East Bay	Traditional	Major	Chemistry	4
California State University, East Bay	Traditional	Major	Communication or Journalism	3
California State University, East Bay	Traditional	Major	Computer and Information Sciences	5
California State University, East Bay	Traditional	Major	Economics	2
California State University, East Bay	Traditional	Major	Engineering	3
California State University, East Bay	Traditional	Major	English Language/Literature	12
California State University, East Bay	Traditional	Major	Family and Consumer Sciences/Human Sciences	4
California State University, East Bay	Traditional	Major	Foreign Languages	3
California State University, East Bay	Traditional	Major	Geological and Earth Sciences/Geosciences	3
California State University, East Bay	Traditional	Major	History	8
California State University, East Bay	Traditional	Major	Liberal Arts/Humanities	35
California State University, East Bay	Traditional	Major	Mathematics and Statistics	4
California State University, East Bay	Traditional	Major	Other	9
California State University, East Bay	Traditional	Major	Political Science and Government	7
California State University, East Bay	Traditional	Major	Psychology	14
California State University, East Bay	Traditional	Major	Sociology	6
California State University, East Bay	Traditional	Major	Visual and Performing Arts	15
California State University, Fresno	Traditional	Major	Anthropology	2
California State University, Fresno	Traditional	Major	Biology	6
California State University, Fresno	Traditional	Major	Computer and Information Sciences	1
California State University, Fresno	Traditional	Major	Economics	2
California State University, Fresno	Traditional	Major	Engineering	1
California State University, Fresno	Traditional	Major	Liberal Arts/Humanities	163
California State University, Fresno	Traditional	Major	Other	5
California State University, Fresno	Traditional	Major	Philosophy and Religious Studies	2
California State University, Fresno	Traditional	Major	Political Science and Government	2
California State University, Fresno	Traditional	Major	Psychology	6
California State University, Fresno	Traditional	Major	Sociology	1

Teachers Prepared by Academic Major for academic year 2010-11 - Traditional Route

Institution	Program Type	Record Type	Teachers Prepared by Academic Major for academic year 2010-11	Number Prepared
California State University, Fresno	Traditional	Major	Teacher Education - Agriculture	8
California State University, Fresno	Traditional	Major	Teacher Education - Art	2
California State University, Fresno	Traditional	Major	Teacher Education - Biology	3
California State University, Fresno	Traditional	Major	Teacher Education - Business	11
California State University, Fresno	Traditional	Major	Teacher Education - Chemistry	1
California State University, Fresno	Traditional	Major	Teacher Education - Early Childhood Education	6
California State University, Fresno	Traditional	Major	Teacher Education - Elementary Education	1
California State University, Fresno	Traditional	Major	Teacher Education - English as a Second Language	2
California State University, Fresno	Traditional	Major	Teacher Education - English/Language Arts	21
California State University, Fresno	Traditional	Major	Teacher Education - French	2
California State University, Fresno	Traditional	Major	Teacher Education - Geography	1
California State University, Fresno	Traditional	Major	Teacher Education - Health	1
California State University, Fresno	Traditional	Major	Teacher Education - History	23
California State University, Fresno	Traditional	Major	Teacher Education - Mathematics	13
California State University, Fresno	Traditional	Major	Teacher Education - Music	14
California State University, Fresno	Traditional	Major	Teacher Education - Physical Education and Coaching	37
California State University, Fresno	Traditional	Major	Teacher Education - Science	1
California State University, Fresno	Traditional	Major	Teacher Education - Spanish	7
California State University, Fresno	Traditional	Major	Teacher Education - Special Education	5
California State University, Fresno	Traditional	Major	Teacher Education - Technology Teacher Education/Industrial Arts	2
California State University, Fullerton	Traditional	Major	Agriculture	1
California State University, Fullerton	Traditional	Major	Anthropology	4
California State University, Fullerton	Traditional	Major	Biology	3
California State University, Fullerton	Traditional	Major	Business/Business Administration/Accounting	11
California State University, Fullerton	Traditional	Major	Chemistry	5
California State University, Fullerton	Traditional	Major	Communication or Journalism	13
California State University, Fullerton	Traditional	Major	Computer and Information Sciences	5
California State University, Fullerton	Traditional	Major	Economics	1
California State University, Fullerton	Traditional	Major	Education - General	1
California State University, Fullerton	Traditional	Major	Engineering	2
California State University, Fullerton	Traditional	Major	English Language/Literature	39
California State University, Fullerton	Traditional	Major	Family and Consumer Sciences/Human Sciences	6
California State University, Fullerton	Traditional	Major	Foreign Languages	3
California State University, Fullerton	Traditional	Major	Geography and Cartography	1
California State University, Fullerton	Traditional	Major	History	33
California State University, Fullerton	Traditional	Major	Liberal Arts/Humanities	91
California State University, Fullerton	Traditional	Major	Mathematics and Statistics	23
California State University, Fullerton	Traditional	Major	Other	147

Teachers Prepared by Academic Major for academic year 2010-11 - Traditional Route

Institution	Program Type	Record Type	Teachers Prepared by Academic Major for academic year 2010-11	Number Prepared
California State University, Fullerton	Traditional	Major	Philosophy and Religious Studies	2
California State University, Fullerton	Traditional	Major	Physical Sciences	3
California State University, Fullerton	Traditional	Major	Political Science and Government	6
California State University, Fullerton	Traditional	Major	Psychology	22
California State University, Fullerton	Traditional	Major	Social Sciences	1
California State University, Fullerton	Traditional	Major	Sociology	13
California State University, Fullerton	Traditional	Major	Teacher Education - Elementary Education	2
California State University, Fullerton	Traditional	Major	Teacher Education - Music	6
California State University, Fullerton	Traditional	Major	Visual and Performing Arts	5
California State University, Long Beach	Traditional	Major	Anthropology	9
California State University, Long Beach	Traditional	Major	Biology	22
California State University, Long Beach	Traditional	Major	Business/Business Administration/Accounting	18
California State University, Long Beach	Traditional	Major	Chemistry	1
California State University, Long Beach	Traditional	Major	Communication or Journalism	24
California State University, Long Beach	Traditional	Major	Computer and Information Sciences	3
California State University, Long Beach	Traditional	Major	Economics	3
California State University, Long Beach	Traditional	Major	Education - General	2
California State University, Long Beach	Traditional	Major	Engineering	4
California State University, Long Beach	Traditional	Major	English Language/Literature	43
California State University, Long Beach	Traditional	Major	Family and Consumer Sciences/Human Sciences	26
California State University, Long Beach	Traditional	Major	Foreign Languages	22
California State University, Long Beach	Traditional	Major	Geography and Cartography	2
California State University, Long Beach	Traditional	Major	Geological and Earth Sciences/Geosciences	4
California State University, Long Beach	Traditional	Major	History	41
California State University, Long Beach	Traditional	Major	Liberal Arts/Humanities	244
California State University, Long Beach	Traditional	Major	Mathematics and Statistics	13
California State University, Long Beach	Traditional	Major	Other	3
California State University, Long Beach	Traditional	Major	Philosophy and Religious Studies	3
California State University, Long Beach	Traditional	Major	Political Science and Government	13
California State University, Long Beach	Traditional	Major	Psychology	17
California State University, Long Beach	Traditional	Major	Social Sciences	20
California State University, Long Beach	Traditional	Major	Sociology	18
California State University, Long Beach	Traditional	Major	Teacher Education - Art	10
California State University, Long Beach	Traditional	Major	Teacher Education - Biology	4
California State University, Long Beach	Traditional	Major	Teacher Education - English/Language Arts	32
California State University, Long Beach	Traditional	Major	Teacher Education - Health	1
California State University, Long Beach	Traditional	Major	Teacher Education - History	1
California State University, Long Beach	Traditional	Major	Teacher Education - Mathematics	22

Teachers Prepared by Academic Major for academic year 2010-11 - Traditional Route

Institution	Program Type	Record Type	Teachers Prepared by Academic Major for academic year 2010-11	Number Prepared
California State University, Long Beach	Traditional	Major	Teacher Education - Physical Education and Coaching	24
California State University, Long Beach	Traditional	Major	Visual and Performing Arts	43
California State University, Los Angeles	Traditional	Major	Anthropology	2
California State University, Los Angeles	Traditional	Major	Biology	8
California State University, Los Angeles	Traditional	Major	Business/Business Administration/Accounting	9
California State University, Los Angeles	Traditional	Major	Chemistry	2
California State University, Los Angeles	Traditional	Major	Communication or Journalism	8
California State University, Los Angeles	Traditional	Major	Computer and Information Sciences	2
California State University, Los Angeles	Traditional	Major	Economics	3
California State University, Los Angeles	Traditional	Major	Education - General	1
California State University, Los Angeles	Traditional	Major	Engineering	2
California State University, Los Angeles	Traditional	Major	English Language/Literature	18
California State University, Los Angeles	Traditional	Major	Family and Consumer Sciences/Human Sciences	1
California State University, Los Angeles	Traditional	Major	Foreign Languages	12
California State University, Los Angeles	Traditional	Major	Geography and Cartography	1
California State University, Los Angeles	Traditional	Major	Geological and Earth Sciences/Geosciences	3
California State University, Los Angeles	Traditional	Major	History	11
California State University, Los Angeles	Traditional	Major	Liberal Arts/Humanities	42
California State University, Los Angeles	Traditional	Major	Mathematics and Statistics	8
California State University, Los Angeles	Traditional	Major	Other	70
California State University, Los Angeles	Traditional	Major	Philosophy and Religious Studies	1
California State University, Los Angeles	Traditional	Major	Physics	2
California State University, Los Angeles	Traditional	Major	Political Science and Government	4
California State University, Los Angeles	Traditional	Major	Psychology	20
California State University, Los Angeles	Traditional	Major	Social Sciences	6
California State University, Los Angeles	Traditional	Major	Sociology	6
California State University, Los Angeles	Traditional	Major	Teacher Education - Music	5
California State University, Los Angeles	Traditional	Major	Teacher Education - Special Education	1
California State University, Los Angeles	Traditional	Major	Visual and Performing Arts	16
California State University, Monterey Bay	Traditional	Major	Anthropology	2
California State University, Monterey Bay	Traditional	Major	Biology	5
California State University, Monterey Bay	Traditional	Major	Business/Business Administration/Accounting	3
California State University, Monterey Bay	Traditional	Major	Communication or Journalism	6
California State University, Monterey Bay	Traditional	Major	Economics	1
California State University, Monterey Bay	Traditional	Major	Education - General	5
California State University, Monterey Bay	Traditional	Major	Engineering	3
California State University, Monterey Bay	Traditional	Major	English Language/Literature	7
California State University, Monterey Bay	Traditional	Major	Family and Consumer Sciences/Human Sciences	1

Teachers Prepared by Academic Major for academic year 2010-11 - Traditional Route

Institution	Program Type	Record Type	Teachers Prepared by Academic Major for academic year 2010-11	Number Prepared
California State University, Monterey Bay	Traditional	Major	Foreign Languages	7
California State University, Monterey Bay	Traditional	Major	Geography and Cartography	1
California State University, Monterey Bay	Traditional	Major	Geological and Earth Sciences/Geosciences	5
California State University, Monterey Bay	Traditional	Major	History	7
California State University, Monterey Bay	Traditional	Major	Liberal Arts/Humanities	25
California State University, Monterey Bay	Traditional	Major	Mathematics and Statistics	3
California State University, Monterey Bay	Traditional	Major	Other	1
California State University, Monterey Bay	Traditional	Major	Philosophy and Religious Studies	4
California State University, Monterey Bay	Traditional	Major	Political Science and Government	3
California State University, Monterey Bay	Traditional	Major	Psychology	5
California State University, Monterey Bay	Traditional	Major	Social Sciences	10
California State University, Monterey Bay	Traditional	Major	Sociology	2
California State University, Monterey Bay	Traditional	Major	Teacher Education - Early Childhood Education	1
California State University, Monterey Bay	Traditional	Major	Teacher Education - Elementary Education	1
California State University, Monterey Bay	Traditional	Major	Teacher Education - Physical Education and Coaching	1
California State University, Monterey Bay	Traditional	Major	Teacher Education - Secondary Education	1
California State University, Monterey Bay	Traditional	Major	Teacher Education - Spanish	1
California State University, Monterey Bay	Traditional	Major	Visual and Performing Arts	11
California State University, Northridge	Traditional	Major	Anthropology	3
California State University, Northridge	Traditional	Major	Biology	10
California State University, Northridge	Traditional	Major	Business/Business Administration/Accounting	10
California State University, Northridge	Traditional	Major	Chemistry	1
California State University, Northridge	Traditional	Major	Communication or Journalism	22
California State University, Northridge	Traditional	Major	Computer and Information Sciences	3
California State University, Northridge	Traditional	Major	Economics	4
California State University, Northridge	Traditional	Major	Engineering	1
California State University, Northridge	Traditional	Major	English Language/Literature	27
California State University, Northridge	Traditional	Major	Family and Consumer Sciences/Human Sciences	7
California State University, Northridge	Traditional	Major	Foreign Languages	21
California State University, Northridge	Traditional	Major	Geography and Cartography	1
California State University, Northridge	Traditional	Major	Geological and Earth Sciences/Geosciences	1
California State University, Northridge	Traditional	Major	History	22
California State University, Northridge	Traditional	Major	Liberal Arts/Humanities	136
California State University, Northridge	Traditional	Major	Mathematics and Statistics	17
California State University, Northridge	Traditional	Major	Other	33
California State University, Northridge	Traditional	Major	Philosophy and Religious Studies	5
California State University, Northridge	Traditional	Major	Physical Sciences	13
California State University, Northridge	Traditional	Major	Physics	1

Teachers Prepared by Academic Major for academic year 2010-11 - Traditional Route

Institution	Program Type	Record Type	Teachers Prepared by Academic Major for academic year 2010-11	Number Prepared
California State University, Northridge	Traditional	Major	Political Science and Government	7
California State University, Northridge	Traditional	Major	Psychology	19
California State University, Northridge	Traditional	Major	Social Sciences	2
California State University, Northridge	Traditional	Major	Sociology	9
California State University, Northridge	Traditional	Major	Visual and Performing Arts	25
California State University, Sacramento	Traditional	Major	Anthropology	4
California State University, Sacramento	Traditional	Major	Biology	11
California State University, Sacramento	Traditional	Major	Business/Business Administration/Accounting	9
California State University, Sacramento	Traditional	Major	Chemistry	2
California State University, Sacramento	Traditional	Major	Communication or Journalism	12
California State University, Sacramento	Traditional	Major	Computer and Information Sciences	2
California State University, Sacramento	Traditional	Major	Economics	3
California State University, Sacramento	Traditional	Major	Engineering	2
California State University, Sacramento	Traditional	Major	English Language/Literature	26
California State University, Sacramento	Traditional	Major	Family and Consumer Sciences/Human Sciences	2
California State University, Sacramento	Traditional	Major	Foreign Languages	14
California State University, Sacramento	Traditional	Major	Geological and Earth Sciences/Geosciences	1
California State University, Sacramento	Traditional	Major	History	27
California State University, Sacramento	Traditional	Major	Mathematics and Statistics	3
California State University, Sacramento	Traditional	Major	Other	159
California State University, Sacramento	Traditional	Major	Philosophy and Religious Studies	3
California State University, Sacramento	Traditional	Major	Physics	2
California State University, Sacramento	Traditional	Major	Political Science and Government	8
California State University, Sacramento	Traditional	Major	Psychology	14
California State University, Sacramento	Traditional	Major	Social Sciences	8
California State University, Sacramento	Traditional	Major	Sociology	5
California State University, Sacramento	Traditional	Major	Teacher Education - Mathematics	3
California State University, Sacramento	Traditional	Major	Teacher Education - Physical Education and Coaching	26
California State University, Sacramento	Traditional	Major	Visual and Performing Arts	1
California State University, San Bernardino	Traditional	Major	Biology	3
California State University, San Bernardino	Traditional	Major	Business/Business Administration/Accounting	6
California State University, San Bernardino	Traditional	Major	Communication or Journalism	1
California State University, San Bernardino	Traditional	Major	Computer and Information Sciences	1
California State University, San Bernardino	Traditional	Major	Economics	1
California State University, San Bernardino	Traditional	Major	Engineering	1
California State University, San Bernardino	Traditional	Major	English Language/Literature	23
California State University, San Bernardino	Traditional	Major	Foreign Languages	4
California State University, San Bernardino	Traditional	Major	Geography and Cartography	1

Teachers Prepared by Academic Major for academic year 2010-11 - Traditional Route

Institution	Program Type	Record Type	Teachers Prepared by Academic Major for academic year 2010-11	Number Prepared
California State University, San Bernardino	Traditional	Major	Geological and Earth Sciences/Geosciences	2
California State University, San Bernardino	Traditional	Major	History	4
California State University, San Bernardino	Traditional	Major	Liberal Arts/Humanities	103
California State University, San Bernardino	Traditional	Major	Mathematics and Statistics	13
California State University, San Bernardino	Traditional	Major	Philosophy and Religious Studies	2
California State University, San Bernardino	Traditional	Major	Physical Sciences	1
California State University, San Bernardino	Traditional	Major	Political Science and Government	3
California State University, San Bernardino	Traditional	Major	Psychology	13
California State University, San Bernardino	Traditional	Major	Social Sciences	1
California State University, San Bernardino	Traditional	Major	Sociology	5
California State University, San Bernardino	Traditional	Major	Visual and Performing Arts	17
California State University, San Marcos	Traditional	Major	Biology	1
California State University, San Marcos	Traditional	Major	Communication or Journalism	2
California State University, San Marcos	Traditional	Major	English Language/Literature	8
California State University, San Marcos	Traditional	Major	Family and Consumer Sciences/Human Sciences	5
California State University, San Marcos	Traditional	Major	Foreign Languages	2
California State University, San Marcos	Traditional	Major	History	6
California State University, San Marcos	Traditional	Major	Liberal Arts/Humanities	42
California State University, San Marcos	Traditional	Major	Mathematics and Statistics	2
California State University, San Marcos	Traditional	Major	Social Sciences	2
California State University, San Marcos	Traditional	Major	Sociology	2
California State University, San Marcos	Traditional	Major	Visual and Performing Arts	1
California State University, Stanislaus	Traditional	Major	Anthropology	1
California State University, Stanislaus	Traditional	Major	Biology	7
California State University, Stanislaus	Traditional	Major	Business/Business Administration/Accounting	8
California State University, Stanislaus	Traditional	Major	Communication or Journalism	5
California State University, Stanislaus	Traditional	Major	Economics	1
California State University, Stanislaus	Traditional	Major	Engineering	3
California State University, Stanislaus	Traditional	Major	English Language/Literature	8
California State University, Stanislaus	Traditional	Major	Family and Consumer Sciences/Human Sciences	2
California State University, Stanislaus	Traditional	Major	Foreign Languages	5
California State University, Stanislaus	Traditional	Major	Geological and Earth Sciences/Geosciences	1
California State University, Stanislaus	Traditional	Major	History	7
California State University, Stanislaus	Traditional	Major	Liberal Arts/Humanities	114
California State University, Stanislaus	Traditional	Major	Mathematics and Statistics	8
California State University, Stanislaus	Traditional	Major	Other	18
California State University, Stanislaus	Traditional	Major	Philosophy and Religious Studies	2
California State University, Stanislaus	Traditional	Major	Psychology	7

Institution	Program Type	Record Type	Teachers Prepared by Academic Major for academic year 2010-11	Number Prepared
California State University, Stanislaus	Traditional	Major	Social Sciences	5
California State University, Stanislaus	Traditional	Major	Sociology	1
California State University, Stanislaus	Traditional	Major	Visual and Performing Arts	6
CalState TEACH	Traditional	Major	Other	290
Chapman University	Traditional	Major	Anthropology	2
Chapman University	Traditional	Major	Biology	1
Chapman University	Traditional	Major	Business/Business Administration/Accounting	4
Chapman University	Traditional	Major	Chemistry	1
Chapman University	Traditional	Major	Communication or Journalism	1
Chapman University	Traditional	Major	English Language/Literature	4
Chapman University	Traditional	Major	Family and Consumer Sciences/Human Sciences	3
Chapman University	Traditional	Major	History	4
Chapman University	Traditional	Major	Liberal Arts/Humanities	22
Chapman University	Traditional	Major	Mathematics and Statistics	2
Chapman University	Traditional	Major	Philosophy and Religious Studies	1
Chapman University	Traditional	Major	Psychology	3
Chapman University	Traditional	Major	Social Sciences	2
Chapman University	Traditional	Major	Sociology	4
Chapman University	Traditional	Major	Teacher Education - Music	2
Chapman University	Traditional	Major	Teacher Education - Physical Education and Coaching	2
Chapman University	Traditional	Major	Visual and Performing Arts	1
Claremont Graduate University	Traditional	Major	Education - General	6
Claremont Graduate University	Traditional	Major	Teacher Education - Elementary Education	6
Claremont Graduate University	Traditional	Major	Teacher Education - English/Language Arts	4
Claremont Graduate University	Traditional	Major	Teacher Education - Mathematics	2
Claremont Graduate University	Traditional	Major	Teacher Education - Science	1
Claremont Graduate University	Traditional	Major	Teacher Education - Secondary Education	11
Claremont Graduate University	Traditional	Major	Teacher Education - Social Studies	4
Claremont Graduate University	Traditional	Major	Teacher Education - Special Education	3
Concordia University	Traditional	Major	Biology	2
Concordia University	Traditional	Major	Business/Business Administration/Accounting	1
Concordia University	Traditional	Major	Chemistry	1
Concordia University	Traditional	Major	Communication or Journalism	3
Concordia University	Traditional	Major	Engineering	1
Concordia University	Traditional	Major	English Language/Literature	4
Concordia University	Traditional	Major	Family and Consumer Sciences/Human Sciences	3
Concordia University	Traditional	Major	History	3
Concordia University	Traditional	Major	Liberal Arts/Humanities	9

Teachers Prepared by Academic Major for academic year 2010-11 - Traditional Route

Institution	Program Type	Record Type	Teachers Prepared by Academic Major for academic year 2010-11	Number Prepared
Concordia University	Traditional	Major	Mathematics and Statistics	3
Concordia University	Traditional	Major	Other	6
Concordia University	Traditional	Major	Political Science and Government	2
Concordia University	Traditional	Major	Psychology	2
Concordia University	Traditional	Major	Sociology	2
Concordia University	Traditional	Major	Teacher Education - Elementary Education	25
Concordia University	Traditional	Major	Visual and Performing Arts	2
Dominican University of California	Traditional	Major	Business/Business Administration/Accounting	2
Dominican University of California	Traditional	Major	Communication or Journalism	7
Dominican University of California	Traditional	Major	Computer and Information Sciences	1
Dominican University of California	Traditional	Major	Economics	1
Dominican University of California	Traditional	Major	Education - General	1
Dominican University of California	Traditional	Major	English Language/Literature	4
Dominican University of California	Traditional	Major	Family and Consumer Sciences/Human Sciences	4
Dominican University of California	Traditional	Major	Foreign Languages	2
Dominican University of California	Traditional	Major	Geography and Cartography	3
Dominican University of California	Traditional	Major	History	3
Dominican University of California	Traditional	Major	Liberal Arts/Humanities	14
Dominican University of California	Traditional	Major	Mathematics and Statistics	1
Dominican University of California	Traditional	Major	Other	8
Dominican University of California	Traditional	Major	Political Science and Government	8
Dominican University of California	Traditional	Major	Psychology	8
Dominican University of California	Traditional	Major	Social Sciences	1
Dominican University of California	Traditional	Major	Sociology	2
Dominican University of California	Traditional	Major	Teacher Education - Early Childhood Education	1
Dominican University of California	Traditional	Major	Visual and Performing Arts	13
Fresno Pacific University	Traditional	Major	Anthropology	1
Fresno Pacific University	Traditional	Major	Biology	2
Fresno Pacific University	Traditional	Major	Business/Business Administration/Accounting	4
Fresno Pacific University	Traditional	Major	Communication or Journalism	1
Fresno Pacific University	Traditional	Major	English Language/Literature	3
Fresno Pacific University	Traditional	Major	Family and Consumer Sciences/Human Sciences	11
Fresno Pacific University	Traditional	Major	Foreign Languages	1
Fresno Pacific University	Traditional	Major	Geological and Earth Sciences/Geosciences	1
Fresno Pacific University	Traditional	Major	History	5
Fresno Pacific University	Traditional	Major	Liberal Arts/Humanities	48
Fresno Pacific University	Traditional	Major	Mathematics and Statistics	3
Fresno Pacific University	Traditional	Major	Other	5

Institution	Program Type	Record Type	Teachers Prepared by Academic Major for academic year 2010-11	Number Prepared
Fresno Pacific University	Traditional	Major	Philosophy and Religious Studies	2
Fresno Pacific University	Traditional	Major	Political Science and Government	2
Fresno Pacific University	Traditional	Major	Psychology	3
Fresno Pacific University	Traditional	Major	Social Sciences	4
Fresno Pacific University	Traditional	Major	Sociology	3
Fresno Pacific University	Traditional	Major	Visual and Performing Arts	5
Hebrew Union College	Traditional	Major	Other	13
Holy Names University	Traditional	Major	Business/Business Administration/Accounting	1
Holy Names University	Traditional	Major	History	1
Holy Names University	Traditional	Major	Liberal Arts/Humanities	2
Holy Names University	Traditional	Major	Other	2
Holy Names University	Traditional	Major	Psychology	1
Holy Names University	Traditional	Major	Teacher Education - Art	1
Holy Names University	Traditional	Major	Teacher Education - English/Language Arts	1
Hope International University	Traditional	Major	Communication or Journalism	1
Hope International University	Traditional	Major	Family and Consumer Sciences/Human Sciences	1
Hope International University	Traditional	Major	Liberal Arts/Humanities	3
Hope International University	Traditional	Major	Other	3
Hope International University	Traditional	Major	Social Sciences	3
Humboldt State University	Traditional	Major	Anthropology	2
Humboldt State University	Traditional	Major	Biology	5
Humboldt State University	Traditional	Major	Business/Business Administration/Accounting	1
Humboldt State University	Traditional	Major	Communication or Journalism	3
Humboldt State University	Traditional	Major	English Language/Literature	6
Humboldt State University	Traditional	Major	Geography and Cartography	2
Humboldt State University	Traditional	Major	Geological and Earth Sciences/Geosciences	2
Humboldt State University	Traditional	Major	History	2
Humboldt State University	Traditional	Major	Liberal Arts/Humanities	38
Humboldt State University	Traditional	Major	Mathematics and Statistics	2
Humboldt State University	Traditional	Major	Other	16
Humboldt State University	Traditional	Major	Philosophy and Religious Studies	2
Humboldt State University	Traditional	Major	Political Science and Government	3
Humboldt State University	Traditional	Major	Psychology	4
Humboldt State University	Traditional	Major	Social Sciences	2
Humboldt State University	Traditional	Major	Sociology	1
Humboldt State University	Traditional	Major	Teacher Education - Art	4
Humboldt State University	Traditional	Major	Teacher Education - Biology	4
Humboldt State University	Traditional	Major	Teacher Education - English/Language Arts	1

Teachers Prepared by Academic Major for academic year 2010-11 - Traditional Route

Institution	Program Type	Record Type	Teachers Prepared by Academic Major for academic year 2010-11	Number Prepared
Humboldt State University	Traditional	Major	Teacher Education - Mathematics	1
Humboldt State University	Traditional	Major	Teacher Education - Music	2
Humboldt State University	Traditional	Major	Teacher Education - Social Science	4
Humboldt State University	Traditional	Major	Teacher Education - Spanish	2
Humboldt State University	Traditional	Major	Teacher Education - Technology Teacher Education/Industrial Arts	1
Humboldt State University	Traditional	Major	Visual and Performing Arts	2
La Sierra University	Traditional	Major	Education - General	9
La Sierra University	Traditional	Major	Family and Consumer Sciences/Human Sciences	1
La Sierra University	Traditional	Major	History	1
La Sierra University	Traditional	Major	Liberal Arts/Humanities	1
La Sierra University	Traditional	Major	Psychology	1
La Sierra University	Traditional	Major	Teacher Education - Elementary Education	9
Loyola Marymount University	Traditional	Major	Biology	4
Loyola Marymount University	Traditional	Major	Business/Business Administration/Accounting	8
Loyola Marymount University	Traditional	Major	Chemistry	1
Loyola Marymount University	Traditional	Major	Communication or Journalism	16
Loyola Marymount University	Traditional	Major	Computer and Information Sciences	1
Loyola Marymount University	Traditional	Major	Economics	2
Loyola Marymount University	Traditional	Major	Engineering	1
Loyola Marymount University	Traditional	Major	English Language/Literature	18
Loyola Marymount University	Traditional	Major	Foreign Languages	5
Loyola Marymount University	Traditional	Major	History	4
Loyola Marymount University	Traditional	Major	Liberal Arts/Humanities	27
Loyola Marymount University	Traditional	Major	Mathematics and Statistics	3
Loyola Marymount University	Traditional	Major	Other	3
Loyola Marymount University	Traditional	Major	Philosophy and Religious Studies	4
Loyola Marymount University	Traditional	Major	Political Science and Government	5
Loyola Marymount University	Traditional	Major	Psychology	14
Loyola Marymount University	Traditional	Major	Social Sciences	1
Loyola Marymount University	Traditional	Major	Sociology	4
Loyola Marymount University	Traditional	Major	Teacher Education - Physical Education and Coaching	2
Loyola Marymount University	Traditional	Major	Teacher Education - Special Education	1
Loyola Marymount University	Traditional	Major	Visual and Performing Arts	4
Mills College	Traditional	Major	Teacher Education - Art	2
Mills College	Traditional	Major	Teacher Education - Biology	3
Mills College	Traditional	Major	Teacher Education - Early Childhood Education	17
Mills College	Traditional	Major	Teacher Education - Elementary Education	20
Mills College	Traditional	Major	Teacher Education - English/Language Arts	7

Institution	Program Type	Record Type	Teachers Prepared by Academic Major for academic year 2010-11	Number Prepared
Mills College	Traditional	Major	Teacher Education - Mathematics	4
Mills College	Traditional	Major	Teacher Education - Special Education	17
Mount St. Mary's College	Traditional	Major	Biology	1
Mount St. Mary's College	Traditional	Major	Foreign Languages	1
Mount St. Mary's College	Traditional	Major	History	3
Mount St. Mary's College	Traditional	Major	Liberal Arts/Humanities	9
Mount St. Mary's College	Traditional	Major	Other	1
Mount St. Mary's College	Traditional	Major	Philosophy and Religious Studies	1
Mount St. Mary's College	Traditional	Major	Teacher Education - Elementary Education	3
Mount St. Mary's College	Traditional	Major	Teacher Education - Physical Education and Coaching	1
Mount St. Mary's College	Traditional	Major	Visual and Performing Arts	2
National Hispanic University	Traditional	Major	Biology	1
National Hispanic University	Traditional	Major	Computer and Information Sciences	1
National Hispanic University	Traditional	Major	Engineering	1
National Hispanic University	Traditional	Major	History	1
National Hispanic University	Traditional	Major	Liberal Arts/Humanities	6
National Hispanic University	Traditional	Major	Other	2
National Hispanic University	Traditional	Major	Physics	1
National Hispanic University	Traditional	Major	Social Sciences	2
National Hispanic University	Traditional	Major	Teacher Education - Physical Education and Coaching	1
National University	Traditional	Major	Agriculture	1
National University	Traditional	Major	Anthropology	4
National University	Traditional	Major	Biology	12
National University	Traditional	Major	Business/Business Administration/Accounting	72
National University	Traditional	Major	Chemistry	3
National University	Traditional	Major	Communication or Journalism	45
National University	Traditional	Major	Computer and Information Sciences	6
National University	Traditional	Major	Economics	10
National University	Traditional	Major	Education - General	2
National University	Traditional	Major	Engineering	10
National University	Traditional	Major	English Language/Literature	46
National University	Traditional	Major	Family and Consumer Sciences/Human Sciences	13
National University	Traditional	Major	Foreign Languages	21
National University	Traditional	Major	Geography and Cartography	2
National University	Traditional	Major	History	38
National University	Traditional	Major	Liberal Arts/Humanities	108
National University	Traditional	Major	Mathematics and Statistics	3
National University	Traditional	Major	Other	39

Teachers Prepared by Academic Major for academic year 2010-11 - Traditional Route

Institution	Program Type	Record Type	Teachers Prepared by Academic Major for academic year 2010-11	Number Prepared
National University	Traditional	Major	Philosophy and Religious Studies	19
National University	Traditional	Major	Physics	1
National University	Traditional	Major	Political Science and Government	21
National University	Traditional	Major	Psychology	62
National University	Traditional	Major	Social Sciences	11
National University	Traditional	Major	Sociology	31
National University	Traditional	Major	Teacher Education - Early Childhood Education	6
National University	Traditional	Major	Teacher Education - Elementary Education	13
National University	Traditional	Major	Teacher Education - English as a Second Language	1
National University	Traditional	Major	Teacher Education - Mathematics	2
National University	Traditional	Major	Teacher Education - Physical Education and Coaching	5
National University	Traditional	Major	Teacher Education - Psychology	1
National University	Traditional	Major	Teacher Education - Social Science	2
National University	Traditional	Major	Teacher Education - Special Education	2
National University	Traditional	Major	Visual and Performing Arts	9
Notre Dame de Namur University	Traditional	Major	Teacher Education - Elementary Education	43
Notre Dame de Namur University	Traditional	Major	Teacher Education - Secondary Education	24
Notre Dame de Namur University	Traditional	Major	Teacher Education - Special Education	12
Occidental College	Traditional	Major	English Language/Literature	1
Occidental College	Traditional	Major	Foreign Languages	2
Occidental College	Traditional	Major	History	4
Occidental College	Traditional	Major	Other	2
Occidental College	Traditional	Major	Political Science and Government	1
Occidental College	Traditional	Major	Sociology	3
Occidental College	Traditional	Major	Visual and Performing Arts	2
Pacific Oaks College	Traditional	Major	Foreign Languages	1
Pacific Oaks College	Traditional	Major	Other	3
Pacific Union College	Traditional	Major	Other	7
Patten University	Traditional	Major	Liberal Arts/Humanities	4
Pepperdine University	Traditional	Major	Anthropology	1
Pepperdine University	Traditional	Major	Biology	4
Pepperdine University	Traditional	Major	Business/Business Administration/Accounting	9
Pepperdine University	Traditional	Major	Chemistry	1
Pepperdine University	Traditional	Major	Communication or Journalism	7
Pepperdine University	Traditional	Major	Economics	1
Pepperdine University	Traditional	Major	English Language/Literature	12
Pepperdine University	Traditional	Major	Family and Consumer Sciences/Human Sciences	2
Pepperdine University	Traditional	Major	Foreign Languages	1

Teachers Prepared by Academic Major for academic year 2010-11 - Traditional Route

Institution	Program Type	Record Type	Teachers Prepared by Academic Major for academic year 2010-11	Number Prepared
Pepperdine University	Traditional	Major	Geography and Cartography	1
Pepperdine University	Traditional	Major	Geological and Earth Sciences/Geosciences	1
Pepperdine University	Traditional	Major	History	11
Pepperdine University	Traditional	Major	Liberal Arts/Humanities	24
Pepperdine University	Traditional	Major	Mathematics and Statistics	1
Pepperdine University	Traditional	Major	Physical Sciences	1
Pepperdine University	Traditional	Major	Physics	2
Pepperdine University	Traditional	Major	Political Science and Government	11
Pepperdine University	Traditional	Major	Psychology	7
Pepperdine University	Traditional	Major	Sociology	6
Pepperdine University	Traditional	Major	Teacher Education - English/Language Arts	1
Pepperdine University	Traditional	Major	Teacher Education - Foreign Language	1
Pepperdine University	Traditional	Major	Visual and Performing Arts	4
Point Loma Nazarene University	Traditional	Major	Biology	2
Point Loma Nazarene University	Traditional	Major	Business/Business Administration/Accounting	3
Point Loma Nazarene University	Traditional	Major	Economics	1
Point Loma Nazarene University	Traditional	Major	Education - General	15
Point Loma Nazarene University	Traditional	Major	English Language/Literature	5
Point Loma Nazarene University	Traditional	Major	History	2
Point Loma Nazarene University	Traditional	Major	Other	308
Point Loma Nazarene University	Traditional	Major	Political Science and Government	1
Point Loma Nazarene University	Traditional	Major	Psychology	2
Point Loma Nazarene University	Traditional	Major	Social Sciences	2
Point Loma Nazarene University	Traditional	Major	Teacher Education - Early Childhood Education	3
Point Loma Nazarene University	Traditional	Major	Teacher Education - Family and Consumer Sciences/Home Economics	1
Point Loma Nazarene University	Traditional	Major	Teacher Education - Physical Education and Coaching	1
Point Loma Nazarene University	Traditional	Major	Teacher Education - Spanish	1
Point Loma Nazarene University	Traditional	Major	Visual and Performing Arts	1
San Diego Christian College	Traditional	Major	Business/Business Administration/Accounting	1
San Diego Christian College	Traditional	Major	Communication or Journalism	2
San Diego Christian College	Traditional	Major	Economics	2
San Diego Christian College	Traditional	Major	English Language/Literature	4
San Diego Christian College	Traditional	Major	Family and Consumer Sciences/Human Sciences	3
San Diego Christian College	Traditional	Major	Foreign Languages	1
San Diego Christian College	Traditional	Major	Mathematics and Statistics	1
San Diego Christian College	Traditional	Major	Physics	1
San Diego Christian College	Traditional	Major	Psychology	2
San Diego Christian College	Traditional	Major	Teacher Education - Elementary Education	2

Teachers Prepared by Academic Major for academic year 2010-11 - Traditional Route

Institution	Program Type	Record Type	Teachers Prepared by Academic Major for academic year 2010-11	Number Prepared
San Diego Christian College	Traditional	Major	Teacher Education - Family and Consumer Sciences/Home Economics	1
San Diego Christian College	Traditional	Major	Teacher Education - Music	1
San Diego Christian College	Traditional	Major	Teacher Education - Physical Education and Coaching	1
San Diego State University	Traditional	Major	Biology	16
San Diego State University	Traditional	Major	Business/Business Administration/Accounting	6
San Diego State University	Traditional	Major	Chemistry	2
San Diego State University	Traditional	Major	Communication or Journalism	4
San Diego State University	Traditional	Major	English Language/Literature	12
San Diego State University	Traditional	Major	Family and Consumer Sciences/Human Sciences	6
San Diego State University	Traditional	Major	Foreign Languages	7
San Diego State University	Traditional	Major	History	4
San Diego State University	Traditional	Major	Liberal Arts/Humanities	139
San Diego State University	Traditional	Major	Mathematics and Statistics	18
San Diego State University	Traditional	Major	Other	1
San Diego State University	Traditional	Major	Political Science and Government	2
San Diego State University	Traditional	Major	Psychology	14
San Diego State University	Traditional	Major	Social Sciences	17
San Diego State University	Traditional	Major	Sociology	1
San Diego State University	Traditional	Major	Teacher Education - Art	3
San Diego State University	Traditional	Major	Teacher Education - Drama and Dance	1
San Diego State University	Traditional	Major	Teacher Education - English/Language Arts	11
San Diego State University	Traditional	Major	Teacher Education - Mathematics	15
San Diego State University	Traditional	Major	Teacher Education - Music	8
San Diego State University	Traditional	Major	Teacher Education - Science	2
San Diego State University	Traditional	Major	Teacher Education - Social Science	16
San Diego State University	Traditional	Major	Teacher Education - Spanish	3
San Diego State University	Traditional	Major	Visual and Performing Arts	21
San Jose State University	Traditional	Major	Anthropology	1
San Jose State University	Traditional	Major	Biology	9
San Jose State University	Traditional	Major	Business/Business Administration/Accounting	12
San Jose State University	Traditional	Major	Chemistry	2
San Jose State University	Traditional	Major	Communication or Journalism	12
San Jose State University	Traditional	Major	Computer and Information Sciences	3
San Jose State University	Traditional	Major	Economics	2
San Jose State University	Traditional	Major	Engineering	6
San Jose State University	Traditional	Major	English Language/Literature	21
San Jose State University	Traditional	Major	Family and Consumer Sciences/Human Sciences	25
San Jose State University	Traditional	Major	Foreign Languages	5

Teachers Prepared by Academic Major for academic year 2010-11 - Traditional Route

Institution	Program Type	Record Type	Teachers Prepared by Academic Major for academic year 2010-11	Number Prepared
San Jose State University	Traditional	Major	History	9
San Jose State University	Traditional	Major	Liberal Arts/Humanities	40
San Jose State University	Traditional	Major	Mathematics and Statistics	5
San Jose State University	Traditional	Major	Other	4
San Jose State University	Traditional	Major	Philosophy and Religious Studies	2
San Jose State University	Traditional	Major	Physical Sciences	2
San Jose State University	Traditional	Major	Physics	2
San Jose State University	Traditional	Major	Political Science and Government	8
San Jose State University	Traditional	Major	Psychology	17
San Jose State University	Traditional	Major	Social Sciences	5
San Jose State University	Traditional	Major	Sociology	6
San Jose State University	Traditional	Major	Teacher Education - Health	1
San Jose State University	Traditional	Major	Teacher Education - Physical Education and Coaching	4
San Jose State University	Traditional	Major	Teacher Education - Speech	2
San Jose State University	Traditional	Major	Visual and Performing Arts	22
Simpson University	Traditional	Major	Biology	1
Simpson University	Traditional	Major	Chemistry	1
Simpson University	Traditional	Major	Computer and Information Sciences	1
Simpson University	Traditional	Major	Engineering	1
Simpson University	Traditional	Major	History	1
Simpson University	Traditional	Major	Liberal Arts/Humanities	20
Simpson University	Traditional	Major	Other	6
Simpson University	Traditional	Major	Political Science and Government	1
Simpson University	Traditional	Major	Social Sciences	1
Simpson University	Traditional	Major	Teacher Education - Music	3
Simpson University	Traditional	Major	Teacher Education - Secondary Education	1
Simpson University	Traditional	Major	Visual and Performing Arts	2
Sonoma State University	Traditional	Major	Anthropology	4
Sonoma State University	Traditional	Major	Biology	4
Sonoma State University	Traditional	Major	Business/Business Administration/Accounting	8
Sonoma State University	Traditional	Major	Communication or Journalism	5
Sonoma State University	Traditional	Major	Economics	1
Sonoma State University	Traditional	Major	Engineering	2
Sonoma State University	Traditional	Major	English Language/Literature	23
Sonoma State University	Traditional	Major	Family and Consumer Sciences/Human Sciences	2
Sonoma State University	Traditional	Major	Foreign Languages	4
Sonoma State University	Traditional	Major	History	9
Sonoma State University	Traditional	Major	Liberal Arts/Humanities	67

Teachers Prepared by Academic Major for academic year 2010-11 - Traditional Route

Institution	Program Type	Record Type	Teachers Prepared by Academic Major for academic year 2010-11	Number Prepared
Sonoma State University	Traditional	Major	Mathematics and Statistics	7
Sonoma State University	Traditional	Major	Other	21
Sonoma State University	Traditional	Major	Philosophy and Religious Studies	1
Sonoma State University	Traditional	Major	Psychology	5
Sonoma State University	Traditional	Major	Social Sciences	4
Sonoma State University	Traditional	Major	Sociology	5
Sonoma State University	Traditional	Major	Visual and Performing Arts	14
St. Mary's College of California	Traditional	Major	Agriculture	1
St. Mary's College of California	Traditional	Major	Biology	5
St. Mary's College of California	Traditional	Major	Business/Business Administration/Accounting	9
St. Mary's College of California	Traditional	Major	Communication or Journalism	10
St. Mary's College of California	Traditional	Major	English Language/Literature	10
St. Mary's College of California	Traditional	Major	Family and Consumer Sciences/Human Sciences	4
St. Mary's College of California	Traditional	Major	Foreign Languages	2
St. Mary's College of California	Traditional	Major	History	11
St. Mary's College of California	Traditional	Major	Liberal Arts/Humanities	17
St. Mary's College of California	Traditional	Major	Mathematics and Statistics	2
St. Mary's College of California	Traditional	Major	Other	1
St. Mary's College of California	Traditional	Major	Philosophy and Religious Studies	1
St. Mary's College of California	Traditional	Major	Political Science and Government	7
St. Mary's College of California	Traditional	Major	Psychology	6
St. Mary's College of California	Traditional	Major	Social Sciences	1
St. Mary's College of California	Traditional	Major	Sociology	3
St. Mary's College of California	Traditional	Major	Visual and Performing Arts	4
Stanford University	Traditional	Major	Teacher Education - Biology	6
Stanford University	Traditional	Major	Teacher Education - Chemistry	5
Stanford University	Traditional	Major	Teacher Education - Earth Science	1
Stanford University	Traditional	Major	Teacher Education - Elementary Education	23
Stanford University	Traditional	Major	Teacher Education - English/Language Arts	17
Stanford University	Traditional	Major	Teacher Education - Foreign Language	4
Stanford University	Traditional	Major	Teacher Education - French	1
Stanford University	Traditional	Major	Teacher Education - Mathematics	16
Stanford University	Traditional	Major	Teacher Education - Physics	1
Stanford University	Traditional	Major	Teacher Education - Secondary Education	72
Stanford University	Traditional	Major	Teacher Education - Social Science	15
Stanford University	Traditional	Major	Teacher Education - Spanish	6
The Master’s College	Traditional	Major	English Language/Literature	2
The Master’s College	Traditional	Major	Family and Consumer Sciences/Human Sciences	1

Teachers Prepared by Academic Major for academic year 2010-11 - Traditional Route

Institution	Program Type	Record Type	Teachers Prepared by Academic Major for academic year 2010-11	Number Prepared
The Master's College	Traditional	Major	Mathematics and Statistics	1
The Master's College	Traditional	Major	Other	1
The Master's College	Traditional	Major	Teacher Education - Elementary Education	4
The Master's College	Traditional	Major	Teacher Education - Music	1
Touro University	Traditional	Major	Education - Curriculum and Instruction	2
Touro University	Traditional	Major	Teacher Education - Art	1
Touro University	Traditional	Major	Teacher Education - Foreign Language	1
Touro University	Traditional	Major	Teacher Education - Mathematics	1
Touro University	Traditional	Major	Teacher Education - Music	1
Touro University	Traditional	Major	Teacher Education - Physical Education and Coaching	2
Touro University	Traditional	Major	Teacher Education - Spanish	1
United States University	Traditional	Major	Teacher Education - Bilingual, Multilingual, and Multicultural Education	3
United States University	Traditional	Major	Teacher Education - Elementary Education	3
University of California, Berkeley	Traditional	Major	Astronomy and Astrophysics	1
University of California, Berkeley	Traditional	Major	Chemistry	1
University of California, Berkeley	Traditional	Major	English Language/Literature	10
University of California, Berkeley	Traditional	Major	Geological and Earth Sciences/Geosciences	1
University of California, Berkeley	Traditional	Major	History	1
University of California, Berkeley	Traditional	Major	Mathematics and Statistics	4
University of California, Berkeley	Traditional	Major	Other	2
University of California, Berkeley	Traditional	Major	Psychology	1
University of California, Berkeley	Traditional	Major	Teacher Education - English/Language Arts	1
University of California, Berkeley	Traditional	Major	Visual and Performing Arts	3
University of California, Davis	Traditional	Major	Agriculture	4
University of California, Davis	Traditional	Major	Anthropology	7
University of California, Davis	Traditional	Major	Biology	15
University of California, Davis	Traditional	Major	Business/Business Administration/Accounting	3
University of California, Davis	Traditional	Major	Chemistry	1
University of California, Davis	Traditional	Major	Communication or Journalism	5
University of California, Davis	Traditional	Major	Economics	6
University of California, Davis	Traditional	Major	Education - General	1
University of California, Davis	Traditional	Major	Engineering	2
University of California, Davis	Traditional	Major	English Language/Literature	22
University of California, Davis	Traditional	Major	Family and Consumer Sciences/Human Sciences	17
University of California, Davis	Traditional	Major	Foreign Languages	7
University of California, Davis	Traditional	Major	Geological and Earth Sciences/Geosciences	1
University of California, Davis	Traditional	Major	History	15
University of California, Davis	Traditional	Major	Liberal Arts/Humanities	9

Teachers Prepared by Academic Major for academic year 2010-11 - Traditional Route

Institution	Program Type	Record Type	Teachers Prepared by Academic Major for academic year 2010-11	Number Prepared
University of California, Davis	Traditional	Major	Mathematics and Statistics	3
University of California, Davis	Traditional	Major	Philosophy and Religious Studies	1
University of California, Davis	Traditional	Major	Physics	2
University of California, Davis	Traditional	Major	Political Science and Government	2
University of California, Davis	Traditional	Major	Psychology	15
University of California, Davis	Traditional	Major	Social Sciences	20
University of California, Davis	Traditional	Major	Sociology	6
University of California, Davis	Traditional	Major	Visual and Performing Arts	7
University of California, Irvine	Traditional	Major	Biology	15
University of California, Irvine	Traditional	Major	Business/Business Administration/Accounting	15
University of California, Irvine	Traditional	Major	Chemistry	3
University of California, Irvine	Traditional	Major	Communication or Journalism	3
University of California, Irvine	Traditional	Major	Computer and Information Sciences	1
University of California, Irvine	Traditional	Major	Economics	3
University of California, Irvine	Traditional	Major	Engineering	1
University of California, Irvine	Traditional	Major	English Language/Literature	19
University of California, Irvine	Traditional	Major	Family and Consumer Sciences/Human Sciences	5
University of California, Irvine	Traditional	Major	Foreign Languages	6
University of California, Irvine	Traditional	Major	Geography and Cartography	1
University of California, Irvine	Traditional	Major	History	10
University of California, Irvine	Traditional	Major	Liberal Arts/Humanities	10
University of California, Irvine	Traditional	Major	Mathematics and Statistics	11
University of California, Irvine	Traditional	Major	Philosophy and Religious Studies	1
University of California, Irvine	Traditional	Major	Physics	1
University of California, Irvine	Traditional	Major	Political Science and Government	6
University of California, Irvine	Traditional	Major	Psychology	25
University of California, Irvine	Traditional	Major	Social Sciences	6
University of California, Irvine	Traditional	Major	Sociology	14
University of California, Irvine	Traditional	Major	Visual and Performing Arts	15
University of California, Los Angeles	Traditional	Major	Education - General	120
University of California, Riverside	Traditional	Major	Atmospheric Sciences and Meteorology	2
University of California, Riverside	Traditional	Major	Biology	3
University of California, Riverside	Traditional	Major	Business/Business Administration/Accounting	2
University of California, Riverside	Traditional	Major	Chemistry	1
University of California, Riverside	Traditional	Major	Communication or Journalism	1
University of California, Riverside	Traditional	Major	Engineering	2
University of California, Riverside	Traditional	Major	English Language/Literature	11
University of California, Riverside	Traditional	Major	Family and Consumer Sciences/Human Sciences	2

Teachers Prepared by Academic Major for academic year 2010-11 - Traditional Route

Institution	Program Type	Record Type	Teachers Prepared by Academic Major for academic year 2010-11	Number Prepared
University of California, Riverside	Traditional	Major	Foreign Languages	6
University of California, Riverside	Traditional	Major	Geological and Earth Sciences/Geosciences	2
University of California, Riverside	Traditional	Major	History	10
University of California, Riverside	Traditional	Major	Liberal Arts/Humanities	16
University of California, Riverside	Traditional	Major	Mathematics and Statistics	6
University of California, Riverside	Traditional	Major	Other	1
University of California, Riverside	Traditional	Major	Philosophy and Religious Studies	2
University of California, Riverside	Traditional	Major	Physics	2
University of California, Riverside	Traditional	Major	Psychology	3
University of California, Riverside	Traditional	Major	Sociology	2
University of California, San Diego	Traditional	Major	Anthropology	1
University of California, San Diego	Traditional	Major	Biology	6
University of California, San Diego	Traditional	Major	Chemistry	5
University of California, San Diego	Traditional	Major	Communication or Journalism	3
University of California, San Diego	Traditional	Major	Economics	1
University of California, San Diego	Traditional	Major	English Language/Literature	8
University of California, San Diego	Traditional	Major	Family and Consumer Sciences/Human Sciences	9
University of California, San Diego	Traditional	Major	Foreign Languages	2
University of California, San Diego	Traditional	Major	History	5
University of California, San Diego	Traditional	Major	Mathematics and Statistics	9
University of California, San Diego	Traditional	Major	Other	10
University of California, San Diego	Traditional	Major	Philosophy and Religious Studies	1
University of California, San Diego	Traditional	Major	Political Science and Government	1
University of California, San Diego	Traditional	Major	Psychology	8
University of California, San Diego	Traditional	Major	Sociology	5
University of California, San Diego	Traditional	Major	Teacher Education - English/Language Arts	1
University of California, San Diego	Traditional	Major	Teacher Education - Mathematics	2
University of California, San Diego	Traditional	Major	Teacher Education - Special Education	2
University of California, San Diego	Traditional	Major	Visual and Performing Arts	1
University of California, Santa Barbara	Traditional	Major	Anthropology	6
University of California, Santa Barbara	Traditional	Major	Biology	5
University of California, Santa Barbara	Traditional	Major	Communication or Journalism	4
University of California, Santa Barbara	Traditional	Major	Economics	2
University of California, Santa Barbara	Traditional	Major	Engineering	1
University of California, Santa Barbara	Traditional	Major	English Language/Literature	17
University of California, Santa Barbara	Traditional	Major	Family and Consumer Sciences/Human Sciences	1
University of California, Santa Barbara	Traditional	Major	Foreign Languages	4
University of California, Santa Barbara	Traditional	Major	Geological and Earth Sciences/Geosciences	1

Teachers Prepared by Academic Major for academic year 2010-11 - Traditional Route

Institution	Program Type	Record Type	Teachers Prepared by Academic Major for academic year 2010-11	Number Prepared
University of California, Santa Barbara	Traditional	Major	History	10
University of California, Santa Barbara	Traditional	Major	Liberal Arts/Humanities	4
University of California, Santa Barbara	Traditional	Major	Mathematics and Statistics	9
University of California, Santa Barbara	Traditional	Major	Philosophy and Religious Studies	1
University of California, Santa Barbara	Traditional	Major	Physics	1
University of California, Santa Barbara	Traditional	Major	Political Science and Government	3
University of California, Santa Barbara	Traditional	Major	Psychology	16
University of California, Santa Barbara	Traditional	Major	Social Sciences	2
University of California, Santa Barbara	Traditional	Major	Sociology	16
University of California, Santa Barbara	Traditional	Major	Visual and Performing Arts	1
University of California, Santa Cruz	Traditional	Major	Anthropology	2
University of California, Santa Cruz	Traditional	Major	Biology	2
University of California, Santa Cruz	Traditional	Major	Chemistry	2
University of California, Santa Cruz	Traditional	Major	Computer and Information Sciences	1
University of California, Santa Cruz	Traditional	Major	Economics	2
University of California, Santa Cruz	Traditional	Major	English Language/Literature	12
University of California, Santa Cruz	Traditional	Major	Foreign Languages	2
University of California, Santa Cruz	Traditional	Major	History	14
University of California, Santa Cruz	Traditional	Major	Liberal Arts/Humanities	5
University of California, Santa Cruz	Traditional	Major	Mathematics and Statistics	5
University of California, Santa Cruz	Traditional	Major	Other	16
University of California, Santa Cruz	Traditional	Major	Physics	2
University of California, Santa Cruz	Traditional	Major	Psychology	7
University of California, Santa Cruz	Traditional	Major	Sociology	6
University of California, Santa Cruz	Traditional	Major	Teacher Education - Early Childhood Education	1
University of California, Santa Cruz	Traditional	Major	Teacher Education - Elementary Education	1
University of California, Santa Cruz	Traditional	Major	Visual and Performing Arts	11
University of LaVerne	Traditional	Major	Anthropology	3
University of LaVerne	Traditional	Major	Biology	2
University of LaVerne	Traditional	Major	Business/Business Administration/Accounting	11
University of LaVerne	Traditional	Major	Chemistry	1
University of LaVerne	Traditional	Major	Communication or Journalism	4
University of LaVerne	Traditional	Major	Computer and Information Sciences	2
University of LaVerne	Traditional	Major	Education - General	1
University of LaVerne	Traditional	Major	Engineering	2
University of LaVerne	Traditional	Major	English Language/Literature	8
University of LaVerne	Traditional	Major	Family and Consumer Sciences/Human Sciences	2
University of LaVerne	Traditional	Major	Foreign Languages	2

Teachers Prepared by Academic Major for academic year 2010-11 - Traditional Route

Institution	Program Type	Record Type	Teachers Prepared by Academic Major for academic year 2010-11	Number Prepared
University of LaVerne	Traditional	Major	History	6
University of LaVerne	Traditional	Major	Liberal Arts/Humanities	54
University of LaVerne	Traditional	Major	Mathematics and Statistics	2
University of LaVerne	Traditional	Major	Other	11
University of LaVerne	Traditional	Major	Political Science and Government	6
University of LaVerne	Traditional	Major	Psychology	8
University of LaVerne	Traditional	Major	Social Sciences	2
University of LaVerne	Traditional	Major	Sociology	5
University of LaVerne	Traditional	Major	Teacher Education - Early Childhood Education	2
University of LaVerne	Traditional	Major	Teacher Education - Health	1
University of LaVerne	Traditional	Major	Teacher Education - Physical Education and Coaching	6
University of LaVerne	Traditional	Major	Teacher Education - Science	1
University of LaVerne	Traditional	Major	Teacher Education - Technical Education	1
University of LaVerne	Traditional	Major	Visual and Performing Arts	8
University of Phoenix	Traditional	Major	Teacher Education - Elementary Education	166
University of Phoenix	Traditional	Major	Teacher Education - Secondary Education	203
University of Redlands	Traditional	Major	Agriculture	1
University of Redlands	Traditional	Major	Anthropology	1
University of Redlands	Traditional	Major	Biology	4
University of Redlands	Traditional	Major	Business/Business Administration/Accounting	8
University of Redlands	Traditional	Major	Communication or Journalism	11
University of Redlands	Traditional	Major	Engineering	3
University of Redlands	Traditional	Major	English Language/Literature	14
University of Redlands	Traditional	Major	Family and Consumer Sciences/Human Sciences	6
University of Redlands	Traditional	Major	Foreign Languages	7
University of Redlands	Traditional	Major	Geography and Cartography	1
University of Redlands	Traditional	Major	Geological and Earth Sciences/Geosciences	2
University of Redlands	Traditional	Major	History	10
University of Redlands	Traditional	Major	Liberal Arts/Humanities	29
University of Redlands	Traditional	Major	Mathematics and Statistics	7
University of Redlands	Traditional	Major	Philosophy and Religious Studies	3
University of Redlands	Traditional	Major	Political Science and Government	5
University of Redlands	Traditional	Major	Psychology	1
University of Redlands	Traditional	Major	Social Sciences	1
University of Redlands	Traditional	Major	Sociology	4
University of Redlands	Traditional	Major	Teacher Education - Elementary Education	1
University of Redlands	Traditional	Major	Teacher Education - Music	8
University of Redlands	Traditional	Major	Visual and Performing Arts	5

Teachers Prepared by Academic Major for academic year 2010-11 - Traditional Route

Institution	Program Type	Record Type	Teachers Prepared by Academic Major for academic year 2010-11	Number Prepared
University of San Diego	Traditional	Major	Business/Business Administration/Accounting	1
University of San Diego	Traditional	Major	Communication or Journalism	2
University of San Diego	Traditional	Major	Education - Curriculum and Instruction	17
University of San Diego	Traditional	Major	English Language/Literature	4
University of San Diego	Traditional	Major	Foreign Languages	1
University of San Diego	Traditional	Major	History	1
University of San Diego	Traditional	Major	Mathematics and Statistics	1
University of San Diego	Traditional	Major	Other	12
University of San Diego	Traditional	Major	Physics	1
University of San Diego	Traditional	Major	Teacher Education - Bilingual, Multilingual, and Multicultural Education	13
University of San Diego	Traditional	Major	Teacher Education - Mathematics	5
University of San Diego	Traditional	Major	Teacher Education - Science	5
University of San Diego	Traditional	Major	Teacher Education - Special Education	21
University of San Francisco	Traditional	Major	Teacher Education - Art	1
University of San Francisco	Traditional	Major	Teacher Education - Biology	4
University of San Francisco	Traditional	Major	Teacher Education - Chemistry	1
University of San Francisco	Traditional	Major	Teacher Education - Earth Science	2
University of San Francisco	Traditional	Major	Teacher Education - Elementary Education	155
University of San Francisco	Traditional	Major	Teacher Education - English/Language Arts	35
University of San Francisco	Traditional	Major	Teacher Education - Health	1
University of San Francisco	Traditional	Major	Teacher Education - Mathematics	27
University of San Francisco	Traditional	Major	Teacher Education - Music	2
University of San Francisco	Traditional	Major	Teacher Education - Science	9
University of San Francisco	Traditional	Major	Teacher Education - Secondary Education	119
University of San Francisco	Traditional	Major	Teacher Education - Social Science	34
University of San Francisco	Traditional	Major	Teacher Education - Spanish	3
University of Southern California	Traditional	Major	Teacher Education - Elementary Education	200
University of Southern California	Traditional	Major	Teacher Education - English as a Second Language	48
University of Southern California	Traditional	Major	Teacher Education - Music	7
University of Southern California	Traditional	Major	Teacher Education - Secondary Education	321
University of the Pacific	Traditional	Major	Biology	1
University of the Pacific	Traditional	Major	Engineering	2
University of the Pacific	Traditional	Major	English Language/Literature	4
University of the Pacific	Traditional	Major	Foreign Languages	2
University of the Pacific	Traditional	Major	Geological and Earth Sciences/Geosciences	1
University of the Pacific	Traditional	Major	Liberal Arts/Humanities	44
University of the Pacific	Traditional	Major	Mathematics and Statistics	2
University of the Pacific	Traditional	Major	Political Science and Government	1

Teachers Prepared by Academic Major for academic year 2010-11 - Traditional Route

Institution	Program Type	Record Type	Teachers Prepared by Academic Major for academic year 2010-11	Number Prepared
University of the Pacific	Traditional	Major	Social Sciences	2
University of the Pacific	Traditional	Major	Teacher Education - Music	8
Vanguard University	Traditional	Major	Anthropology	1
Vanguard University	Traditional	Major	Business/Business Administration/Accounting	1
Vanguard University	Traditional	Major	Communication or Journalism	1
Vanguard University	Traditional	Major	Education - General	1
Vanguard University	Traditional	Major	English Language/Literature	2
Vanguard University	Traditional	Major	Family and Consumer Sciences/Human Sciences	2
Vanguard University	Traditional	Major	Geography and Cartography	1
Vanguard University	Traditional	Major	History	8
Vanguard University	Traditional	Major	Mathematics and Statistics	4
Vanguard University	Traditional	Major	Philosophy and Religious Studies	2
Vanguard University	Traditional	Major	Political Science and Government	4
Vanguard University	Traditional	Major	Psychology	4
Vanguard University	Traditional	Major	Social Sciences	1
Vanguard University	Traditional	Major	Teacher Education - Early Childhood Education	1
Vanguard University	Traditional	Major	Teacher Education - Elementary Education	15
Vanguard University	Traditional	Major	Teacher Education - English/Language Arts	2
Vanguard University	Traditional	Major	Teacher Education - Physical Education and Coaching	1
Vanguard University	Traditional	Major	Teacher Education - Psychology	1
Vanguard University	Traditional	Major	Visual and Performing Arts	3
Western Governors University - CA	Traditional	Major	Education - Curriculum and Instruction	6
Western Governors University - CA	Traditional	Major	Education - General	18
Western Governors University - CA	Traditional	Major	Other	5
Western Governors University - CA	Traditional	Major	Teacher Education - Biology	5
Western Governors University - CA	Traditional	Major	Teacher Education - Earth Science	5
Western Governors University - CA	Traditional	Major	Teacher Education - Elementary Education	12
Western Governors University - CA	Traditional	Major	Teacher Education - English/Language Arts	2
Western Governors University - CA	Traditional	Major	Teacher Education - Mathematics	19
Western Governors University - CA	Traditional	Major	Teacher Education - Science	7
Western Governors University - CA	Traditional	Major	Teacher Education - Social Science	9
Western Governors University - CA	Traditional	Major	Teacher Education - Special Education	11
Western Governors University - CA	Traditional	Major	Teacher Education - Technology Teacher Education/Industrial Arts	3
Westmont College	Traditional	Major	Foreign Languages	1
Westmont College	Traditional	Major	History	1
Westmont College	Traditional	Major	Liberal Arts/Humanities	14
Westmont College	Traditional	Major	Philosophy and Religious Studies	1
Westmont College	Traditional	Major	Teacher Education - Art	1

Teachers Prepared by Academic Major for academic year 2010-11 - Traditional Route

Institution	Program Type	Record Type	Teachers Prepared by Academic Major for academic year 2010-11	Number Prepared
Westmont College	Traditional	Major	Visual and Performing Arts	1
Whittier College	Traditional	Major	Business/Business Administration/Accounting	2
Whittier College	Traditional	Major	Communication or Journalism	2
Whittier College	Traditional	Major	English Language/Literature	2
Whittier College	Traditional	Major	Foreign Languages	1
Whittier College	Traditional	Major	History	3
Whittier College	Traditional	Major	Liberal Arts/Humanities	1
Whittier College	Traditional	Major	Mathematics and Statistics	1
Whittier College	Traditional	Major	Other	7
Whittier College	Traditional	Major	Political Science and Government	1
Whittier College	Traditional	Major	Social Sciences	1
Whittier College	Traditional	Major	Sociology	2
Whittier College	Traditional	Major	Teacher Education - Music	1
Whittier College	Traditional	Major	Teacher Education - Physical Education and Coaching	3
Whittier College	Traditional	Major	Visual and Performing Arts	1
William Jessup University	Traditional	Major	Teacher Education - Elementary Education	16

Institution	Program Type	Program Completers 2008-2009	Program Completers 2009-2010	Program Completers 2010-2011
Alliant International University	Traditional	12	7	4
Antioch University Los Angeles	Traditional	7	11	9
Antioch University Santa Barbara	Traditional	18	8	7
Argosy University	Traditional	16	15	15
Azusa Pacific University	Traditional	290	293	321
Biola University	Traditional	69	65	75
Brandman University	Traditional	369	427	310
California Baptist University	Traditional	82	107	71
California Lutheran University	Traditional	87	76	70
California Polytechnic State University, San Luis Obispo	Traditional	188	182	155
California State Polytechnic University, Pomona	Traditional	147	252	262
California State University, Bakersfield	Traditional	328	267	267
California State University, Channel Islands	Traditional	82	77	70
California State University, Chico	Traditional	259	248	208
California State University, Dominguez Hills	Traditional	184	179	119
California State University, East Bay	Traditional	195	376	266
California State University, Fresno	Traditional	359	391	352
California State University, Fullerton	Traditional	873	556	455
California State University, Long Beach	Traditional	673	641	671
California State University, Los Angeles	Traditional	317	260	263
California State University, Monterey Bay	Traditional	111	95	101
California State University, Northridge	Traditional	446	440	379
California State University, Sacramento	Traditional	470	390	341
California State University, San Bernardino	Traditional	342	233	206
California State University, San Marcos	Traditional	295	353	249
California State University, Stanislaus	Traditional	313	282	209
CalState TEACH	Traditional	264	297	290
Chapman University	Traditional	66	62	52

Institution	Program Type	Program Completers 2008-2009	Program Completers 2009-2010	Program Completers 2010-2011
Claremont Graduate University	Traditional	0	14	20
Concordia University	Traditional	69	69	65
Dominican University of California	Traditional	86	69	85
Fresno Pacific University	Traditional	85	120	104
Hebrew Union College	Traditional	13	12	10
Holy Names University	Traditional	12	10	9
Hope International University	Traditional	24	14	11
Humboldt State University	Traditional	127	94	112
La Sierra University	Traditional	36	5	13
Loyola Marymount University	Traditional	146	163	128
Mills College	Traditional	49	49	52
Mount St. Mary's College	Traditional	25	17	19
National Hispanic University	Traditional	16	26	15
National University	Traditional	1112	839	713
Notre Dame de Namur University	Traditional	86	63	79
Occidental College	Traditional	13	2	23
Pacific Oaks College	Traditional	11	21	4
Pacific Union College	Traditional	11	13	7
Patten University	Traditional	9	12	16
Pepperdine University	Traditional	105	137	102
Point Loma Nazarene University	Traditional	109	101	67
San Diego Christian College	Traditional	17	13	18
San Diego State University	Traditional	458	433	404
San Francisco State University	Traditional	1058	986	664
San Jose State University	Traditional	310	300	237
Santa Clara University	Traditional	66	64	90
Simpson University	Traditional	56	41	35
Sonoma State University	Traditional	238	229	186

Institution	Program Type	Program Completers 2008-2009	Program Completers 2009-2010	Program Completers 2010-2011
St. Mary's College of California	Traditional	79	101	96
Stanford University	Traditional	83	86	95
The Master’s College	Traditional	17	22	10
Touro University	Traditional	23	44	51
United States University	Traditional	3	3	0
University of California, Berkeley	Traditional	48	44	25
University of California, Davis	Traditional	127	138	155
University of California, Irvine	Traditional	188	211	174
University of California, Los Angeles	Traditional	150	158	111
University of California, Riverside	Traditional	73	80	77
University of California, San Diego	Traditional	48	49	66
University of California, Santa Barbara	Traditional	82	93	104
University of California, Santa Cruz	Traditional	99	98	102
University of LaVerne	Traditional	226	184	137
University of Phoenix	Traditional	423	286	369
University of Redlands	Traditional	168	169	160
University of San Diego	Traditional	78	57	76
University of San Francisco	Traditional	72	103	104
University of Southern California	Traditional	66	165	576
University of the Pacific	Traditional	38	31	66
Vanguard University	Traditional	47	44	50
Western Governors University - CA	Traditional	79	64	103
Westmont College	Traditional	11	8	18
Whittier College	Traditional	39	34	28
William Jessup University	Traditional	11	18	36

Institution	Teacher Shortage Area	Academic Year	Goal	Goal Met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goal or lesson learned in meeting goal
Alliant International University	Mathematics	2010-11	40 (total Trad. & Alt.)	No	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	Mathematics	2010-11	10	No	Argosy University is developing relationships with local districts as a marketing strategy in order to generate interest in the teacher preparation program. This has resulted in 6 single subject candidates in Math.	Reaching out to districts has provided interest in our other Master level programs but not provided us with sufficient contacts to increase this candidate population.
Azusa Pacific University	Mathematics	2010-11	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.	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.
Biola University	Mathematics	2010-11	3	Yes	1. Promoted adding an authorization in Mathematics to candidates earning other credentials. 2. Met with the Dean of Math and Science to create the Math Secondary Instruction major. 3. Conducted Information Sessions to incoming Freshman about earning a Math Teaching Credential. Sessions included information on APLE and Teach Grant highlighting teacher shortage areas. 4. Conducted Information Sessions to prospective graduate students about the Teacher Preparation Program and the need for Math teachers.	We learned that we need increased interdisciplinary collaboration and communication with the Math Department to continue promoting earning a Math teaching credential.

Institution	Teacher Shortage Area	Academic Year	Goal	Goal Met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goal or lesson learned in meeting goal
Brandman University	Mathematics	2010-11	60	Yes	Last year we met our goal in this area and had 31 candidates enrolled in our foundational math credential program and 10 students in our advanced math program.	We intend to increase enrollment in these programs by continuing our outreach efforts with potential teaching candidates and increasing articulation agreements with local community colleges. In addition, we will also focus on recruiting candidates who completed Brandman's multiple subject credential or completed a multiple subject program at another university who may have an interest in obtaining a single subject credential in math.
California Baptist University	Mathematics	2010-11	Increase enrollment by 5%	No	Host monthly information sessions Visit education prerequisite courses Network with professors in the math department	Devise strategies to personally interact with math students.
California Lutheran University	Mathematics	2010-11	Recruit add'l students	Yes	In 2009-10 there were 6 Single Subject Math completing candidates, in 2010-11 there were 5. However, including all candidates enrolled in the program, there were a total of 7. 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. Continued K-12 outreach to veteran math teachers for professional development 2. Math Circles for middle and high school math teachers four times a year
California Polytechnic State University, San Luis Obispo	Mathematics	2010-11	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 programs run by the Center for Excellence in Science & Mathematics Education (CESaME) such as the Learn by Doing lab, Teaching Assistants in Math & Science (TeAMS) and Science Teacher and Researcher Program (STAR). This exposure creates opportunities for candidates to explore future careers in teaching math.

Institution	Teacher Shortage Area	Academic Year	Goal	Goal Met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goal or lesson learned in meeting goal
California State Polytechnic University, Pomona	Mathematics	2010-11	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 under-represented 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 2010-11, we accepted an additional 17 Noyce Scholars; 19 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 teachers for authorization to teach mathematics through Algebra II. The program targets middle and elementary school teachers with a multiple subject credential and entails a series of four courses in mathematics designed to teach the content and pedagogy required
California State University, Bakersfield	Mathematics	2010-11	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.	Increase the number of program information sessions to allow more opportunity for candidates to apply. Improvement process is ongoing.
California State University, Channel Islands	Mathematics	2010-11	Maintain from 9-9	No	Dissemination of print and web based information to current undergraduate students on campus, to local community colleges, and to the County Office of Education. Provided multiple scholarship opportunities for undergraduate (prerequisite) math and math credential students. Offered content preparation classes for state subject matter exams.	Continue to seek special funding to support recruitment, retention, and financial assistance for students seeking a mathematics credential. Locally, secondary-level teaching positions in mathematics are scarce. Overall credential numbers are low in all secondary education core disciplines.

Institution	Teacher Shortage Area	Academic Year	Goal	Goal Met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goal or lesson learned in meeting goal
California State University, Chico	Mathematics	2010-11	Increase number	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), and an increase in the amount of individual scholarships awarded •begin implementation of newly approved four-year blended mathematics education/teacher education program with newly developed courses 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 $265,500 to date (math and science)in Teacher Recruitment Project scholarships; •Awarding of Noyce Scholarships for outstanding math and science candidates	The number of mathematics candidates experienced a slight uptick in 2010-11 following a slight downturn the previous year 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. We continued to continue to work on the above strategies in 2011-12.

Institution	Teacher Shortage Area	Academic Year	Goal	Goal Met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goal or lesson learned in meeting goal
California State University, Dominguez Hills	Mathematics	2010-11	Increase enrollment	Yes	Goal: Maintain or increase 2010-11 enrollment levels in Urban Teacher Residency (UTR) and Transition to Teaching (TTT) cohorts. Strategies used: • recruitment of Math majors from CSUDH and other institutions • active engagement with Math student in the Education Option • active advisement of Liberal Studies majors with a Math Option leading to the Introductory Subject Matter Authorization; • recruitment from local districts, among teachers as well as high school students • information sessions • recruitment at job and graduate school fairs • website and print presence on campus and in local districts • obtaining campus and program data to inform our recruitment efforts	Preparing Math teachers has been a focus of the School of Education for some time. Face-to-face recruiting and intrusive advising continue to be our best strategies for filling cohorts. We have obtained funding through state and federal grants, including five Transition to Teaching (TTT) grants, the CSU Math/Science Initiative grant (MSTI), a NOYCE grant, and a federal TQE grant that funds the Urban Teacher Residency (UTR) program. All of these programs focus on preparing excellent high school math and science teachers. We have learned that we must approach this comprehensively, and in direct collaboration with our school partners. We recruit from several populations, including students on our own campus, from local high schools and even middle schools. Our 2011 TTT grant will fund development of an online state-wide preparation program for high school Math and Science

Institution	Teacher Shortage Area	Academic Year	Goal	Goal Met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goal or lesson learned in meeting goal
California State University, East Bay	Mathematics	2010-11	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 started 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	Mathematics	2010-11	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; AY 2011 - 38 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	Teacher Shortage Area	Academic Year	Goal	Goal Met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goal or lesson learned in meeting goal
California State University, Fullerton	Mathematics	2010-11	See below	Yes	Goal: Our goal for 2010-11 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.

Institution	Teacher Shortage Area	Academic Year	Goal	Goal Met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goal or lesson learned in meeting goal
California State University, Long Beach	Mathematics	2010-11	40 traditional/ 38 foundational level	Yes	We have 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 (via on-going education, as well as monetary incentive stipends), and provided strong advising in the Single Subject Math Credential Program. We have improved program through improved classroom technology, new software, and course re-alignment. We have continued our Cerritos summer GATE academy. In this year we also continued to partner with the Long Beach Unified School District to deliver coursework to credential additional teachers in foundational level mathematics (as an add-on to existing credential) in response to a request from district superintendent Chris Steinhauser. 12 teachers completed this program and have been working on passing the required CA exams.	A concerted California State University effort 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, mathematics 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 Science.
California State University, Los Angeles	Mathematics	2010-11	increase applications 10%	No	We continue to allocate additional MSTI and Noyce resources to increase our applicant pool. We also work 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 have developed and are implementing a program with Los Angeles Unified School District to prepare laid off elementary teachers to meet the requirements of an added authorization in mathematics.	We will increase the number of candidates in the mathematics teacher residency program.
California State University, Monterey Bay	Mathematics	2009-10	# 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.	

Institution	Teacher Shortage Area	Academic Year	Goal	Goal Met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goal or lesson learned in meeting goal
California State University, Northridge	Mathematics	2010-11	129	Yes	In 2010/2011 131 mathematics teachers were recommended. The 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.	Beginning in 2011, the College joined CSU efforts to assist credentialed teachers who had lost their positions in preparing for an added authorization. In the same year the College also began participation in the Urban Teacher Fellowship, a career ladder program which brings in Community College transfers to CSUN and builds a pipeline into Education.
California State University, Sacramento	Mathematics	2011-12	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

Institution	Teacher Shortage Area	Academic Year	Goal	Goal Met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goal or lesson learned in meeting goal
California State University, San Bernardino	Mathematics	2011-12	24 students in credentia	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 2011, 33 students were enrolled in either a math credential program or a foundational math credential program. Fall 2011, 23 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.
California State University, San Marcos	Mathematics	2010-11	Increase 5%	No	• The School of Education 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 CSU 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 School 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 Science & Mathematics has been critical in recruiting and helping train Teacher Assistance. Mentoring has been provided by faculty in the College of Science & Mathematics as well. School of Education faculty provide pedagogical training to assist them with their teaching opportunities. The School 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 School of Education 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

Institution	Teacher Shortage Area	Academic Year	Goal	Goal Met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goal or lesson learned in meeting goal
California State University, Stanislaus	Mathematics	2011-12	Increase by 10%	No	The Math and Science Teacher Initiative provides/supports/sponsors/offers the following strategies/services: •Advising and mentoring by MSTI Faculty and Coordinating Staff •College of Education Teacher Recruitment & Retention Office serves as support unit for Math and Science Teacher Candidates •CSET & CBEST exam preparation support [i.e. advising, test guides, workbooks/instructional materials, workshops (CBEST and math CSET I & II)] •Coaching workshops for CSET Mathematics I & II exams •Foundational Level Credential recruitment and support to undergraduates, career changers/degree holders and Multiple and Single Subject teacher candidates and credential holders •[Paid] early-field experiences in teaching opportunities through the High School Mathematics Access Program (HiMAP), ARCHES and APIP initiatives •Transition from Student to Teacher and Central California Math Project annual Conferences •Recruitment activities/presentations/information sessions/events; follow-up with prospection	•Continue to focus on the recruitment and support of math and science teacher candidates via the strategies listed above •Offer Math CSET III workshops beginning Fall of 2012
Chapman University	Mathematics	2010-11	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	Mathematics	2010-11	0	Yes	N/A. All Mathematics Credential Candidates enter intending to go through the Internship Program (see Alternative Certification Report). Our recruitment goals for Mathematics candidates are related to the alternative program only.	

Institution	Teacher Shortage Area	Academic Year	Goal	Goal Met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goal or lesson learned in meeting goal
Concordia University	Mathematics	2010-11	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.	Even Math teachers are having a very difficult time finding teaching positions.
Dominican University of California	Mathematics	2010-11	1-5	Yes	Credential Candidates are encouraged to apply for APLE program to support their education.	

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Fresno Pacific University	Mathematics	2011-12	8	No	FPU will again partner 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.	The majority of students who are interested in becoming math teachers are more interested in completing our traditional single subject credential program which includes student teaching. The "Highly Qualified Student Teaching" program option, in partnership with Fresno Unified School District, has become very attractive to future math teachers who might have otherwise been attracted to the Intern path. Steps to improve…. Fresno Pacific is partnering with the Science/Math Initiative (SMI) at UC Merced to meet the need for recruiting new candidates into teaching mathematics. We plan to open our single subject program at our regional center in Merced, California, in September, 2013. We expect that this partnership will result in increased applications for the student teaching and intern (alternative) programs. We have applied for a 2-year Robert Noyce Capacity Building Grant to support this innovative partnership, and expect to learn the results at the end of May.
Holy Names University	Mathematics	2010-11	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.

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Humboldt State University	Mathematics	2010-11	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	Mathematics	2011-12	4	Yes	Reaching out to undergraduate math majors through their departments; hosting info sessions to target potential high school math teachers seeking a credential; visiting numerous graduate school fairs; speaking to undergraduate teacher clubs; attending 2 California Forum for Diversity in Graduate Education forums.	Make contact with local undergraduate math department chairs to identify prospective teachers; show how alumni of our math programs are succeeding in their schools.
Mills College	Mathematics	2010-11	see below	Yes	Continue work in preparing 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 college 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	Mathematics	2010-11	10%	Yes	Goal: Increase math candidates Continue outreach to math department to encourage undergraduate students who wish to teach K-12 to apply for the credential program.	Outreach has been effective. 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	Mathematics	2009-10	5	Yes	Exceeded goal by 3 students for 2010-2011. Strategies included: - Paraprofessional encouragement - Encouraged multiple subject teachers to consider math - Recruit transfer students for teaching in math.	

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National University	Mathematics	2010-11	Increase enroll 7%.	No	University wide enrollment goals were established to increase enrollment in all programs by 7%. Transfer to Triumph Scholarships was promoted to help increase transfer of junior college students to National University to complete a 4 year degree of their choosing. Math degrees at the undergraduate level were one of the eligible programs for this scholarship.	Increase awareness of tuition discount at Jr. Colleges and military bases through Admission Advisor outreach and recruitment activities at the local National University centers.
Notre Dame de Namur University	Mathematics	2011-12	4	Yes	Increase marketing. Individualized attention with program directors.	Need pipeline for undergrads at NDNU to multiple and single
Occidental College	Mathematics	2010-11	1	Yes	Information meetings held on campus	New NSF grant scholarship for 09-10 year toward increasing Math and Science Candidates
Pacific Union College	Mathematics	2012-13	1 more math candidate	Yes	Education faculty made presentation at Math/Science workshop for high school seniors. High need teaching areas such as math emphasized. Sent Math Department information about Math Fellowship for Teaching.	Meeting with Math Department on campus would be one tool for interesting students in becoming math teachers.
Patten University	Mathematics	2010-11	6 Students	No	Information nights on campus by Associate Dean Increased mailing and flyers to districts and schools. Some additional students were realized with additional presentations.	New Marketing and Recruiting department personnel hired and new strategies implemented.
Pepperdine University	Mathematics	2011-12	8	No	Increased efforts to make current Seaver & GSEP students aware of our teacher education program.	Work one-on-one with prospective students to encourage dual credentials to include math and science plus their area.
Point Loma Nazarene University	Mathematics	2010-11	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 Christian College	Mathematics	2010-11	1	Yes	Identify candidates whose majors would prepare them to pass the CSET Mathematics. Advise them to take the CSET to work toward the Math authorization.	Upon acceptance to the college, an evaluation of transcripts will be completed before the first advising session.
San Diego State University	Mathematics	2012-13	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.

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San Francisco State University	Mathematics	2010-11	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.	More systematic coordination needed between the Graduate College of Education (GCOE)and College of Science and Engineering (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	Mathematics	2011-12	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

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Santa Clara University	Mathematics	2010-11	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	Mathematics	2011-12	5%	Yes	Met with undergraduate math majors; support internships for math jobs.	Connect undergraduate math majors with the School of Education so they will matriculate into the graduate teacher education program in 2013.
Sonoma State University	Mathematics	2010-11	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.

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St. Mary's College of California	Mathematics	2010-11	5	No	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	Mathematics	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.
The Master's College	Mathematics	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.

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Touro University	Mathematics	2010-11	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	All math candidates need specific instruction in math strategies and literacy in the content area of math.
University of California, Berkeley	Mathematics	2011-12	9	Yes	Recruitment, website information	Given continuing budget constraints, we aimed for a slight increase - a combined (Math & Science) enrollment of 20, which was exceeded by 1. We enrolled 9 students in Math and 12 in Science, for a total of 21. It is difficult to achieve an even number of students split between Math and Science.

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University of California, Davis	Mathematics	2010-11	15	No	Although the goal was not achieved, the program made some strides in increasing the number enrolled for 2010-11, reaching the 80% mark in meeting the enrollment goal. The strategies used were: 1. Increased and targeted recruitment 2. Increased faculty contact with applicants/potential applicants 3. Development of a math and science undergraduate teacher pipeline program. 4. Successful application for an NSF Noyce Grant to fund scholarships for mathematics applicants	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	Mathematics	2010-11	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.

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University of California, Los Angeles	Mathematics	2010-11	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. 3. Emphasis on benefits of Federal Grant program pathway called IMPACT for math applicants.	1.Dedicated recruitment coordinator for CalTeach and JMEP. 2.Ongoing partnership between the teacher education program and the UCLA Mathematics Department
University of California, Riverside	Mathematics	2010-11	Recruitment	Yes	The Graduate School of Education works closely with the Science Mathematics Initiative (SMI) Program to make mathematics majors aware of the need for highly qualified middle school and high school mathematics teachers. STEM majors can participate in 60 hours of observation/field experience to explore teaching prior to admission. Presentations and workshops are scheduled throughout the year to provide information on a career in teaching. The Graduate School of Education also hosts Open House events where faculty, advisors, and current students are available to discuss the programs and pathways available to those wanting to pursue a career in teaching. Financial Aid workshops are also offered by the SMI Program so students can plan on the funding opportunities available to support candidates who pursue high need certification areas such as mathematics. The Graduate School of Education will offer an education minor that begins in Fall 2012. The minor will allow undergraduates to participate.	A recruitment planning committee composed of faculty and Teacher Education advisors is critical to develop a campaign that targets our undergraduate population through courses, workshops and Open House events. Local schools are key partners in providing support to our program and math candidates. Mentor teachers and school administrators are invited to events to foster professional development of teachers involved in mathematics curriculum.
University of California, San Diego	Mathematics	2010-11	12 program completers	No	Cal Teach 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.

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University of California, Santa Barbara	Mathematics	2010-11	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, ED 134/Math 181 A, and ED 135/Math 181 B. 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.
University of California, Santa Cruz	Mathematics	2013-14	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. Recruit at CSU/UC Diversity Forums. -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. Also target lower division math courses. -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.

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University of LaVerne	Mathematics	2010-11	Mathematics waiver	No	Mathematics is expected to seek approval from the CA credential commission as a subject matter waiver program. Approved STEM program. Addition of Noyce Scholars program for STEM undergraduate students.	Actively pursue mathematics waiver program and STEM students and increase number of STEM scholarships. Actively recruit Noyce Scholars.
University of Phoenix	Mathematics	2010-11	37	Yes	• Student-centric cultivation • Improved marketing communications • Showing support with helping profession by reducing costs • Developing technology-based solutions to facilitate learning"	• Reorganization of Workforce Solutions team into dedicated K-12 business unit • Development of marketing-specific brochures for Secondary program • Direct Mail and Email marketing activities for prospective students • Tuition discounts and application fee waivers for prospective students • Phoenix.edu improvements to messaging and initial student support needs • Significant improvements in online classroom to encourage participation and increase satisfaction/retention"
University of San Diego	Mathematics	2010-11	Maintain Enrollment	No	The M.Ed. in Mathematics, Science and Technology did not recruit students in 2010-2011. There are still candidates completing the program but no new applicants were accepted.	The department is starting an Academic Program Review which will include an examination of this program to determine its future.
University of San Francisco	Mathematics	2010-11	Recruit	Yes	During information meetings with prospective students we inform them that there is a teacher shortage in 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	Mathematics	2011-12	50	No	Math for America - Noyce Foundation funded fellowship program supporting students preparing to teach mathematics. Additional scholarship funding used to support students preparing to teach Mathematics	By offering the MAT program online, the Rossier School has been able to expand its geographical reach, which has increased the program's ability to recruit and enroll prospective mathematics teachers. In addition, external fellowship support has enabled Rossier to increase mathematics enrollment in the campus-based program.

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University of the Pacific	Mathematics	2010-11	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 admitted four students in the Teacher Apprentice Program who are Diversified-Liberal Studies majors and mathematics minors.	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	Mathematics	2010-11	Increase by 1 student	No	Meet with the Math undergraduate senior students and advisors at Vanguard to better inform and explain our teacher preparation program.	Although our goal of increasing by 1 student was not met for the 2010-2011 year, our math student teachers have steadily increased over the years: 2006-2007 = 2; 2007-2008 = 2; 2008-2009 = 4; 2009-2010 = 6; We are expecting to meet our goal of increasing by 1 student in the 2011-2012 reporting year.
Western Governors University - CA	Mathematics	2010-11	Increase graduates 25%	Yes	Graduates inscreased 33%. We are trying to increase enrollments, decrease attrition, and decrease the time to graduation.	We have increased our marketing efforts. We are trying to improve the quality of studnets that enter the program. We are offering increased curricular support and have made a number of curricular changes in areas where students typically struggle.

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Westmont College	Mathematics	2010-11	award 1 cred. in math	No	We continue to give 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. We have worked to get updated information on departmental web-pages clearly indicating steps toward completing a credential at Westmont. In addition to many one-on-one meetings, we meet annually (and formally) with all Westmont students interested in pursuing a single subject credential. Some of these students who earn a baccalaureate degree in Mathematics or other fields at Westmont go on to earn credentials in Mathematics and other fields at other colleges and universities in California. These strategies appear to be working, in that for 2012-13, we will be awarding at least 2 (possibly 3) credentials in Mathematics; and even though we did not meet our goal for 2010-11, we will be meeting the goal for 2011-12 (to be REPORTED on a year from now!)	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. For 2009-10, 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. We will be reporting on a very similarly successful situation for 2011-12.
Whittier College	Mathematics	2011-12	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 Club 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. Hired a full time faculty professor in 2011 who's expertise is math and science.

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Alliant International University	Science	2010-11	40 (total Trad. & Alt.)	No	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	Science	2010-11	10	No	Argosy University is developing relationships with local districts as a marketing strategy in order to generate interest in the teacher preparation program. This year Argosy University has 7 candidates in Science.	Reaching out to districts has provided interest in our other Master level programs but not provided us with sufficient contacts to increase this candidate population.
Azusa Pacific University	Science	2010-11	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.	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.
Biola University	Science	2010-11	2	Yes	1. Promoted adding an authorization in Science to candidates earning other credentials. 2. Met with the Dean of Math and Science to promote the Teacher Preparation program to Science majors. 3. Sent information packet to the Science Department to advertise the Teacher Preparation Program and the need for Science teachers. 4. Conducted Information Sessions to prospective graduate students about the Teacher Preparation Program and the need for Science teachers.	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	Science	2010-11	20	Yes	Last year we met our goal in this area and had 13 candidates enrolled in our single subject science credential program. We intend to increase enrollment in this program by continuing our outreach efforts with potential teaching candidates and increasing articulation agreements with local community colleges.	In addition, we will also focus on recruiting candidates who recently obtained bachelor's degrees in science from surrounding institutions, were recently employed in science-related professions, or recently retired from science-related professions who may have an interest in obtaining a single subject credential in science.
California Baptist University	Science	2010-11	none	No	Host monthly information sessions Visit education prerequisite courses Network with professors in the science department	Devise strategies to personally interact with science students.
California Lutheran University	Science	2010-11	Recruit add'l students	Yes	In 2009-10, 6 Single Subject Science completing candidates with an additional 4 not completing but enrolled in the program. in 2010-11, there were a total of 4 completing the program and there were a total of 7 enrolled. 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. 2. We have applied for a grant in STEM education.
California Polytechnic State University, San Luis Obispo	Science	2010-11	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.

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California State Polytechnic University, Pomona	Science	2010-11	See description below	Yes	(See math section above) **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	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 2010-2011, we accepted an additional 17 Noyce Scholars; 19 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 MST
California State University, Bakersfield	Science	2010-11	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.	Increase the number of program information sessions to allow more opportunity for candidates to apply. Improvement process is ongoing.
California State University, Channel Islands	Science	2010-11	Maintain from 7-7	Yes	Dissemination of print and web based information to current undergraduate students on campus, to local community colleges, and to the County Office of Education. Provided multiple scholarship opportunities for undergraduate (prerequisite) science and science credential students. Offered content preparation classes for state subject matter exams.	Continue to seek special funding to support recruitment, retention, and financial assistance for students seeking a science credential. Locally, secondary-level teaching positions in science are scarce. Overall credential numbers are low in all secondary education core disciplines.

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California State University, Chico	Science	2010-11	Increase number	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.	We are expecting to see the positive impact of creating two new, state-approved degree and subject matter preparation programs. 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 2011-12.
California State University, Dominguez Hills	Science	2010-11	Increase enrollment	No	Goal: Maintain or increase 2010-11 enrollment levels in UTR, TTT cohorts. Strategies Used: • recruitment of science majors from CSUDH and other institutions • active engagement with Biology and Chemistry students in the Education Option • active advisement of Liberal Studies majors with a Natural Science Option leading to the Introductory Subject Matter Authorization; • recruitment from local districts, among teachers as well as high school students • information sessions • recruitment at job and graduate school fairs • website and print presence on campus and in local districts • obtaining campus and program data to inform our recruitment efforts	As in Math, we have focused on this goal for some time. The numbers are generally lower because science majors have many other career options, and frequently choose those instead of teaching. The same grants supporting Math recruitment and cohorts support Science recruitment, primarily the Transition to Teaching (TTT) and the Urban Teacher Residency (UTR) programs.

Institution	Teacher Shortage Area	Academic Year	Goal	Goal Met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goal or lesson learned in meeting goal
California State University, East Bay	Science	2010-11	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 started 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	Science	2010-11	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; AY 2011 - 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	Teacher Shortage Area	Academic Year	Goal	Goal Met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goal or lesson learned in meeting goal
California State University, Fullerton	Science	2010-11	See below	Yes	Goal: Our goal for 2010-11 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 • 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	Science	2010-11	27 Bio/4 geo/4 chem/1 phy	Yes	Science Teaching and Research (STAR) Seminar Series(full information available at: http://www.cnsm.csulb.edu/depts/scied/events.shtml) • September 20, 2010 What I've Learned - 25 years of Teaching High School Physics, Rod Ziolkowski, Whitney High School, ABC Unified School District • October 25, 2010 Slimy, Soft, or Spiky? Examining family interactions and the potential for science learning at touch tanks, Dr. Jim Kisiel, Science Education Department, CSULB • November 15, 2010 Homeless Education - What Every Teacher Should Know, Rhonda Haramis, Bethune Transitional Center, LBUSD • December 6, 2010 Stemming the Tide: Understanding the Academic Success of Black Male College Students in Science, Technology, Engineering, and Mathematics (STEM) majors - Dr. Saba Yohannes-Reda, CSULB •February 15, 2011 New Science Education Standards on the Horizon: What Does it Mean for Science Educators - Dr. Martin Storksdieck, Director of the National Academy of Sciences Board on Science Education • March 16, 2010 Coaching	A concerted California State University effort 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 housed in the College of Natural Sciences & Mathematics 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	Teacher Shortage Area	Academic Year	Goal	Goal Met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goal or lesson learned in meeting goal
California State University, Los Angeles	Science	2010-11	increase applications 10%	Yes	We continue to allocate additional MSTI and Noyce resources to increase our applicant pool. We also work very closely with our feeder community colleges to assist in increasing our applicant pool. Even with the extraordinary teacher lay-offs in California, we were able to recruit more teacher education applicants in science. We have developed and are implementing a program with Los Angeles Unified School District to prepare laid off elementary teachers to meet the requirements of an added authorization in science.	We will increase the number of candidates in the science teacher residency program.
California State University, Monterey Bay	Science	2009-10	# 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	Science	2010-11	62	Yes	In 2010/2011 79 science teachers were recommended. 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 collaborates with the College of Engineering as well as the College of Science and Mathematics in supporting the NOYCE STEM students.	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 including Noyce. 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.

Institution	Teacher Shortage Area	Academic Year	Goal	Goal Met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goal or lesson learned in meeting goal
California State University, Sacramento	Science	2011-12	10%	No	In 2010-2011, Sacramento State fell short of our 10% goal in terms of raw numbers of Science preliminary credentials. However, in 2010-2011, Sacramento State saw a 12.6% decrease in the number of credentials. Science credentials saw only a 2% decrease, and increased in the total proportion of credentials produced from 12.3% in 2009-2010 to 13.8% in 2010-2011. 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 pass	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
California State University, San Bernardino	Science	2010-12	subject-matter authorizat	No	We are working toward a foundational science subject matter authorization at the CSUSB satellite campus in Palm Desert. 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.

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California State University, San Marcos	Science	2010-11	Increase 5%	Yes	• The School of Education 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 CSU 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 School 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. School of Education faculty provide pedagogical training to assist them with their teaching opportunities. The School 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 School of Educaton 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.

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California State University, Stanislaus	Science	2011-12	Increase by 10%	No	The Math and Science Teacher Initiative provides/supports/sponsors/offers the following strategies/services: •Advising and mentoring by MSTI Faculty and Coordinating Staff •College of Education Teacher Recruitment & Retention Office serves as support unit for Math and Science Teacher Candidates •CBEST exam preparation support i.e.; advising, test guides, workbooks/instructional materials, workshop •CSET General Science, Bio, Geo, Chem. & Phys CSET exam support; advising, test guides •Foundational Level Credential recruitment and support to undergraduates, career changers/degree holders and Multiple and Single Subject teacher candidates and credential holders •[Paid] early-field experiences in teaching opportunities through the High School Mathematics Access Program (HiMAP), ARCHES and APIP initiative •Transition from Student to Teacher and Central California Math Project annual Conferences •Recruitment activities/presentations/information sessions/events; follow-up	•Continue to focus on the recruitment and support of math and science teacher candidates via the strategies listed above •Offer Biology CSET preparation workshops beginning Fall of 2012
Chapman University	Science	2010-11	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	Science	2010-11	0	Yes	N/A. All Science Credential Candidates go through the Internship Program (see Alternative Certification Report). Our recruitment goals for Science are related to the alternative program only.	

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Concordia University	Science	2010-11	2	No	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.	Even science teachers are having a difficult time finding teaching positions.
Dominican University of California	Science	2010-11	1-5	Yes	Credential Candidates are encouraged to apply for APLE program to support their education.	

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Fresno Pacific University	Science	2011-12	5	No	FPU will again partner 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.	The majority of students who are interested in becoming science teachers are more interested in completing our traditional single subject credential program which includes student teaching. The "Highly Qualified Student Teaching" program option, in partnership with Fresno Unified School District, has become very attractive to future science teachers who might have otherwise been attracted to the Intern path. Steps to improve…. Fresno Pacific is partnering with the Science/Math Initiative (SMI) at UC Merced to meet the need for recruiting new candidates into teaching mathematics. We plan to open our single subject program at our regional center in Merced, California, in September, 2013. We expect that this partnership will result in increased applications for the student teaching and intern (alternative) programs. We have applied for a 2-year Robert Noyce Capacity Building Grant to support this innovative partnership, and expect to learn the results at the end of May.
Holy Names University	Science	2010-11	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	Science	2010-11	Community Colleges	Yes	A recruiter has been working to establish relations with California Community Colleges to recruit more diverse students in science.	Development of recruiting materials with visits to community colleges.

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Loyola Marymount University	Science	2011-12	4	Yes	Reaching out to undergraduate science majors through their departments; hosting info sessions to target high school science teachers seeking a credential; visiting numerous graduate school fairs; visiting events hosted by local aerospace firms to identify potential career changers; hosting information sessions on campus; attending 2 California Forum for Diversity in Graduate Education forums.	Investigate publications tailored for those employed in the sciences; contact faculty Program Directors for honors science clubs to identify potential teachers; show how alumni of our science programs are succeeding in their schools.
Mount St. Mary's College	Science	2010-11	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.	Continue outreach to science departments at MSMC to encourage teaching as an option - more nursing students are enquiring about teaching. 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	Science	2009-10	4	Yes	- Encouraged multiple subject teachers to consider science - Recruit transfer students for teaching in science.	Additional Intern enrollment Subject Matter support
National University	Science	2010-11	Increase enroll 7%.	No	University wide enrollment goals were established to increase enrollment in all programs by 7%. Transfers to Triumph Scholarships were promoted to help increase transfer of junior college students to National University to complete a 4 year degree of their choosing. Science degrees at the undergraduate level were one of the eligible programs for this scholarship.	Increase awareness of tuition discount at Jr. Colleges and military bases through Admission Advisor outreach and recruitment activities at the local National University centers.
Notre Dame de Namur University	Science	2011-12	4	No	Increase marketing. Individualized attention with program directors.	Need pipeline for undergrads at NDNU to multiple and single
Occidental College	Science	2010-11	1	No	Information meetings held on campus	New NSF grant scholarship for 09-10 year toward increasing Math and Science Candidates
Pacific Union College	Science	2012-13	1 more science candidate	Yes	Education faculty made presentation at Math/Science workshop for high school seniors. High need teaching areas such as science emphasized. Met with college science department faculty to discuss ways to entice science majors into teaching.	Lesson - communication and getting the word out is essential to success.

Annual Goals for Teacher Shortage Areas: Science - Traditional Route

Institution	Teacher Shortage Area	Academic Year	Goal	Goal Met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goal or lesson learned in meeting goal
Patten University	Science	2010-11	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.	New Marketing and Recruiting department personnel hired and new strategies implemented.
Pepperdine University	Science	2011-12	8	Yes	Increased efforts to make current Seaver & GSEP students aware of our teacher education program.	Work one-on-one with prospective students to encourage dual credentials to include math and science plus their area.
Point Loma Nazarene University	Science	2010-11	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	Science	2010-11	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	Science	2012-13	Increase by 20%	Yes	MSTI Program: CSET prep classes, opportunities for tutors, fellowship programs, support for current students, financial assistance	We will continue to reach out to science majors and offer support to candidates working towards a credential in the sciences.
San Francisco State University	Science	2010-11	20	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.	More systematic coordination needed between GCOE 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.

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San Jose State University	Science	2011-12	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
Santa Clara University	Science	2010-11	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	Science	2011-12	5%		Meet with undergraduate science majors; support internships for science jobs.	Our meetings with undergraduate science majors resulted in two new candidates in chemistry.

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Sonoma State University	Science	2010-11	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	Science	2010-11	5	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 severely impacting our ability to increase the number of applicants to our credential programs.
Stanford University	Science	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	Teacher Shortage Area	Academic Year	Goal	Goal Met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goal or lesson learned in meeting goal
The Master's College	Science	2011-12	1	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	Science	2010-11	Curriculum & Literacy	No	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	Science	2011-12	12	Yes	Recruitment, website information	Given continuing budget constraints, we aimed for a slight increase - a combined (Math & Science) enrollment of 17, which was exceeded by 1. We enrolled 9 students in Math and 12 in Science, for a total of 21. It is difficult to achieve an even number of students split between Math and Science.

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University of California, Davis	Science	2010-11	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. 4. Ability to offer Noyce Scholarship to attract and retain the best applicants.	Lessons learned: 2010-11 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	Science	2010-11	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.
University of California, Los Angeles	Science	2010-11	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 3. Emphasis on benefits of Federal Grant program pathway called IMPACT for all science applicants.

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University of California, Riverside	Science	2010-11	Recruitment	Yes	The Graduate School of Education works closely with the Science Mathematics Initiative (SMI) Program to make science majors aware of the need for highly qualified middle school and high school science teachers. STEM majors can participate in 60 hours of observation/field experience to explore teaching prior to admission. Presentations and workshops are scheduled throughout the year to provide information on a career in teaching. The Graduate School of Education also hosts Open House events where faculty, advisors, and current students are available to discuss the programs and pathways available to those wanting to pursue a career in teaching. Financial Aid workshops are also offered by the SMI Program so students can plan on the funding opportunities available to support candidates who pursue high need certification areas such as science. The Graduate School of Education will offer an education minor that begins in Fall 2012. The minor will allow undergraduates to participate in foundational c	A recruitment planning committee composed of faculty and Teacher Education advisors is critical to develop a campaign that targets our undergraduate population through courses, workshops and Open House events. Local schools are key partners in providing support to our program and science candidates. Mentor teachers and school administrators are invited to events to foster professional development of teachers involved in science curriculum.
University of California, San Diego	Science	2010-11	12 program completers	No	Cal Teach 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; streamlined Science Education minor and to collaborate with departmental advisors

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University of California, Santa Barbara	Science	2010-11	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	Science	2013-14	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.

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University of LaVerne	Science	2010-11	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. Addition of Noyce Scholars program for STEM undergraduate students.	Actively pursue STEM students and increase number of STEM scholarships. Actively recruit Noyce Scholar undergraduates.
University of Phoenix	Science	2010-11	18	Yes	• Improvements to College website information candidates about programs, requirements, etc. • Student-centric cultivation • Improved marketing communications • Showing support with helping profession by reducing costs • Developing technology-based solutions to facilitate learning"	• Reorganization of Workforce Solutions team into dedicated K-12 business unit • Development of marketing-specific brochures for Secondary program • Direct Mail and Email marketing activities for prospective students • Tuition discounts and application fee waivers for prospective students • Phoenix.edu improvements to messaging and initial student support needs • Significant improvements in online classroom to encourage participation and increase satisfaction/retention"
University of San Diego	Science	2010-11	Maintain Enrollment	No	The M.Ed. in Mathematics, Science and Technology did not recruit students in 2010-2011. There are still candidates completing the program but no new applicants were accepted.	The department is starting an Academic Program Review which will include an examination of this program to determine its future.
University of San Francisco	Science	2010-11	Recruit	Yes	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	Science	2011-12	50	No	In 2011, the Rossier School received a grant from the Noyce Foundation to provide fellowship support for 5 students preparing to become science teachers each year for a total period of 10 years. The first awardees will be in the 2011-12 academic year.	By offering the MAT program online, the Rossier School has been able to expand its geographical reach, which has increased the program's ability to recruit and enroll prospective science teachers. In addition, external fellowship support has also enabled Rossier to increase science enrollment.

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University of the Pacific	Science	2010-11	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	Science	2010-11	Increase by 1 student	No	Meet with the Science undergraduate senior students at Vanguard to better inform and explain our teacher preparation program.	In years past we have seen a fluctuation of the number of students in this field. We have created stronger partnerships with our Science department to provide advising of students interested in the teaching profession and look forward to meeting our goal of increasing by 1 student in the 2011-2012 reporting year.
Western Governors University - CA	Science	2010-11	Increase graduates 50%	Yes	Graduates increased 130%. We are trying to increase enrollments, decrease attrition, and decrease the time to graduation.	We have increased our marketing efforts. We are trying to improve the quality of studnets that enter the program. We are offering increased curricular support and have made a number of curricular changes in areas where students typically struggle.
Westmont College	Science	2010-11	award 1 cred in sciences	No	We continue to give each academic department, including the Departments of Physics, Chemistry and 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 have worked to get updated information on all departmental web-pages clearly indicating steps toward completing a credential at Westmont. In addition to many one-on-one meetings, we meet annually (and formally) with all Westmont students interested in pursuing a single subject credential. Some of these students who earn a baccalaureate degree in the Sciences or other fields at Westmont go on to earn credentials in the Sciences and other fields at other colleges and universities in California. Even though we did not meet our goal for 2010-11, we will be meeting the goal of one new science credential for 2011-12 (to be REPORTED on a year from now!).	We will continue to encourage our colleagues in the sciences to recommend promising candidates in their subject areas.

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Whittier College	Science	2011-12	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. 3.New faculty professor for math/science education was hired in 2011.	Orient new faculty member to undergraduate research teams and the opportunities for funding for faculty/student research projects.

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Antioch University Los Angeles	Special education	2010-11	2 candidates in Special Ed	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 five candidates in the credential.	The university is in the process of identifying enrollment targets for the 2012-2013 academic year for special education and committing resources to recruiting for this high need area.
Antioch University Santa Barbara	Special education	2010-11	Increase over 2009-10	No	Antioch SB advertises the advantages of its Multiple Subject/Mild/Moderate Education Specialist program. Students are able to obtain two credentials in one year.	More students see the Ed. Spec. credential as a way to improve employment prospects in our area. There were not as many jobs available at this time.
Argosy University	Special education	2010-11	5	No	N/A	It was determined that we do not have the resources to support this area.
Azusa Pacific University	Special education	2010-11	20%	Yes	The current budgetary climate in California impacted and shifted school district's enrollment and services for students with disabilities in the K-12 setting. The Department of Special Education aligned the program options for credential as well as Masters degree to the school districts current needs in addition to preparing candidates to be more marketable in the field of education. The following programs are part of the Azusa Pacific University's, Special Education Department's program offerings: •A 50% part-time recruiter continued to target Special Education recruitment. Information meetings and the admission process has been revised and improved. •The Clear Education Specialist Credential is aligned to the Mild to Moderate and Moderate to Severe Programs, including Intern Credential standards aligned to CTC, resulting in documented significant increase in student enrollment. •The Added Authorizations in Special Education includes Autism, Resource Specialist Program, and Emotional Disturbance	To continue with the alignment, 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's Clear Education Specialist was the first university in the state of California to receive approval for the 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 aligned to the California Standards for the Teaching Profession (CSTP) and the seven Induction Program Standards, for the Clear Ed

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Brandman University	Special education	2010-11	700	Yes	We exceeded our goals this year due to candidate interest in the new preliminary as well as increased outreach efforts. We also saw growth in candidates pursuing both a general and special education credential. Although the general job market for education is difficult, employment in special education continues to be available.	We do anticipate our Level 1 candidates to push to finish their programs, as the timeline for the Level 2 being available is growing shorter each year. We anticipate that a majority of our special education candidates will be completing the program via the intern option.
California Baptist University	Special education	2010-11	Increase enrollment by 5%	Yes	Targeted multiple subject candidates who were having difficulties securing employment. Began offering our autism courses to multiple subject teachers as a means of increasing their skill level while simultaneously introducing them to the requirements of being a special education teacher.	Our efforts raised the question of commitment to the children i.e., finding candidates committed to excellent teaching rather than simple improvement in employability
California Lutheran University	Special education	2010-11	Increased enrollment	Yes	We have redesigned our special education programs and are expanding recruitment efforts. We have implemented the use of YouTube by posting our videos on there, marketing "ambassadors" and using alumni for networking.	Continue to strengthen this aspect of our program along with creating hybrid courses, live chats during courses and web training.
California Polytechnic State University, San Luis Obispo	Special education	2010-11	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.

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California State Polytechnic University, Pomona	Special education	2010-11	See description below	Yes	1) Increase the number of MS and SS credential holders who add an ES credential. Description of strategies used to achieve goal: 2) Increase communication with induction program support directors to provide information to teachers 3) Contact unemployed graduates. 4) Develop and offer online Autism Spectrum Disorders Certificate.	1) Continue to disseminate information via electronic means 2) 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). 3) Contacted unemployed MS and SS graduates to entice into obtaining an additional credential to increase employability. 4) Offered online certification in Autism Spectrum Disorders for all teachers. Program is offered through the Extended University as a four-course sequence. Those successfully completing the certificate were provided information on using their success to also become fully credentialed in special education 5) Held face-to-face introductory sessions on becoming a special education teacher 6) Invited Human Resources directors from local school districts to talk to alumni group about the hiring process and preference for special education teachers 7) Met with district personn
California State University, Bakersfield	Special education	2010-11	Increase enrollment	Yes	The development of brochures, the dissemination of information (flyers), and a web site.	Increase the number of orientation sessions and provide summer advising.
California State University, Channel Islands	Special education	2010-11	Maintain same number	Yes	Continue to recruit undergraduate students at job fairs and informational meetings. Maintain current information about the Education Specialist Credential on the CSUCI credential web site. Use CSUCI Sped Facebook page to share information with past, current, and future students.	Communicate regularly with district and county offices in order to promote the Education Specialist Credential. Continue recruitment efforts at job fairs and off campus events in the community.

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California State University, Chico	Special education	2010-11	Increase number	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. Twenty-two candidates were admitted for the second cohort in 2010-2011. 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 accepted 25 candidates	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. We are beginning to see the effect of encouraging candidates who might have initially planned to pursue an elementary credential to consider changing to special education

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California State University, Dominguez Hills	Special education	2010-11	Maintain enrollment	Yes	Goal: Maintain 2010-11 levels of enrollment in the Special Education credential programs, throughout the transition of old programs to new ones in response to new state standards. Strategies Used: • recruitment of Liberal Studies, Child Development, and other majors from CSUDH and other institutions • active advisement of Liberal Studies majors in their upper division classes • recruitment from local districts, among paraprofessionals and credentialed elementary and secondary teachers • information sessions and SPE orientation sessions, with well-developed recruitment materials including a CD featuring a video with graduate testimonials • recruitment at job and graduate school fairs • SPE website and print presence on campus and in local districts • obtaining campus and program data to inform our recruitment efforts • Advisory Committee Meetings with partners inform them of our program; they are updated regularly; • Presentations at meetings and conferences provide additional information	In Spring 2011, as a response to state mandates, the Special Education Program began admitting candidates to the revised initial Education Specialist Preliminary Instruction Programs: Mild/Moderate, Moderate/Severe, and Early Childhood Special Education. We anticipate being able to meet district needs for teachers who are prepared to work with children and youth from Preschool through age 21. All programs now provide preparation for instructing children and youth across the autistic spectrum. School districts, charter schools and Non-Public (NPS) schools continue to hire intern teachers who are educated and trained through an alternative credential pathway. Candidates in all three Education Specialist Credential programs begin their programs with the following pre-service classes: SPE 480 Educating Exceptional Children and Youth, and SPE 481 Educating Diverse Learners with Exceptionalities. These classes provide an overview of disabilities, service structures, legal issues, and the process for implem
California State University, East Bay	Special education	2010-11	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.	

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California State University, Fresno	Special education	2010-11	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%, 09-10 = 78% Elementary Ed: 06-07 = 76%, 07-08 = 77%, 08-09 = 74%, 09-10 = 84% 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	Special education	2010-11	See below	Yes	Goal: To increase the number of trained teachers in the field of special education by 5%. The goal was met in the area of early childhood. The following strategies were used: • New student organization for early childhood special education with collaboration from numerous departments across campus – undergraduate students were involved in workshops, webinars, community activities, and social groups to encourage interest and activism in the field of early childhood special education • Recruitment at local conferences and school districts through the I:DREEAM grant which supports new early childhood teachers • Improved, user-friendly website • Coordinator-model of support where students meet the candidates at the admissions interview, follow up with emails and phone calls, advise the students throughout the program, and meet with them in fieldwork and intern seminars • Pre-orientations held each semester as well as program overviews for candidates that have an interest in applying	By following an organized tracking system with a new assessment coordinator, students in each program are being coded correctly. This means that the program coordinators can monitor their progress throughout the program and support them along the way. Program coordinators also attend advisement sessions at the Center for Careers in Teaching to encourage undergraduates from diverse majors to consider early childhood special education.

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California State University, Long Beach	Special education	2010-11	45	Yes	There are several strategies we used to achieve our goal: provide ongoing program advising, provide course offering each year (and at convenient times) 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 an 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. We are also increasing our participation in the UTeach Program in Teacher Education. Efforts for outreach and recruitment have also increased college-wide and we are participating in those activities as well.
California State University, Los Angeles	Special education	2010-11	increase applications 10%	Yes	We increased our collaboration with schools and school districts to increase our applicant pool with para-educators in special education teacher preparation. Even with the extraordinary teacher lay-offs in California, we were able to convince more teacher education applicants to apply in special education.	We will add a streamlined special education teacher preparation program for laid off elementary teachers.
California State University, Monterey Bay	Special education	2009-10	# 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	Special education	2010-11	340 FTES	Yes	344.2 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 an opportunity for Special Education Teacher Candidates to apply for a program with stipends of $35,000 through a Teacher Quality Partnership Grant, funded by the American Recovery and Reinvestment ACT. The Education Specialist programs also participate in the National Board for Professional Standards.	The Teacher Quality Partnership Grant continues for another year. The Special Education Department continues to write and earn various grants to recruit and support special education teacher candidates.

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California State University, Sacramento	Special education	2011-12	5%	No	In 2010-2011, Sacramento State fell short of our 5% goal in terms of raw numbers of Special Education preliminary credentials. However, in 2010-2011, Sacramento State saw a 12.6% decrease in the number of credentials produced. Special Education credentials saw only a 7.3% decrease, and increased in the total proportion of credentials produced from 24.4% in 2009-2010 to 25.8% in 2010-2011. •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
California State University, San Bernardino	Special education	2010-12	program assessment	Yes	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. Report will be submitted to the CA Commission for Teacher Credentialing Spring 2012.	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.

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California State University, San Marcos	Special education	2010-11	See Description below.		Goal (2008-09): Improve performance on CSU 1st Year Teacher 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. An analysis of interim data suggests that curriculum efforts in the Single Subject program are having a positive impact on credential graduates' preparation in this critical area. The Multiple Subject program interim data indicate less of a positive impact and that program faculty must carefully attend to curriculum alignment and review in this areas. 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	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	Special education	2011-12	90% Qualified Applicants	Yes	To increase the number of qualified applicants, we revised web site and held informational meetings for undergraduates.	Developed a growth plan and recruitment strategies aimed at Exceptional Children & Youth Liberal Studies students and outreach of transfer students from three community colleges in proximity to the university. Participated in the Transition from Student to Teacher Conference. Flyer will be developed to address the concurrent credentials ESCP, MSCP and SSCP. Also, ASD added authorization has been approved for Fall 2012.
Chapman University	Special education	2010-11	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	Special education	2010-11	0	Yes	N/A. All Education Specialist Credential Candidates go through the Internship Program (see Alternative Certification Report). Our recruitment goals for special education are related to the alternative program only.	

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Dominican University of California	Special education	2010-11	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	Special education	2011-12	18	No	As part of the state required credential revision process, Fresno Pacific University developed a cohort model for four Preliminary Education Specialist programs. The model provides candidates with extended opportunities for field-based practice at all stages of the program. The instructional period is established as five consecutive semesters, thus allowing candidates to complete their program in a timely manner for employment. The program was designed to allow opportunities for internship and traditional completers. Candidates become eligible for internship program application after three semesters of coursework. The inaugural cohort began in Fall 2011 and candidates are projected to complete the programs in Spring 2013.	FPU anticipated the majority of candidates to participate in the program as intern candidates. Due to community hiring adjustments, the candidate population was evenly distributed between intern candidates and traditional candidates. Numbers continue to grow in the traditional candidate population
Holy Names University	Special education	2010-11	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	Special education	2010-11	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. This authorization has been provided to regional teachers with inservice programs.

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Loyola Marymount University	Special education	2011-12	5	Yes	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; streamline the course sequence for 2042 Credential holders who want to add a Special Education Credential; place ads in relevant magazines and educator newsletters.
Mills College	Special education	2010-11	see below	Yes	Continue work in preparing 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.	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.

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Mount St. Mary's College	Special education	2010-11	10%	No	Goal: Increase the number of Education Specialists who are prepared and competent to teach students with special needs. We have reached out to our Undergraduate students to assist them in creating a program that allows them to complete both their Elementary and Education Specialst crednetials within 5 years. The general and special education teacher preparation program directors designed and implemented more special education preparation training in the general education courses. For the past 3 years, we have been focusing on this. The Special Education Program Director who has worked with each director to determine which course needed to be enhanced to support the struggling student in the classroom. The IRIS modules have been included into each general education course. We also combined our general and special education seminar groups to ensure that all teacher candidates communicate about diverse learners, those with and without special needs. We have increased our dialogue between general	We have revised our program to include gen ed and education specialist students in the same courses in order to a) increase the number of gen ed teachers who can work more effectively with special needs students and b) to attract more Education Specialist teachers by offering a program that better supports the challenges they face in the classroom. We also 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. This task will be examined this coming year to possibly include it into their portfolio assessment.
National Hispanic University	Special education	2009-10	10	Yes	Exceeded number by 20. Paraprofessionals encouraged to enroll Dual credential enrollment encouraged more to enroll. Recruitment effort	
National University	Special education	2010-11	Increase enroll by 7%.	No	University wide enrollment goals were established to increase enrollment in all programs by 7%. Our Special Education program was re-written to meet the most current state requirements and in doing so our mild/moderate students were able to include the new autism authorization with their preliminary education specialist credential. Enrollments did increase by 4.2% during this period.	Increase awareness of new improved curriculum for our Education Specialist programs. Admissions Advisors at all locations were provided training and materials to help support their recruitment activities in this area.
Notre Dame de Namur University	Special education	2011-12	12	No	Increase marketing. Individualized attention with program directors.	Increase numbers mean larger class sizes so we capped course the size.

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Pacific Oaks College	Special education	2010-11	25	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	Special education	2010-11	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	Special education	2012-13	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	Special education	2010-11	100	Yes	No recruitment is needed for this program. Special Education is always filled to capacity.	
San Jose State University	Special education	2011-12	56	Yes	Recruitment fairs, orientation information sessions.	We are making presentation to community groups, school district advisory board meetings and state-wide meeting to increase the base of those who might be
Santa Clara University	Special education	2010-11	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.

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Sonoma State University	Special education	2010-11	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	Special education	2010-11	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. A number of your Special Education completers do not appear in this report because they already held a basic teaching credential and were adding special education.
Touro University	Special education	2010-11	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	Special education	2010-11	10	No	IMPACT grant funding was available for Special Education although the program did not have enough candidates to form an initial Special Education cohort.	Increase recruitment and awareness of TEP Special Education IMPACT Pathway for 2012-2013.

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University of California, Riverside	Special education	2010-11	Recruitment	Yes	Recruitment events target undergraduates and alumni for Open House events. Foundational level education courses are open to undergraduates so they can gain more knowledge about a career in special education. The Graduate School of Education has two graduate degree programs in special education that allow those candidates to complete licensure requirements and a master's degree. New coursework has been implemented in response to the new California standards in special education.	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	Special education	2010-11	6 program completers	No	Nationwide recruitment of qualified candidates; financial support for two-year MA program	Continue to identify high quality field placement settings; early outreach to candidates regarding exams required for CA credentials
University of California, Santa Barbara	Special education	2010-11	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.

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University of LaVerne	Special education	2010-11	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. Preparation for new Preliminary program to begin spring 2012.	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. Spring 2012 began the new Preliminary credential program.
University of Phoenix	Special education	2010-11	0	No	Progrqm not currently offered in the state, however, exploration into development of California-specific Special Education programs	
University of San Diego	Special education	2010-11	Maintain enrollment	Yes	We have reduced the number of Special Education credential areas we offer, and this has permitted us to strengthen the remaining credential area, Mild/Moderate Disabilities. This we have the same enrollment, even with the reduction in credential areas.	
University of San Francisco	Special education	2011-12	Joint credential option	No	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 Southern California	Special education	2012-13	100	No	The Rossier School is currently awaiting approval from the California Commission on Teacher Credentialing (CCTC) to be eligible to recommend students for the Special Education Credential.	Recruiting plans include high visibility for the Special Education credential track, once it is approved.
University of the Pacific	Special education	2010-11	2	Yes	We include undergraduates in the Diversified-Liberal Studies major to choose 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 help facilitate a plan for students to earn a Multiple Subject and Education Specialist (special education) credential.	We will continue to inform undergraduates in liberal studies and in single subject fields of the option to take courses in the special education credential program.

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Whittier College	Special education	2011-12	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. 3.Preliminary Education Specialist Credential was approved in spring 2011.	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.

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Alliant International University	Instruction of limited English proficient students	2010-11	All are proficient	Yes	In the academic year 2010-11, Alliant added workshops for its field supervisors and mentors to improve their working knowledge of how to best instruct English Language Learners. This was Alliant's response to the feedback provided by student teachers and intern teachers during the previous academic year. 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	Instruction of limited English proficient students	2010-11	9	Yes	Our department infuses instruction for second language learners throughout. In addition, we offer a stand-alone language acquisition course and expect our candidates to novice teach in schools where there are significant numbers of second language learners. Our reputation in this area is strong but our institution has a small recruitment and advertising budget and therefore individual programs are included in general outreach.	The university is in the process of identifying enrollment targets and creating a plan for the 2012-2013 academic year that will encourage additional candidates to attend who are committed to working with universal academic principles.
Argosy University	Instruction of limited English proficient students	2010-11	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 lessons so that content is easily accessible to EL students. By the end of the program, candidates are capable of designing lessons that meet the needs of all students via the Teacher Performance Assessments.	Data analysis of assessments in this area indicate appropriate instruction and progress of the candidates.

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Azusa Pacific University	Instruction of limited English proficient students	2010-11	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 authorization connected to their credential. Information about our CTEL program has been distributed to school districts surrounding our seven campuses. Special Education: Mathematics and Science content strategies are available to support and scaffold the English Language Learners and have been embedded in the coursework. Supervised Fieldwork observations, along with clinical practice, provide opportunities for the candidates to experience diverse populations, including the ELL students.	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 professional development provided for all faculty to share best practices to enhance the instruction of limited English proficient students. Special Education: Mathematics and Science content strategies are available to support and scaffold the English Language Learners and have been embedded in the program coursework. Supervised Fieldwork observations, along with clinical practice, provide opportunities for the candidates to experience diverse populations, including the ELL students.
Biola University	Instruction of limited English proficient students	2010-11	100%	Yes	1. Revisited curriculum scope and sequence. 2. Examined English Learner assessments including CalTPA data and self-efficacy surveys. 3. Revised the English Learner shadowing project in "Methods of Teaching Linguistically Diverse Students" course.	Although all SB2042 candidates are English Learner proficient, we learned that our candidates need an increased skill set for differentiation for all levels of English Learners.
Brandman University	Instruction of limited English proficient students	2010-11	250	No	As part of the multiple subject, single subject and special education credential programs all candidates take courses that prepare them to teach English learners. An English learner authorization is a required component of these credentials. Last year we met and exceeded our goal in this area and had 427 candidates in these three credential programs.	We intend to increase enrollment in these programs by continuing our outreach efforts with potential teaching candidates in each of these programs and increasing articulation agreements with local community colleges. In addition, we will continue to expand our outreach to local school districts that have teachers without this certification who may obtain certification through our stand alone California Teachers of English Learners (CTEL) certification program.
California Baptist University	Instruction of limited English proficient students	2010-11	Review scope and sequence	Yes	In the spring of 2011, we had our state accreditation visit. Preparation for the activity required a complete review of all course content.	Reviewing course assessments in coordination with course content provided a richer awareness of candidate mastery.

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California Lutheran University	Instruction of limited English proficient students	2010-11	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 observe lessons targeted for ELD students in EL designated classrooms.	We are encouraging partnerships with ELD veteran teachers in our Professional Development (middle) School to facilitate strategies noted above.
California Polytechnic State University, San Luis Obispo	Instruction of limited English proficient students	2010-11	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 must also complete a Context for Learning (demographic profile of each classroom) as part of their summative teaching performance assessment (PACT Teaching Event). SPECIAL EDUCATION: In the first quarter of the program, students take EDUC 588, Education, Culture, and Learning. The Diaz and Weed text, "The Crosscultural, Language, and Academic Development Handbook: A Complete K-12 Reference Guide," provides the framework for course content. In the second quarter, candidates are required to use the Sheltered Instruction Observation Protocol to design and implement lessons in the field; candidates who do not hold an English Language Authorization are placed in fieldwork settings where there are English	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	Instruction of limited English proficient students	2010-11	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 curriculum of all programs and to build the bilingual program in Spanish.	1) 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 usefulness and relevance of the strategies taught in the program as measured by the candidates' sense of success once in the teaching profession for a year. 2) Recruiting bilingual teacher candidates to improve teaching of English to multilingual students.

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California State University, Bakersfield	Instruction of limited English proficient students	2010-11	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	Instruction of limited English proficient students	2010-11	Coontinue 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 lesson plans and in student teaching. Teacher performance assessment includes competency with English learners.	None needed, but on-going review of candidate and first year graduate competence in this area is measured every year. CSU CI has added a Bilingual authorization in Spanish. The Bilingual Authorization can accompany the Multiple Subject, Single Subject, or Education Specialist teaching credential. The Bilingual Authorization is also available for experienced teachers seeking to add the authorization to their credential.
California State University, Chico	Instruction of limited English proficient students	2010-11	Improve preparation	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 and the Teacher Recruitment Program on our campus to increase enrollments in the BCLAD program. We have also provided the California Teachers of English Learners Certificate (CTEL) program to area teachers who do have neither the 2042 credential nor the CLAD (Culturally, Linguistically and Academically Diverse) authorization. Since all of our program completers have an English Learner Authorization, our goal is to improve the quality, rather than the quantity, of teachers of LEP students. PACT was officially implemented in spring 2009. Scoring of the Teaching Events is done on a 12-part rubric, with rubrics 11 and 12 specifically addressing candidates' ability in understanding academic	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 our efforts cannot be limited to coursework but must extend into the field. We are still developing and implementing plans to train or retrain faculty and supervisors in SDAIE and GLAD strategies and to develop field observation forms using SIOP.

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California State University, Dominguez Hills	Instruction of limited English proficient students	2010-11	Integrate Requirements	Yes	Strategies Used: • Active advising of undergraduate students regarding the Bilingual Authorization early in their program, so they can choose the Spanish Option and satisfy most of the requirements for the Authorization, • Active advising of current teacher candidates about the requirements for the Authorization; • Collaborate with faculty in the Modern Languages Department around course offerings and scheduling; • Assignment of a coordinator for the Bilingual Authorization who can recruit and advise candidates; • Development of materials to support recruitment and advising, including a web page; • obtaining campus and program data to inform our recruitment efforts	The Bilingual Authorization can be added onto a basic credential (Multiple and Single Subjects), and can be obtained by a combination of coursework in the Modern Languages department, and fieldwork/student teaching in a bilingual setting. Each semester, fieldwork in Spanish bilingual settings is offered by the Teacher Education Division, and the seminar is taught by bilingual professors with extensive experience in teaching English learners. The Bilingual Coordinator monitors the number of candidates in the Bilingual Authorization, and recruits undergraduates and teacher candidates.
California State University, East Bay	Instruction of limited English proficient students	2010-11	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, Fresno	Instruction of limited English proficient students	2010-11	85% by 2015	No	Use data from annual CTQ survey to make continual improvements in EL.	SPED: 06-07 not assessed, 07-08 = 90% (goal met), 08-09 = 96%, 09-10 = 72% Secondary Ed: 06-07 = 75%, 07-08 = 80%, 08-09 = 72%, 09-10 = 79% Elementary Ed: 06-07 = 78%, 07-08 = 80%, 08-09 = 72%, 09-10 = 88% Kremen School Teacher Education faculty have: • toured local schools with high achievement rates among their EL students and interacted with administrators, teachers, students, and parents • particpated in workshops presented by our EL faculty on EL strategies that can be incorporated into teacher education coursework • participated in a day-long workshop on UDL • revised syllabi to reflect UDL principles

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California State University, Fullerton	Instruction of limited English proficient students	2010-11	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 two of our programs of the number of supervisors who report that their CSUF first year teachers meet the instructional needs of students who are English language learners. Multiple Subject increased from 85% to 88% and Special Education increased from 68% to 75%. Secondary Education decreased from 88% to 81% but remain above the CSU mean. Strategies used include the use of the California Teaching Performance Assessment (TPA) in our multiple subject (elementary) and single subject programs; community websites for faculty to share EL learning strategies/instructional ideas/resources; using full-time faculty with specific research and teaching expertise in the area of working with English Language Learners to teach diversity and EL courses; candidates interview an EL student to learn their p	The new prerequisite to our Special Education program to assisting special education teachers with English Language Learners in the classroom.
California State University, Long Beach	Instruction of limited English proficient students	2010-11	397	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 not in a recruiting campaign during 09-10, and thus did not engage in specific strategies to grow the program.	n/a
California State University, Los Angeles	Instruction of limited English proficient students	2010-11	Improve strategies 5%	Yes	We continue to provide workshops and meetings for faculty related to improving our candidates ability to educate English language learners. We created a faculty workgroup that examined current practices and provided recommendations for improving the teacher preparation program to be more responsive to these needs.	Provide instructional materials and content resources for faculty to enhance their ability to teach candidates to educate English language learners.

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California State University, Monterey Bay	Instruction of limited English proficient students	2009-10	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	Instruction of limited English proficient students	2010-11	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 awarded a U.S. Dept. of Education Grant, Educating Hispanics for the 21st Century, in which students who wish to be bilingual teachers are awarded stipends. Through another federal grant, Dr. Park provides scholarships to both Hispanic and Asian students. In 2011 the college was approved to offer the Bilingual authorization program. As part of this effort new courses were written and existing ones revised to strengthen the knowledge and skills of teacher candidates focused on working with English Language learners.	
California State University, Sacramento	Instruction of limited English proficient students	2011-12	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.
California State University, San Bernardino	Instruction of limited English proficient students	2010-12	Bilingual reauthorization	Yes	Reauthorization for the Bilingual emphasis was approved by the state under the new bilingual program standards. The new Bilingual emphasis is in place for Spring 2012.	Development of recruiting materials describing the new emphasis. Issue of identifying qualified fieldwork supervisors & fieldwork sites. Liaison with local school districts to identify fieldwork sites & supervisors.

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California State University, San Marcos	Instruction of limited English proficient students	2010-11	See Description below.		Goal (2008-09): Reduce the percentage of candidates who indicate they are less prepared to meet the needs of English learners on the CSU 1st Year Teacher Survey. Goal met? Unknown – we do not see the impact of curricular changes until at least two years after change is implemented. An analysis of interim data suggests that curriculum efforts in the Single Subject program are having a positive impact on credential graduates' preparation in this critical area. The Multiple Subject program interim data indicate less of a positive impact and that program faculty must carefully attend to curriculum alignment and review in this areas. Strategies: 1. Program area faculty regularly meet to review the readings and assignments for foundational multicultural/multilingual credential classes across all programs. 2. Adjunct faculty are mentored by tenure-line faculty in order to assure fidelity to the course content and goals.	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.
California State University, Stanislaus	Instruction of limited English proficient students	2011-12	95% students pass TPAs	Yes	Strengthening of curriculum in all program classes to include these instructional strategies appropriate for classrooms with limited English proficient students. All faculty participate in a SIOP book study group and research project on using common strategies. Modeling accommodations in lessons and lesson planning. Keeping accommodation posters visible in class and adding to them as appropriate.	Classroom assignments, as well as field practicum assignments, are designed to enhance the candidates' knowledge of making accommodations for English learners and of lesson planning for English learners in all courses.
Chapman University	Instruction of limited English proficient students	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.

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Claremont Graduate University	Instruction of limited English proficient students	2010-11	0	Yes	N/A. 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.	
Fresno Pacific University	Instruction of limited English proficient students	2011-12	100%	Yes	All candidates enrolled in Fresno Pacific University are prepared to work with limited English proficient students. Enrollment trends at FPU mirror trends documented by the California Commission on Teacher Credentialing. We expect to see a modest decrease in the number of students we will prepare in 2011-12.	We are satisfied with our support of candidates with respect to developing skills and knowledge necessary to teach English Learners. ALL candidates in FPU's program complete substantial coursework that addresses this goal. Moreover, students are placed for student teaching in diverse settings wherein they learn to identify and assess English Learners. They learn strategies to accommodate the diverse needs of English Learners.
Holy Names University	Instruction of limited English proficient students	2010-11	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	Instruction of limited English proficient students	2010-11	Use of PACT data	Yes	Use of PACT data to help candidates assess, plan, and instruct k-12 students.	Faculty review PACT scores and provide additional content in coursework to assist candidates in teaching English learners.
Loyola Marymount University	Instruction of limited English proficient students	2011-12	7	Yes	Hosting information sessions for undergraduate students; attending numerous graduate school fairs; attending 2 California Forum for Diversity in Graduate Education forums; identifying undergraduate Spanish majors; identifying Chinese speakers for our Chinese bilingual program.	Continue to publicize the Chinese bilingual program in the local Chinese communities; find ways to speak to foreign language clubs at local undergraduate institutions.

Institution	Teacher Shortage Area	Academic Year	Goal	Goal Met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goal or lesson learned in meeting goal
Mills College	Instruction of limited English proficient students	2010-11	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 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 Prepare teachers to be guided by an ethic of care and to serve as agents of change Performance Expectations required by the State of California. Additionally, there is a formal evaluation and self-evaluaiton of the student teaching experience.	The Teacher Performance Expectations are correlated with the California Standards for the Teaching Profession, which are also correlated with the goals of the 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	Instruction of limited English proficient students	2010-11	10%	Yes	Goal: To increase the number of teacher candidates who are porficient in addressing the needs of English Learners. 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 Final Reports of Supervised Teaching. The Teacher Performance Expectation (TPE) 7: Teaching English Language Learners specifically measures the candidates' competence at meeting the needs of limited English proficient students including: Understanding and applying theories, principles, and instructional practices for English Language Development; Understanding how to adapt instructional practices to provide access to the state-adopted student content standards; and Drawing upon student backgrounds and language abilities to provide differentiated instruction.	We will continue to regularly monitor teacher candidates' performance on TPE 7 throughout our coursework and on the Teacher Performance Assessment (TPA) and Final Reports of Supervised Teaching as part of our ongoing assessment of student learning outcomes. We continue to enhance our instructional strategies to meet candidates' needs. For example, we modified our SDAIE lesson plan design to include a section for candidates to explain their rationale for their strategies to meet the specific needs of English Language Learners. Our students have a very high passing rate for the California Teacher Performance Assessment, which specifically measures adaptations for English Language Learners.

Institution	Teacher Shortage Area	Academic Year	Goal	Goal Met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goal or lesson learned in meeting goal
National Hispanic University	Instruction of limited English proficient students	2009-10	30	Yes	All credential students meet EL requirements. The coursework was embedded into all credentials issued by the University.	
Notre Dame de Namur University	Instruction of limited English proficient students	2011-12	all	Yes	Embedding EL curriculum across the programs	
Occidental College	Instruction of limited English proficient students	2010-11	All	Yes	On going coursework & fieldwork	
Pacific Oaks College	Instruction of limited English proficient students	2010-11	25	No	Increased advisor office hours; increased tutoring resources; increased student services availability	Increase marketing and admissions outreach and counseling; increase networking opportunities; increase contact with local school districts. Note: The English Learner authorization is embedded in the Education Specialist Program.
Pepperdine University	Instruction of limited English proficient students	2011-12	115	Yes	We provide information on the instruction of limited English proficient students to every credential candidate. All teacher preparation courses have an ELD component embedded within the coursework.	
Point Loma Nazarene University	Instruction of limited English proficient students	2010-11	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	Instruction of limited English proficient students	2010-11	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.

Institution	Teacher Shortage Area	Academic Year	Goal	Goal Met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goal or lesson learned in meeting goal
San Diego State University	Instruction of limited English proficient students	2012-13	100% teachers prepared	Yes	All students receiving a credential in CA must be prepared to work with LE students.	
San Francisco State University	Instruction of limited English proficient students	2010-11	100	Yes	All candidates in every program are required to learn to support LEP students.	All candidates in every program are required to learn to support LEP students.
San Jose State University	Instruction of limited English proficient students	2011-12	N/A	Yes	All candidates in our teacher preparation program must meet the state standards for teaching English Learners. Thus, all candidates finishing our programs are recommended for their credential which certifies them to work with an English Language Learner student population.	
Simpson University	Instruction of limited English proficient students	2011-12	5%		Marketing to undergraduate students and to surrounding universities. EL authorization is embedded in the credentialing program.	We have had a stable enrollment of new teacher candidates in all areas. El Instruction is built into all programs.
Sonoma State University	Instruction of limited English proficient students	2010-11	Embed Eng learner content	Yes	The demand for teachers qualified to teach those students for whom English is a second language has increased dramatically over the last ten years. The university has redesigned all credential programs to ensure that any graduate will be completely equipped to ensure a quality educational experience for all students regardless of literacy background or country of origin.	English language learner content has been embedded in all three credential programs and has been recognized as successful by the state credentialing body. Students interested in earning a fully-bilingual certification are advised using a combination of classes and state exams. The California State University survey of school administrators reveals that our teacher candidates in the first year of practice out perform other CSU candidates with respect to being prepared to teach English learners.
St. Mary's College of California	Instruction of limited English proficient students	2011-10	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	

Institution	Teacher Shortage Area	Academic Year	Goal	Goal Met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goal or lesson learned in meeting goal
Stanford University	Instruction of limited English proficient students	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	Instruction of limited English proficient students	2010-11	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 learner students' needs.	In EDU 780: Orientation to Student Teaching & Seminar, candidates spend sixty hours observing in local public schools, under the guidance of master teachers demonstrating adopted instructional programs for the effective teaching and support of English learners. Candidates record their observed lessons in the basic lesson format before discussing in seminar the local and school organizational structures and resources designed to meet English learner students' needs. Candidates are provided with multiple, systematic opportunities to demonstrate knowledge and application of pedagogical theories, principles, and practices for (a) English Language Development leading to comprehensive literacy in English; and (b) for the development of academic language, comprehension and knowledge in the subjects of the curriculum, making grade-appropriate or advanced curriculum content comprehensible to English learners. Beginning in the introductory courses EDU 770: Educational Psychology & Classroom Management, EDU 771:
United States University	Instruction of limited English proficient students	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	Instruction of limited English proficient students	2011-12	59	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. Despite continuing budget constraints, we were able to successfully increase our enrollment by 30% over last year by restructuring one program and realizing cost savings.

Institution	Teacher Shortage Area	Academic Year	Goal	Goal Met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goal or lesson learned in meeting goal
University of California, Davis	Instruction of limited English proficient students	2010-11	All credential student	Yes	In California, upon completing credential requirements, all credential students are certified to instruct LEP students	Goal met
University of California, Irvine	Instruction of limited English proficient students	2010-11	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.
University of California, Riverside	Instruction of limited English proficient students	2010-11	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 classrooms prior to program entry. A survey has been created to query applicants about their proficiency in languages other than English so alternate pathways and opportunities are made available to them in bilingual education. The program has also developed a partnership with a charter school that has a dual immersion program. Two-way immersion programs, integrate language minority students (English learners) and language majority students (English speakers) in order to develop their bilingualism and bi-literacy in English and another language. In two-way programs, the model selected generally prescribes the amount of time spent in the target (non English) language	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 available to them early in the undergraduate career.
University of California, San Diego	Instruction of limited English proficient students	2010-11	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-going basis	Outreach increased applicant pool for SS credential program; we continued growth in Foundations-year graduate students

Institution	Teacher Shortage Area	Academic Year	Goal	Goal Met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goal or lesson learned in meeting goal
University of California, Santa Barbara	Instruction of limited English proficient students	2010-11	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, and ELD/SDAIE Methods. 2)Changed the curriculum in the "Culture, Language and Learning" course to better connect with the next course in the sequence on supporting English Learners, the "ELD/SDAIE Methods" course. Now it is better integrated into all Foundations courses. 3)Required Special Education Credential Candidates to take the "Culture, Language and Learning" course (they had already been required to take the "ELD/SDAIE Methods" course	Instruction will continue in the 2011-12 academic year.
University of California, Santa Cruz	Instruction of limited English proficient students	2013-14	%100	Yes	Approved SB2042 Program.	
University of LaVerne	Instruction of limited English proficient students	2010-11	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	Instruction of limited English proficient students	2010-11	Maintain enrollment	Yes	We met and exceeded the goal in this area. Because we are focusing on adult education in our M.Ed. TESOL, Literacy, and Culture, we have attracted many international candidates.	
University of San Francisco	Instruction of limited English proficient students	2010-11	Recruit	Yes	During information meetings with prospective candidates we inform them that there is a teacher shortage in this area. Bilingual candidates are encourage to add the Bilingual Authorization emphasis.	1) Develop more focused marketing/recruiting information related to this area

Institution	Teacher Shortage Area	Academic Year	Goal	Goal Met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goal or lesson learned in meeting goal
University of Southern California	Instruction of limited English proficient students	2010-11	70	Yes	We have revisited all course syllabi to weave strategies for teaching English Language Learners throughout each course.	We have added a Teaching English Language Learners course that runs parallel to practicum experience. This is intended to assist candidates in applying strategies from this concurrent course.
University of the Pacific	Instruction of limited English proficient students	2010-11	N/A		We do not have a specific credential for teaching limited English proficient students in California. However, all teacher education candidates complete credentials to provide services to English language learners. We revised the Teaching English Learners course to include more in-depth knowledge and skills in academic language development.	
Vanguard University	Instruction of limited English proficient students	2010-11	100%	Yes	Instruction of limited English proficient students is embedded in SB2042 preliminary credential, as English Language Authorization	
Westmont College	Instruction of limited English proficient students	2009-10	No LEP program		No LEP program as a separate credential, apart from the preparation that ALL candidates receive for working with students with LEP. Goal met? N/A Description of strategies used to achieve goal: N/A.	N/A
Whittier College	Instruction of limited English proficient students	2011-12	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 candidates in adapting instructional plans to meet the needs of English Language Learners. TPA passage has been improved.	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	Teacher Shortage Area	Academic Year	Goal	Goal Met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goal or lesson learned in meeting goal
California Baptist University	Other	2010-11	Gather Employment Data	Yes	Contact each program completer from 2009-10. Ask for employment data. Send employer survey. Follow-up with employers until a 50% return rate is secured.	To improve the process, completers should also be asked to complete the survey as the triangulated data would be more robust.
California State Polytechnic University, Pomona	Other	2010-11		Yes	Improve the quality of Teacher Candidates' Clinical Practice experience to provide better learning outcomes, links to school practice, and preparation for induction experience.	1) Revised protocols - 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 originally declined to participate. Those who declined to participate have now either implemented the process or no longer supervise. 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. 2)Implement Co-Teaching Model – We received a grant from State Farm Insurance to train cooperating teachers to work with their teacher candida
California State University, Bakersfield	Other	2010-11	Improve student learning	Yes	Increase the knowledge and use of student assessment data to improve student learning.	Introduce the various knowledge and use of assessment tools in the methodology courses.
California State University, Los Angeles	Other	2010-11	Improve strategies 5%	Yes	We continue to provide workshops and meetings for faculty related to improving our candidates ability to educate students with disabilities. We created a faculty workgroup that examined current practices and provided recommendations for improving the teacher preparation program to be more responsive to these needs.	Provide instructional materials and content resources for faculty to enhance their ability to teach candidates to educate students with disabilities.

Institution	Teacher Shortage Area	Academic Year	Goal	Goal Met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goal or lesson learned in meeting goal
California State University, Monterey Bay	Other	2009-10	Instructing in Autism	Yes	Instruction of students eith Autism is infused in general and special education program classes.	
California State University, San Bernardino	Other	2009-12	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.
California State University, Stanislaus	Other	2011-12	95% S.T. pass TPE 12	Yes	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. Readings related to other areas are assigned.
Humboldt State University	Other	2010-11	Online format	Yes	Planning activities and a summer workshop for faculty to create an online program of study for candidates in the Secondary Education. Program.	The organization of the online program will be reviewed to ensure access and student support to use technology.
Pepperdine University	Other	2011-12	All Credential Candidates	Yes	The TPA and PACT submissions demonstrate our success.	
Touro University	Other	2010-11	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.
University of California, Irvine	Other	2010-11	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.

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University of California, Santa Barbara	Other	2010-11	Recruitment	Yes	1)A successful proposal to the Woodrow Wilson Foundation has resulted in the identification of our Teacher Education Program as a recipient of four $30,000 fellowships for aspiring teachers of color. Our Teacher Education Program is one of only 29 in the nation chosen to take part in this prestigious fellowship program (and 1 in only 10 to receive multiple fellowships). 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.	Our Teacher Education Program has been the recipient of four $30,000 fellowships for aspiring teachers of color. Our Teacher Education Program is one of only 29 in the nation chosen to take part in this prestigious fellowship program (and 1 in only 10 to receive multiple fellowships). Two of these candidates attend UCSB's teacher education program. We will continue promoting the fellowship and preparing candidates for the national competition. Likewise we will continue the above recruitment strategies.
University of San Francisco	Other	2010-11	Recruit	Yes	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.
Western Governors University - CA	Other	2010-11	Continuous Improvement	Yes	In an effort to engage in continuous program improvement, we are redeveloping 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.

Institution	Training provided to prospective teachers			General education teachers receive training in providing instruction to			
	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 istructional 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	children with disabilities	limited Eglish proficient students	children from low-income families	Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.
Alliant International University	Yes	Yes	Not Applicable	Yes	Yes	Yes	Yes
Antioch University Los Angeles	Yes	Yes	Yes	Yes	Yes	Yes	No
Antioch University Santa Barbara	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Argosy University	Yes	Yes	Not Applicable	Yes	Yes	Yes	Yes
Azusa Pacific University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Biola University	Yes	Yes	Not Applicable	Yes	Yes	Yes	Yes
Brandman University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California Baptist University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California Lutheran University	Yes	Yes	Yes	Yes	Yes	Yes	Yes

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	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 istructional 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	children with disabilities	limited Eglish proficient students	children from low-income families	Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.
California Polytechnic State University, San Luis Obispo	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State Polytechnic University, Pomona	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Bakersfield	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Channel Islands	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Chico	Yes	Yes	Yes	Yes	Yes	Yes	Yes

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	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 istructional 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	children with disabilities	limited Eglish proficient students	children from low-income families	Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.
California State University, Dominguez Hills	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, East Bay	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Fresno	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Fullerton	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Long Beach	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Los Angeles	Yes	Yes	Yes	Yes	Yes	Yes	Yes

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	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 istructional 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	children with disabilities	limited Eglish proficient students	children from low-income families	Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.
California State University, Monterey Bay	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Northridge	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Sacramento	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, San Bernardino	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, San Marcos	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Stanislaus	Yes	Yes	Yes	Yes	Yes	Yes	Yes
CalState TEACH	Yes	Yes	Not Applicable	Yes	Yes	Yes	Yes

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	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 istructional 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	children with disabilities	limited Eglish proficient students	children from low-income families	Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.
Chapman University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Claremont Graduate University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Concordia University	Yes	Yes	Not Applicable	Yes	Yes	Yes	Yes
Dominican University of California	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Fresno Pacific University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Hebrew Union College	Yes	Yes	Not Applicable	Yes	Yes	Yes	Yes
Holy Names University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Hope International University	Yes	Yes	Not Applicable	Yes	Yes	Yes	Yes
Humboldt State University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
La Sierra University	Yes	Yes	Not Applicable	Yes	Yes	Yes	Yes

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	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 istructional 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	children with disabilities	limited Eglish proficient students	children from low-income families	Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.
Loyola Marymount University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Mills College	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Mount St. Mary's College	Yes	Yes	Yes	Yes	Yes	Yes	Yes
National Hispanic University	Yes	Yes	Yes	Yes	Yes	No	No
National University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Notre Dame de Namur University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Occidental College	Yes	Yes	Not Applicable	Yes	Yes	Yes	Yes
Pacific Oaks College	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Pacific Union College	Yes	Yes	Not Applicable	Yes	Yes	Yes	Yes
Patten University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Pepperdine University	Yes	Yes	Not Applicable	Yes	Yes	Yes	Yes

Institution	Training provided to prospective teachers			General education teachers receive training in providing instruction to			
	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 istructional 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	children with disabilities	limited Eglish proficient students	children from low-income families	Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.
Point Loma Nazarene University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
San Diego Christian College	Yes	Yes	Not Applicable	Yes	Yes	Yes	Yes
San Diego State University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
San Francisco State University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
San Jose State University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Santa Clara University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Simpson University	Yes	Yes	Not Applicable	Yes	Yes	Yes	Yes
Sonoma State University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
St. Mary's College of California	Yes	Yes	No	Yes	Yes	Yes	Yes
Stanford University	Yes	Yes	Not Applicable	Yes	Yes	Yes	Yes

Institution	Training provided to prospective teachers			General education teachers receive training in providing instruction to			
	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 istructional 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	children with disabilities	limited Eglish proficient students	children from low-income families	Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.
The Master's College	Yes	Yes	Not Applicable	Yes	Yes	Yes	Yes
Touro University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
United States University	Yes	Yes	No	Yes	Yes	Yes	Yes
University of California, Berkeley	Yes	Yes	Not Applicable	Yes	Yes	Yes	Yes
University of California, Davis	Yes	Yes	Not Applicable	Yes	Yes	Yes	Yes
University of California, Irvine	Yes	Yes	Not Applicable	Yes	Yes	Yes	Yes
University of California, Los Angeles	Yes	Yes	Not Applicable	Yes	Yes	Yes	Yes

Institution	Training provided to prospective teachers			General education teachers receive training in providing instruction to			
	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 istructional 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	children with disabilities	limited Eglish proficient students	children from low-income families	Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.
University of California, Riverside	Yes	Yes	Yes	Yes	Yes	Yes	Yes
University of California, San Diego	Yes	Yes	Yes	Yes	Yes	Yes	Yes
University of California, Santa Barbara	Yes	Yes	Yes	Yes	Yes	Yes	Yes
University of California, Santa Cruz	Yes	Yes	Not Applicable	Yes	Yes	Yes	Yes
University of LaVerne	Yes	Yes	Yes	Yes	Yes	Yes	Yes
University of Phoenix	Yes	Yes	Not Applicable	Yes	Yes	Yes	Yes
University of Redlands	Yes	Yes	Not Applicable	Yes	Yes	Yes	Yes
University of San Diego	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Institution	Training provided to prospective teachers			General education teachers receive training in providing instruction to			
	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 istructional 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	children with disabilities	limited Eglish proficient students	children from low-income families	Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.
University of San Francisco	Yes	Yes	Yes	Yes	Yes	Yes	Yes
University of Southern California	Yes	Yes	Not Applicable	Yes	Yes	Yes	Yes
University of the Pacific	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Vanguard University	Yes	Yes	Not Applicable	Yes	Yes	Yes	Yes
Western Governors University - CA	Yes	Yes	Not Applicable	Yes	Yes	Yes	Yes
Westmont College	Yes	Yes	Not Applicable	Yes	Yes	Yes	Yes
Whittier College	Yes	Yes	Yes	Yes	Yes	Yes	Yes
William Jessup University	Yes	Yes	Not Applicable	Yes	Yes	Yes	Yes

Program name	**Describe your institution's most successful strategies in meeting the assurances listed above:**
Alliant International University	In the academic year 2010-11, Alliant added workshops for field supervisors and mentors to improve their working knowledge of how to best instruct English Language Learners. This was Alliant's response to the feedback provided by student teachers and intern teachers during the previous academic year. 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	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	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. In this assessment candidates must show that they meet the needs of all students in their class.
Argosy University	Argosy University continues to utilize Class Live Pro (CLP), a real-time, web-based delivery system, allowing 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	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, intellectuality, and linguistically diverse. The curriculum was entitled the Concentrated Instructional Modules project (CIM) 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 TEP 527/528 CIM #4 Reluctant, Resistant, At Risk Learners TEP 535/536 TEP 547/548 CIM Issues in Gifted, Talented Education (GATE): Characteristics, Identification and Differentiation TEP 545/546 TEP 588 CIM The Pre-Referral Process The Special Education program ensures that all part-time and full-time course instructors are experienced practitioners in school districts and that all instructors and mentors assist candidates with the instructional decisions faced in the classroom. Candidates participate in fieldwork experiences and clinical practice in school districts providing the opportunity to examine instructional issues while participating in on-site field-based experiences. During coursework and clinical practice,

Program name	**Describe your institution's most successful strategies in meeting the assurances listed above:**
	candidates demonstrate their ability to plan and design academic learning experiences for students with mild to moderate and moderate to severe disabilities.
Biola University	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	Most Brandman University campuses has an education Advisory Council composed of members of local education agencies. The council provides input to the campus on the needs of local education agencies and this input helps guide decisions about teacher training. As an example of our responsiveness to a local need we were approached by several districts that expressed a need to obtain authorization for special education teachers in autism. We responded by providing courses to local districts through our extended education program. A cohort model was utilized in several districts to provide courses in the time frame that met their requirements. Districts also approached us about offering English learner certification and we provided California Teachers of English Learners (CTEL) coursework through our extended education to meet their needs. Many of the instructors in the education program 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.Each campus also participates in local education advisory boards as well as various outreach efforts such as teacher job fairs, college and career fairs, BTSA advisory boards, Chambers of commerce education advisory committees, and other district committees. From these meetings, we learn what needs districts and the local communities have. At the twice-yearly meetings, input from committee members is generated regarding community and district needs. This information informs program development and offerings for each campus, and for the university as a whole. For example, from the advisory boards, we learned that local districts desired programs for the autism authorization and early childhood special education. Programs were written to meet this need. All credential candidates, general education and special education, take coursework that prepares them to teach in the core academic subjects. In addition, all credential candidates receive training in providing instruction for children with disabilities. Candidates take EDUU 511 Collaboration for Inclusive Schools which prepares candidates to address the needs of students with disabilities. The course addresses disabilities, strategies for working with students and with families as well as the legal aspects of special education. The course involves extensive fieldwork. Core content courses also incorporate strategies for universal access as a part of lesson and unit planning. Strategies for meeting the needs of limited English proficient students are embedded into all credential courses.Candidates work one-on-one with an English learner in their literacy courses to gain experience assessing student performance and developing appropriate instructional interventions based on student need.
California Baptist University	Once per semester each program holds an advisory meeting. Membership includes full-time faculty, adjunct faculty, master teachers, employers, and professionals from other institutions. Program data and course content is reviewed to generate a program research question. Seeking appropriate in-servicing is one strategy used to develop a response to the research questions.
California Lutheran University	During the past five years, the Department of Teacher Education has focused on purposeful placement of our candidates in two 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,	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

Program name	**Describe your institution's most successful strategies in meeting the assurances listed above:**
San Luis Obispo	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 positions graduates obtain and the requirements of those positions. Candidates work in schools every quarter. In addition to methods coursework, candidates are required to complete a reading course and its fieldwork component. During coursework and student teaching, candidates demonstrate their ability to plan and design academic learning experiences for students with mild/moderate disabilities.
California State Polytechnic University, Pomona	Successful strategies are embedded in our curriculum. Teacher candidates in the Multiple and Single Subjects credential programs are required to take EDS 403 - Introduction to Special Education 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. They can pass the state subject matter exam in the area CSET) or take coursework in a subject matter waiver program. All candidates also are required to take TED 407 (Education in a Diverse Society) which covers first and second language acquisition, strategies for teaching English learners in K-12 settings, as well as legal mandates regarding English learners. TED 407 has been moved to the pre-requisite category. This change is in direct response to the data that revealed a need to provide a strong foundation for embedding pedagogy with strategies for differentiated instruction for English Learners, at-risk students, and students with special needs. In TED 443 (Theory and Practice in Reading Education) focuses on teaching K-12 students (including English learners) reading strategies.
California State University, Bakersfield	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.
California State University, Channel Islands	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	•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 bases, the creation of cohort training groups, the formation of faculty/public school teaching teams, a continuous immersion in public school classrooms, and an integration of curriculum content with field practicum and teaching experiences. The CSU, Chico Special Education Advisory Board meets bi-annually to discuss the specific regional hiring needs and of the local educational agencies. Board members include all regional LEAs, regional special education teachers, and special education program faculty. An Advisory

Program name	**Describe your institution's most successful strategies in meeting the assurances listed above:**
	Board Needs-Assessment to determine regional hiring and instructional needs in the area of special education is conducted annually. The structure and design of the program reflects the unique rural needs of a region that covers 12 counties. To serve the needs of teacher candidates who often working in rural, isolated regions, courses have been developed to include a balance of on-line and face-to-face classes. Understanding that rural regions are also areas of high poverty and have limited resources, teacher candidates are provided with instructional strategies and curriculum which addresses these unique needs. All special education course content is rooted in current evidence-based practice. The CSU, Chico programs for specialist preparation are rooted in the beliefs that all children can benefit from effective teaching, that all educators need preparation for diverse groups, and that collaboration among disciplines and between universities and public schools is essential to producing reflective, responsive educators. All candidates must pass a state subject matter competency test before entering the program. Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects. Candidates demonstrate the ability to: •develop clearly-stated lesson plans •plan a unit of instruction appropriate for general education with clearly-stated goals, consisting of a series of lessons in which at least one concept, skill or topic is taught and sequenced effectively. •use a variety of appropriate pedagogical approaches in the teaching of basic academic skills in a general education setting. •provide access to the curriculum commonly taught in public schools by adapting and relating curriculum to students' background, interests, and abilities. Candidates facilitate the development of students' cognitive skills while considering students' diverse cultural, linguistic, ethnic and socio-economic backgrounds. Specific strategies such as SIOP (Sheltered Instruction Observation Protocol), SDAIE (Specially Designed Academic Instruction in English) and SIM (Strategies Intervention Model, University of Kansas, Lawrence, KS), and G.L.A.D. (Guided Language Acquisition Design) are taught and practiced through supervised field experiences and in coursework. These strategies are examples of instructional practices designed to assist in the development of communication skills.
California State University, Dominguez Hills	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, and children who are learning English as a second language. Specific assignments require candidates to become familiar with community resources, families, and school cultures. We are located in an urban area, and this is the focus of our programs. We place student teachers and interns in local urban schools, and they are supported by Field Supervisors who guide their observations and instruction along these lines.
California State University, East Bay	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	Enrolling students in cohorts and placing them in "Partner Schools" for coursework and field experience.
California State University, Fullerton	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

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	methods for teaching English learners, tying fieldwork experiences and assignments directly to meeting the needs of English language learners and students with special needs, requiring students to pass the California Teaching Performance Assessment (TPA), and providing collaborative work opportunities among interdisciplinary groups of faculty.
California State University, Long Beach	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 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 members, as well as CSULB faculty and administrators. The mission of the advisory council is to provide advice to the Department of Teacher Education on the broad range of issues related to the credential program. Specific activities include, but are not limited to, the following: reacting to new program directions generated by the Department; responding to issues presented by the Department; review of program objectives as required by the Commission on Teacher Credentialing; providing insights on future needs of the schools; determination of research questions and areas of inquiry; and, advising on strengthening school-university relationships. To ensure that candidates are trained in the daily realities and challenges of implementing a quality curriculum and instructional program, all students participate in the College of Education Program called Service Experiences for Re-Vitalizing Education (SERVE), which places university students in K-8 classrooms to tutor at-risk children in reading and math. By participating in these community service activities, university students explore teaching as a possible career choice. They practice skills and strategies that they are learning about in prerequisite courses for the MCSP program. Additionally, the SERVE program places students in setting where large numbers of limited English speakers and low-income families reside. This allows students to apply the concepts they are learning throughout the program in regards to research-based models for differentiation, language acquisition, and child development. Theories of second language acquisition, English language development, and specially designed academic instruction in English (SDAIE) strategies are emphasized, providing candidates with opportunities to try out the strategies in a real classroom. As candidates progress from course to course, their fieldwork assignments are aligned with the course content, and candidates gain first-hand knowledge and experience teaching the subjects typically found in today's multicultural, urban classrooms. Candidates in the MSCP program gain further experience and training working in urban school settings through working as a tutor for the BLAST (Better Learning After School Today) program, where they have the opportunity to tutor individuals and gather contextual information, including cultural and familial background and linguistic development, so as to best meet the academic needs of the child. In the Single Subject Credential Program (SSCP), 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 SSCP has a Community Advisory Board consisting of district administrators, teachers, community members, as well as CSULB faculty and administrators. The mission of the advisory council is to provide advice to the SSCP on the broad range of issues related to community, school and credential program needs. Specific activities include, but are not limited to: reacting to new program directions generated by the SSCP; responding to issues presented by the SSCP; review of program objectives as required by the Commission on Teacher Credentialing; providing insights on future needs of the schools; determination of research questions and areas of inquiry; and, advising on strengthening school-university relationships. To ensure that candidates are trained in the daily realities and challenges of implementing a quality curriculum and instructional program, all students participate in a 45-hour field-work experience in their pre-requisite class, EDSS 300 (Introduction to Teaching). By participating in these activities, university students explore teaching as a possible career choice. They practice skills and strategies that they are learning about in class. Students are placed in setting where large numbers of limited English speakers and low-income families reside. This allows students to apply the concepts they are learning in regards to research-based models for differentiation, language acquisition, and adolescent development. Theories of second language acquisition, English language development, and specially designed academic instruction in English (SDAIE) strategies are emphasized, providing candidates with opportunities to try out

Program name	**Describe your institution's most successful strategies in meeting the assurances listed above:**
	the strategies in a real classroom. As candidates progress throughout the program, their fieldwork assignments, a minimum of 15 hours in each course, are aligned with the course content, and candidates gain first-hand knowledge and experience teaching the subjects typically found in today's multicultural, urban classrooms.
California State University, Los Angeles	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 clinical experiences with students with and without disabilities. In Summer 2010 we began a teacher residency program (LAUTR) where we integrate the skills across multiple courses to address ELs, students with disabilities and low income students.
California State University, Monterey Bay	Compliance with the following assurances is met by State and National accreditations.
California State University, Northridge	All teacher preparation programs at CSUN are designed to meet state as well as national (NCATE) standards. CSUN candidates have a broad range of experiences in the areas above. Additionally faculty are recognized leaders in the field.
California State University, Sacramento	The needs of local educational agencies and schools (in particular, urban schools serving low-income, culturally and linguistically diverse students) are identified and communicated to Sacramento State, College of Education through regular meetings of the Capital Region Teacher Preparation Network, which is a formally sanctioned collaborative organization governed by a signed Memorandum of Understanding. Participating Network members include all area school districts, county offices and universities; we all agree to: share Network activities, staff development, and learning throughout local programs; share program information such as written criteria, roles and responsibilities, selection process, etc. to assure alignment; share knowledge and understanding of credential requirements as well as professional development practices for teacher preparation for the preliminary and professional credentials; examine content delivery systems and alternatives to satisfy teacher candidate and participating teacher professional growth and development; participate in mutual program evaluation and sharing of data to provide for continuous program improvement and enhancement and share program information in order to develop a clear understanding of each agency's program and client expectation.In order to meet other assurances listed above, all special education credential students enroll in individual methodology courses (2 unit lecture; 1 unit field experience) in each core academic area. All general education students are required to successfully complete a course that addresses special needs students and a course that addresses the needs of limited English proficient students, in addition to having the knowledge, skills and dispositions necessary for working with special needs students and limited English proficient students embedded in all methodology courses, field experiences and student teaching evaluation assessments.
California State University, San Bernardino	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.

Program name	**Describe your institution's most successful strategies in meeting the assurances listed above:**
California State University, San Marcos	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	Collaboration with school districts to address specific needs in their districts; input from advisory committee; feedback from employer and graduate surveys; faculty book studies and professional learning communities on such topics.
CalState TEACH	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 areas of the elementary curriculum in supervised clinical practice and the four core content areas in the California Teacher Performance Assessment. CalStateTEACH candidates complete a number of activities that provide opportunities to develop the knowledge, skills, and strategies for teaching English Learners and special populations in a general education classroom in a spiraling, reiterative curriculum. Their readings in Echevarria and Graves (Sheltered Content Instruction: Teaching English Language Learners with Diverse Abilities), Herrell and Jordan (Fifty Strategies for Teaching English Language Learners) and Lewis and Doorlag (Teaching Special Students in General Education Classrooms) and thirteen electronic IRIS modules (http://iris.peabody.vanderbilt.edu/index.html)containing print materials, streaming video, and activities form the foundation of their understandings. The focus of these studies is three-fold: 1) to promote the concept that educating English Learners and special needs student is a general education function, 2) to utilize instructional strategies, materials, resources, and technologies to make subject matter accessible to all students, and 3) to create a positive, inclusive climate of instruction for English Learners and special populations in the general classroom. The importance of students' family and cultural backgrounds is emphasized throughout the program and specifically explored in a number of activities. As candidates begin to look at learner characteristics to guide instruction, they complete an IRIS module focused on culturally responsive teaching, linguistic needs that can affect instruction, and supportive ways to encourage family members and the community to become more involved in school matters. To understand the impact of poverty on schooling and the nature of urban and rural schools, several activities engage candidates in an exploration of the community so they understand the context in which their students live and can make connections between their backgrounds and the curriculum. Candidates also explore strategies such as oral history as ways to engage and validate the experiences and expertise families can contribute to effective instruction.
Chapman University	The teacher education curriculum for the three teaching certification programs—elementary, secondary, and special education—are characterized by a combination of specific courses and content that deal with appropriate pedagogy and practical strategies for providing instruction to children with disabilities, children from low income families, limited English proficient students, as well as children who may reside in urban or rural locales. For example, all teacher candidates are required to take EDUC 570 Voice, Diversity, Equity, EDUC 501 Second Language Acquisition, and EDUC 571 Collaboration for Inclusive School. As implied by the title, Voice, Diversity prepares prospective teachers to teach in all types of California schools, including students who come from low SES situations, urban centers, and rural areas. Second Language Acquisition not only deals with the theoretical underpinnings of the manner in which limited English proficient students acquire a second language, but also practical techniques and strategies that enable limited English proficient students to not only communicate effectively in English, but also comprehend and articulate abstract academic concepts in English. Collaboration for Inclusive Schooling equips our prospective teachers with the skills, tools, and

Program name	**Describe your institution's most successful strategies in meeting the assurances listed above:**
	knowledge to provide meaningful instruction to students with disabilities and special needs. Furthermore, 15 to 20 hours of supervised field experience is an essential component of the Second Language Acquisition and the Collaboration for Inclusive Schooling classes. In addition to the aforementioned classes, nearly all required teacher preparation classes are characterized by activities, units of instruction, and projects that deal with providing meaningful instruction to students, including the poor, students with disabilities and special needs as well as limited English proficient children and adolescents. For example, in specific teaching methods classes such as those in which candidates are taught how to teach social studies or mathematics, they learn how to adapt, modify, and differentiate social studies and mathematics instruction to suit the needs of students with special needs and disabilities as well as limited English proficient students. Furthermore, when teacher candidates reach the student teaching phase of their respective credential programs, they are only assigned to schools that are diverse in terms students with special needs and disabilities, limited English proficient students, and students who come from low SES homes. That is, prospective teachers exit the teacher preparation programs well prepared to address the diverse needs of the students of California.
Claremont Graduate University	We work closely with our advisory council to ensure our program meets the needs of our surrounding districts. We have significantly increased our enrollment numbers in mathematics and special education through targeted fellowships to meet surrounding needs. We have been less successful recruiting additional science candidates and have recently submitted two NSF grants to target and recruit more science candidates through larger fellowships and stipends. The CGU TEIP has been preparing all candidates to work with low-income, diverse populations, including English Learners since 1992. Not only do we equip our candidates with successful research-based strategies, we also help them develop positive attitudes relating to students' potential and their own ability, as teachers, to impact student performance. Our graduates know that if they work hard, plan instruction based on student needs, and use performance data to modify their instruction, they can make a difference in each student's life. As a close-knit cohort program, our general education and education specialist candidates take methods courses side by side. This strengthens the general education candidates' exposure to strategies utilized to work with students with special needs as well as education specialist candidates' ability to provide strong core content instruction. We have also increased content coverage and content specific pedagogy in all 3 core phases of the program, Pre-Residency, Residency, and Post-Residency. Most recently, we replaced a more general educational theory course (Teaching/Learning Process IV) with an advanced content and pedagogy course. As the final credential course taken in the program, our intent was to focus on learning theory as it specifically relates to each core content area. For example, our advanced content and pedagogy course in science will be co-taught by Claremont Colleges STEM and Education faculty to help students reflect on their pedagogical practice in light of content specific learning theory, their previous years residency teaching, and their own analysis of their strengths and weaknesses based on the California Teaching Performance Expectations. We have several successful strategies to ensure our candidates are well prepared to address the needs of their students. 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. This project significantly impacts candidates' attitudes and academic expectations for diverse learners. Students are required to select five students to study in their first year of teaching including at least one EL student and one student with special needs. They analyze the students' academic background, interview the students, interview the parents, and then implement modified instructional plans to increase academic achievement. Results are analyzed in the final semester of teaching and the experience is reflected upon as it impacts their own philosophy of teaching. All candidates also take ED314: Differentiated Instruction for Meeting the Academic Needs of English Learners and Students with Special Needs. The ability to differentiate instruction to meet the needs of diverse learners is the foundation of good teaching. As such, this course is designed to provide candidates with critical theoretical and practical information on why and how teachers differentiate instruction for two key groups, English learners and students with special needs.
Concordia University	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.

Program name	**Describe your institution's most successful strategies in meeting the assurances listed above:**
Dominican University of California	The School of Education and Counseling Psychology uses assessment data and the California Commission on Teacher Credentialing (CCTC) accreditation process to measure success. The primary assessment data come from two sources. The first is the Teacher Performance Assessment data. Data from Teacher Performance Assessment and the related Teacher Performance Expectations (TPE's) are obtained and analyzed for program strengths and weaknesses. Making adaptations was identified for the most recent review based on assessment data. As a result, the lesson plan format used by teacher candidates was changed to include specific sections on second language learning and children with special needs. The result was a higher score by teacher candidates on their TPA tasks related to this topic. In addition, the School of Education has joined a number of private universities and colleges using the Center for Teacher Quality (CTQ) to gather information about the program from Dominican credential completers. When compared to our peer institutions, these data have confirmed that we are doing a good job in preparing candidates to work with students of diverse family backgrounds both sociologically and economically including ESL and students with special needs. The percent of credential completers hired within one year of completion exceeds the percent of the other private universities using the Center for Teacher Quality data. The Committee on Accreditation Board of Institutional Reviewers commended our Blended Liberal Studies Program for the strong connection between the students' core academic subjects and the liberal studies seminars in relating content and pedagogy. In addition, the Ukiah program was supported by the Board of Institutional Reviewers for its quality and commitment to meeting the needs of rural schools in Mendocino and Lake Counties. Dominican completers are in demand for teaching positions. One-third of all new first and second year teachers in Marin County are Dominican credential completers.
Fresno Pacific University	Three Exemplary Strategies: Local educational agency personnel participate annually in Fresno Pacific University'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 Learners, in collaboration with the Special Education Department. All prospective teachers, general education and special education teachers, take these courses. In addition, all candidates take the same course which addresses the needs of students with disabilities. Moreover, the university supports a strong articulation agreement between both divisions, thus allowing many students to complete both the general and special education credentials concurrently. In so doing, the university has developed a shared vision that all graduates will be prepared to work effectively with all students. The teacher education program is committed to preparing candidates to teach effectively in low-income schools, in both rural and urban areas. Fresno Pacific's home campus is located in southeast Fresno. The demographics of congressional area in which the university is located includes one of the highest rates of concentrated poverty in the entire nation (Brookings Institute). The program prioritizes student teaching placements in local schools; thus, our students have the opportunity to acquire the knowledge, skills and dispositions necessary to be effective teachers in high poverty schools that serve a high percentage of English learners as well as children who face significant learning, emotional, and socio-economic challenges. "Field-based assignments" such as "The School and Neighborhood Investigation" provide opportunities for candidates to develop a culturally contextual understanding of the work of teaching.
Hebrew Union College	We provide intensive course work and extensive 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.
Holy Names University	*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.

Program name	**Describe your institution's most successful strategies in meeting the assurances listed above:**
	*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 coursework supports providing instruction for English Learners. Assignment and field work are included. *Our mission of the university is aligned with the mission of the Education Department which is preparation for Urban schools. Values and strategies are in every course.
Hope International University	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. The Dean is the president of the board of education of the 10th largest school district in California. Information gathered from biweekly school visits is shared with faculty and staff, as well as current instructional strategies utilized by district teachers. 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 observations. Many courses require observation hours at local schools introduce students to our county's diverse student population.
Humboldt State University	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 California assessment system and overall issues related to student academic achievement. Training is designed to enable candidates to: know and understand the subjects of the curriculum at grade level(s); organize and manage a class or a group of pupils for instructional activities; organize and manage student behavior and discipline satisfactorily; prepare lesson plans and make prior arrangements for class activities; use an effective mix of teaching strategies and instructional activities; meet the instructional needs of students who are English language learners; meet the instructional needs of students from diverse cultural backgrounds; meet the instructional needs of students with special learning needs; communicate effectively with the parents or guardians of students; maintain positive rapport and foster students' motivation and excitement; think about problems that occur in teaching and try out various solutions; understand child development, human learning and the purposes of schools; understand how personal, family and community conditions may affect learning; learn about students' interests and motivations, and how to teach accordingly; get students involved in engaging activities and to sustain on-task behavior; use computer-based applications to help students learn curriculum subjects; use computer-based technology in class activities and to keep class records; monitor student progress by using formal and informal assessment methods; assess pupil progress by analyzing a variety of evidence including test scores; assist individual students in areas of their instructional needs in reading/math; adjust teaching strategies so all k-12 students have chances to understand and learn; adhere to principles of educational equity in the teaching of all students; use class time efficiently by relying on daily routines and planned transitions; and know about resources in the school and community for at-risk students/families. General education teachers are trained to teach students with disabilities and candidates are able to: know and understand federal and state laws that govern special education; assess students' interest and abilities using multiple assessment procedures; adapt curriculum to meet the learning needs of students with disabilities; use individual and group assessment information in planning appropriate lessons; plan instructional activities in integrated settings for students with disabilities; use teaching strategies validated by research as effective; use positive behavioral support techniques; monitor outcomes and modify instruction based on k-12 student accomplishments; develop student assessments that indicate progress toward IEP objectives; conduct educational assessments as defined in students' assessment plans; work with other teachers in inclusive school environments; and collaborate with para-educators in meeting students' instructional needs. Credential programs prepare teachers to promote educational equity and encourage multicultural understanding. This is accomplished in the context of providing second language students with English language development and equitable access to a quality education. Candidates participate in learning activities designed to assist prospective teachers in developing effective instructional and assessment practices for limited-English students. In credential coursework, candidates assess the oral skills of a student for accurate English phonology and morphology. The student is also assessed based on Krashen's natural order continuum of grammatical structures. In the development of lesson/unit plans, candidates are asked to relate core curriculum to students' background and interests. The core curriculum is

Program name	**Describe your institution's most successful strategies in meeting the assurances listed above:**
	adapted to meet the linguistic needs of k-12 students. In addition, candidates present teaching strategies that encourage limited English students' development of cognitive skills such as analytical thinking, evaluating, problem solving, and reaching sound conclusions based on data. Coursework is designed to promote cultural and linguistic sensitivity. Candidates develop lesson and unit plans that include specific modifications for English learner students, students with different intelligences and learning styles, at-risk students, and students with contrasting physical/mental abilities. The purpose of this coursework is for candidates to acquire skills necessary to deliver the content material using methods that reflect contemporary thought in teaching content area subjects to today's diverse student population. All models and strategies are examined with special consideration of the needs of all minorities, including women; African American, Latino, and Asian American students; ESL students; students with disabilities; and gifted and talented students. During student teaching at the school sites, University supervisors formally assess candidates in regard to their planning and use of appropriate strategies as they deliver instruction. University supervisors look for congruence between the objectives the candidates outline and the sequence of instruction. They also assess the effectiveness of the lessons in terms of the level of student engagement and involvement, the diversity of strategies utilized, the lack of bias in materials, and the utilization of activities that engage students of varied learning styles and modalities. Candidates use current theory on second language development to develop SDAIE lessons/units which incorporate effective instructional strategies for English-language learners. This activity includes the objective of promoting educational equity and encouraging multicultural understanding. Candidates review standards for English language learners and adapt core curriculum to students' diverse linguistic abilities. They assess a typical classroom and analyze verbal and nonverbal communication for classroom equity. Candidates are prepared to provide instruction to students from rural and urban schools. Coursework and fieldwork includes the observation and analysis of the psychological, economic, and cognitive factors that affect student motivation and learning. A specific assignment that relates to this goal is the development of an interview with a student and his/her parents. The purpose of this interview is to determine attitudes to school and learning English. Concomitantly, the candidate assesses the student's relationship with his/her own culture and the U.S. macroculture. Candidates also create a student/school profile. They focus on a specific student and gather information from the student and the student's family. The purpose of this assignment is to consider how best to meet the affective and cognitive needs of the student. Through school records, observations, and interviews, candidates write a 2-3 page profile of the selected student's linguistic and academic needs. University supervisors, in conducting clinical supervision with candidates, focus specifically on the candidates' abilities to create an inclusive classroom that fosters the success of the diverse students in their classrooms. Observations focus on candidates' competence and abilities in teaching linguistically diverse students. Diversity is also more broadly defined to include information on how well candidates succeed in creating a classroom that encourages participation and success of students from socioeconomic, cultural, and ethnic backgrounds, as well as students with disabilities. University supervisors and mentor teachers evaluate the candidates formatively and summatively in regard to their abilities to present material in a manner which challenges diverse interests; ensure all students have equal access to the curriculum; promote students' self-esteem, mutual respect, and involvement among students of varied backgrounds; exhibit and encourage respect for human diversity and individuality; model behaviors that demonstrate and promote cultural and linguistic sensitivity; and understand prejudice and implement strategies to prevent and/or reduce it.
La Sierra University	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	Candidates receive training in the above through course work, field experience, clinical practice, and professional development.
Mills College	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 name	**Describe your institution's most successful strategies in meeting the assurances listed above:**
	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.
Mount St. Mary's College	Our program meets the above assurances through a variety of means. One of our foundations courses requires students to do fieldwork in local schools and consider the needs of that community and school. They complete a textbook inquiry wherein they examine a State adopted textbook to ensure that they understand not only the State standards, but also the expectations and needs of local agencies and what instructional decisions they will face when they enter the classroom. Our programs use a standardized lesson plan that they practice using throughout the program and the Teacher Performance Expectations, adopted by the State, anchor all of our coursework. Our candidates in Special Education also take select courses from our General Education program, and we recently received a College grant to augment our General Education coursework to include additional focus on children with disabilities. Due to the requirements of our SB2042 program, we offer training in regards to working with limited English proficient students throughout our coursework. Fieldwork placements and coursework is designed to support candidates' abilities to work with a diverse student body, an essential focus for us since our candidates teach primarily in urban Los Angeles.
National Hispanic University	1.Students develop a lesson plans integrating the use of technology in Special Education courses, methods courses, and in the technology course. 2.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 through required coursework. 3. The special education course of study includes core subjects, instructional methods, EL training, general information on autism and other disabilities as identified in the IDEA references.
National University	National University serves the needs of California with 26 centers throughout the state (from San Diego to Redding) and on-line. Faculty working in the centers throughout the state understand the specific needs of that area. To build upon that expertise, as the curriculum is designed or revised, expertise from throughout the state as well as those representing special needs areas (English learners, and special education) are inv loved. Prospective general education teachers complete the California Teaching Performance Assessment (TPA). The four tasks of the TPA ask for specific modifications made in curriculum and assessment for a special needs learner and an English learner in addition to the rest of the class. Passing rates on the TPA tasks indicate that National University teacher candidates understand how to provide instruction to the learners noted in the assurances.
Notre Dame de Namur University	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	Through fieldwork, coursework and student teaching assigments.
Pacific Oaks College	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 included with special needs(at least one placement), Low Academic Performance Index (API) scores(at least one placement).
Pacific Union College	-Hands-on field experiences in real classrooms are the most powerful tools for learning all of the above. -Small seminars connected to field work where candidates have opportunities to receive one-on-one attention to questions they have regarding their field experiences.

Assurances *continued* – Traditional Programs

Program name	**Describe your institution's most successful strategies in meeting the assurances listed above:**
Patten University	Recruitment and acceptance of diverse candidates committed to teaching in their local schools. Diverse Faculty with experience and expertise in the inner-city schools.Curriculum enhanced in ELL & Special needs students, and Classroom management coursework and TPA tasks.
Pepperdine University	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.
Point Loma Nazarene University	Inclusion of LEAs During the 20010-11, 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	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	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.
San Francisco State University	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	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.
Simpson University	Students have field experiences that include EL, poverty and special needs students.
Sonoma State University	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. Secondary/Single Subject: The program has close ties with local and state agencies where graduates are likely to be hired. Forty-five hours of experience in an educational setting is an admissions requirement and students are placed in local classrooms for observation and student teaching experiences. A Community Advisory Board is comprised of teachers and administrators who advise our program on needs from the school sites

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	which is fed back to instructors who adjust their curricula to meet the needs of the site and to help inform candidates of the need new teachers are facing in the classroom. Newly credentialed teachers are invited to participate in panel discussions and are asked to give individual presentations in program courses about issues they face in the field. All students take EDSS 433: Teaching Adolescents With Special Needs. This introductory course presents theory, program concepts, and teaching practices related to students with special needs. Emphasis is placed on understanding and addressing the educational and social needs of secondary-aged students with disabilities as well as gifted and talented students. Our program coursework focuses on issues related to developmental needs of students from all socioeconomic backgrounds, races, and ethnic groups. Our approach to instruction focuses on English language learner strategies, collaborative instruction for all classrooms, and issues related to teaching in underprivileged and low socioeconomic settings. Our field placements are in schools that are in low socioeconomic settings.
St. Mary's College of California	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-income families. All coursework and field placement support focuses on the needs of the learner, the school and on learning how to make appropriate instructional decisions, as does the PACT Teaching Performance Assessment (distributed among 5 courses). Finally, the second student teaching placement takes place in a low performing or hard-to-staff school in a classroom with at least 25% English learners.
Stanford University	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 developing the following proficiencies: designing learning segments where students can access information relevant to the task through multiple representations, via different media, and in different ways; developing assessments that allow students to demonstrate their knowledge and understanding in multiple formats, orally and in writing; using different participant structures in the classroom to maximize student engagement; and engaging in inquiry and reflecting on their practice. Candidates develop the empathy and vision to see their students for who they are, the skills to address student learning strengths, interests and needs, and the commitment to continue working for students when inevitable obstacles are encountered. Candidates are expected to demonstrate these proficiencies in their university assignments, as well as in their work in the field. STEP's university-based and field-based curriculum is deliberately designed to provide opportunities for candidates to recognize the value of diversity in teaching and learning. Rather than teaching about race or ethnicity in ways that stereotype individuals as representatives of groups, STEP courses include readings about language, culture and socio-economic background in the context of classrooms, schools and communities. Candidates complete assignments and engage in discussions that help them confront their own biases, acknowledge different perspectives, and reframe their understanding of diversity and equity. Several courses target topics related to diversity and equity, such as ED167: Educating for Equity and Democracy, ED284: Teaching and Learning in Heterogeneous Classrooms, ED388A: Language Policies and Practices, ED285X: Supporting Students with Special Needs, and ED246A-H: Secondary Teaching Seminar and Elementary Teaching Seminar. In their clinical placements, candidates get to know their students through close interactions by observing, interviewing, instructing, and assessing work to understand students' lives and learning. Clinical placements enable candidates to work with expert practitioners who are knowledgeable, skillful, and committed to the academic success of all their students. Increasingly, faculty at placement schools have been working explicitly on an equity agenda through efforts to detrack classes and maintain an academically and intellectually challenging curriculum for all students. STEP's emphasis on learning to teach for social justice and to create equitable classrooms permeates its curriculum but receives focused attention in courses like ED167: Educating for Equity and Democracy and ED284: Teaching and Learning

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	in Heterogeneous Classrooms, and ED246A-H:Secondary Teaching Seminar and Elementary Teaching Seminar where candidates examine the social systems of society, school, and classrooms with the purpose of designing pedagogical interventions that counteract educational inequities. Language learning and literacy development are at the heart of the learning process for all students. Therefore, many STEP courses address the importance of teaching literacy and language across content areas, making content accessible to English language learners, and helping all students develop their capacity to read, understand, and use academic language as it is encountered in the classroom and in a range of texts and other materials. To acquire these understandings and skills, Single Subject candidates take the required course ED166: The Centrality of Literacies in Teaching and Learning, Multiple Subject candidates take the required course sequence ED228 E,F,G: Becoming Literate in School, and all candidates take ED388A: Language Policies and Practices. Field placements provide experience working with new English language learners. In addition, STEP candidates develop tools to work in heterogeneous classrooms with students who have a wide range of previous academic achievement, students with varying levels of English language proficiency, and students in mainstream classes who have specific learning difficulties.
The Master's College	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.
Touro University	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 Moderate/Severe Preliminary Level I preparation programs mirror the Preliminary Multiple Subject and Preliminary Single Subject programs in the essential aspect of providing an integrated preparation curriculum wherein candidates have the opportunity to examine and learn the elements of teaching in coursework based on thematic, comprehensive, multi-dimensional ideas, integrated with field experiences throughout the duration of the program. To teach effectively in general education and specialized settings demands that Education Specialist candidates exiting the preparation program are able to select, synthesize and prioritize knowledge, skills, and behaviors learned in their coursework and field experiences. Novice Education Specialists who struggle in the beginning of their careers typically are unprepared to bring coherence between and among the many ideas, legal responsibilities and strategies they have learned in their preparation programs and to integrate those elements into a unified professional practice. The program at Touro addresses this challenge in several ways. First, candidates take three classes at the beginning of the program that directly address these issues (EDU 770, Educational Psychology & Classroom Management; EDU 771, Teaching Diverse Learners; and EDU 772, Elementary Literacy & Planning Instruction). Second, coursework has assignments that are specifically focused on skill building that help to bring coherence to these issues. For example, in SEPS 791 (Positive Behavior Supports), candidates are exposed to the principles and ideas of Applied Behavior Analysis and classroom management. Then there are three assignments (conducting direct observation, conducting a functional assessment, and developing a positive behavior support plan) that provide candidates skills in applying these ideas and principles in an applied classroom setting. In a further effort to deal with the division between general education and special education teachers, teacher preparation candidates in all of the College of Education's programs take 15 units of coursework together (e.g., EDU 770 (Educational Psychology & Classroom Management), EDU 771 (Teaching Diverse Learners), EDU 772 (Elementary Literacy & Planning Instruction), EDU 718 (Inclusive School Environments for All Learners), and well as an elective from EDU 773 (Secondary Literacy & Planning Instruction), EDU 774 (Curriculum & Instruction Methods 1: Elementary Language Arts, Social Studies, Visual and Performing Arts), EDU 775 (Curriculum & Instruction Methods 1: Secondary), EDU 776 (Curriculum & Instruction Methods 2: Elementary Math, Science (Health/PE), or EDU 778 (Advanced Elementary

Program name	**Describe your institution's most successful strategies in meeting the assurances listed above:**
	Literacy Instruction). To support the disposition and ability of Education Specialist/Mild-Moderate and Moderate Severe Preliminary Level I candidates to view teaching as a holistic endeavor, rather than discrete actions unrelated to one another, the course sequence consists of courses taken together that covers the same content for all learners. EDU 770: Educational Psychology & Classroom Management 3 units EDU 771: Teaching Diverse Learners 3 units EDU 772: Elementary Literacy & Planning Instruction 3 units EDU 718: Inclusive School Environments for all Learners 3 units SEPS 701: Special Education – Students, Classrooms and Programs 3 units SEPS 791: Positive Behavior Supports 3 units SEPS 792: Assessment and the IEP Process 3 units In addition, the two courses focused on instructional methodology (SEPS 793: Instruction of Students with Mild/Moderate Disabilities and SEPS 794: Instruction of Students with Moderate/Severe Disabilities) sometimes combine their class sessions together. Each of the courses address essential understandings and skills required of an Education Specialist. While some courses are taken jointly by candidates for the Mild/Moderate and Moderate/Severe credentials, assignments and field experiences are often differentiated to target specific learning and competencies required by each credential. The courses serve as organizing structures to facilitate candidates' understanding of the complexities of teaching and immerse the candidates in actual practice situations that require application and reflection-in-action. The design of the College of Education's teacher preparation programs completely integrates field experiences into every course and blurs the arbitrary boundary between coursework and fieldwork, between theory and practice. Fieldwork requirements are tied into course assignments which are designed to be skill building activities that take place in the candidate's intern/student teaching placement. For example, in SEPS 791 (Positive Behavior Supports), the candidate completes a Data Collection Project, a Functional Analysis Project, and a Behavior Intervention Project where the skill development is developmental (e.g., students learn how to observe a challenging behavior, then how to complete a functional analysis, and then how to implement a positive behavior plan based upon the data collected). The importance of early and authentic field experiences cannot be overemphasized in Touro University - California College of Education's preparation program design; it is a defining characteristic of the program. As Yost, Sentner and Forlenza-Bailey (2000) suggest, fieldwork must be construed as more than simply the opportunity for candidates to apply what they have learned in their coursework. The field experiences must be accompanied by candidates' analyses of their own belief structures, most of which were formed and persist in a culture of traditional teaching practices. It can be difficult to break familiar patterns, embedded notion and conventions and the most deeply imbedded influences on teaching practice stem from earlier experiences as learners. Touro University – California's College of Education has a vision to change the culture of schools by changing the practice of the teachers who work within those schools so that historically underserved students, including students identified for special education services, have full and equal access to education opportunities. Field experiences tied into course assignments and are designed to give candidates the opportunity to uncover hidden assumptions and, with deliberation, begin making teaching decisions that are data driven and in becoming proactive rather than reactive teachers. Assignments are designed to be skill building and able to be implemented in the intern/student teaching placement of the candidate. Each of the courses includes dedicated time for the discussion and analysis of assignments completed as part of the field experiences, and candidates have ample time to reflect on personal understanding resulting from their clinical experiences. Candidates are supported through their field experiences by the guidance of their instructors(s), their supervisor, and the Program Chair.
United States University	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.

Program name	**Describe your institution's most successful strategies in meeting the assurances listed above:**
University of California, Berkeley	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	Coursework and student teaching experiences occur concurrently in order to provide credential candidates with a context to understand and apply course content.
University of California, Irvine	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 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; ED345/347 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.
University of California, Los Angeles	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	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.
University of California,	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

Program name	**Describe your institution's most successful strategies in meeting the assurances listed above:**
San Diego	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	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 to experiences with race, social class, gender, sexual orientation, and (dis)ability. Teacher's perceptions of what students need to know, and how that subject matter should be taught, are also affected by their own (continually developing) understanding of subject matter, the identities and experiences of their students, and the kinds of activities and experience which are afforded by the norms, routines, and policies of the classroom, the school and the community. One way of understanding the process of learning to teach is as one in which these four "practical" elements are continuously integrated and re-integrated in new and more sophisticated ways as the candidate undergoes new experiences. The UCSB program reflects an intentional composition of experiences which challenge and support the candidate to undergo exactly this kind of a process: integrating, evaluating and reconstructing their understanding of themselves, their students, the subject matter, and the milieu of practice over the course of the program year. The purposeful and interrelated nature of the coursework and fieldwork dimensions of TEP is accomplished through several strategies, beginning with a strong philosophical and theoretical commitment to a practice-oriented theory of teacher professional development (Lave & Wenger, 1991). It also includes careful attention to personnel selection, program decision-making, allocation of resources, curriculum planning, and evaluation. Each of these policies and practices is discussed below: Philosophical/theoretical stance. A core assumption on which TEP is based is that learning to teach not just a cognitive process, nor a process of acquiring new behaviors, but a process which integrates both these and other changes in the ways a neophyte teacher participates in the practices of the school setting. While a wide variety of tools and experiences (including those which are delivered in coursework) may be very useful to candidates' efforts to participate more completely in the routines and activities of the public school classroom the developmental outcome of interest has to do with the quality and quantity of changes in participation. A program with this as a core assumption would structure itself in ways that allow it to pay very close attention to the relationship between what happens in coursework and what happens in the public school classroom. We do. Personnel. Virtually every instructor in TEP has a substantial level of direct experience as a classroom teacher. This means that we all have experienced the process of learning to teach. Many of our staff have overlapping roles, teaching both coursework and doing field supervision of candidates. Supervisors are routinely recruited from the ranks of passionate and highly experienced veteran teachers. All of this contributes to a strong programmatic focus on practicum/coursework connections. Dialogue and decision-making. Field supervisors and course instructors are all involved in major program curriculum decisions, as well as in regular staff meetings related to running the program on a day-to-day basis. These faculty meetings are an important place for developing and maintaining a common understanding of

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	expectations for students, including those for assignments linking courses and practicum work. For example, a regular agenda event in TEP faculty meetings which has developed over the past two years is entitled "Windows on Our Practice", in which a course instructor or fieldwork supervisor will present what s/he is doing for discussion and analysis. At quarterly faculty day-long retreats, all faculty (that is, both course instructors and supervisors) major program development, planning and evaluation activities. These activities are usually preceded by collaborative analysis of candidate data, in order to inform our program development. Partner School site meetings are conducted regularly to support extension of these kinds of communication linkages to Cooperating Teachers. Finally, both MST and SST programs hold regular meetings of all Partner Schools to discuss major program issues, including those emerging from specific courses and assignments . Concurrent coursework and practicum are designed into all major phases of the program. This allows coursework assignments to be generally carried out in classroom contexts. This critical practice allows several important things to happen. First, course instructors are able to appraise the extent to which candidates are able to transfer concepts and practices modeled and discussed in course sessions into the context of their practice as teachers. Second, University Supervisors and Cooperating Teachers, being on-site, can play an active role in mediating each candidate's interpretation and application of what s/he has learned in coursework. The structure and content of the MST and SST programs are designed with both a theoretical and practical sense of how teaching competence develops over time in the context of increasingly complex opportunities and demands for participation in authentic work (Lave & Wenger, 1991). In general, the program is structured to include both conceptual/theoretical and practice-oriented activities and responsibilities in all major phases of the teacher preparation process. However, the balance of focus shifts gradually from coursework to classroom over the course of the year. This both challenges and supports candidates to integrate theory/practice tensions and considerations into all of the contexts of their learning to teach experiences across the program. In the first summer session, candidates are engaged immediately in reading, discussion and inquiry related to foundational concepts underlying practice in public education classrooms. Even before public schools start, candidates are working in classrooms-participating in limited, but authentic, teacher work. This peripheral participation gradually increases over the course of the fall quarter, culminating with a one week take over of teaching responsibilities in the classroom. Winter quarter begins, again, with somewhat limited teaching expectations, recognizing that a period of acclimation, learning of new routines and practices, and relationship building is necessary before candidates can (or should) be responsible for full teaching assignments in their new practicum placements. Spring quarter is devoted predominately to classroom teaching. (Developmental changes in candidate responsibilities and performance expectations are documented in the "Teaching Candidate Performance Record" in the MST Handbook, p. 35ff, and in "Roles and Responsibilities for Student Teachers, in the SST Handbook). Candidate assessment is also structured developmentally, with students accountable for increasingly complex performances in the context of Credential Portfolio reviews conducted throughout the program year. The year concludes with what is called the Credential Portfolio Conversation. In this process candidates present and evaluate evidence of their professional growth and achievement over the course of the year, including evidence that they have met each of the Teaching Performance Expectations. The broader CSTP standards framework is used to consider plans for future professional development in the context of 2042 induction programs such as BTSA and others. This conversation is intended, in part, as an affirmation that learning to teach is a life long developmental process-one that doesn't end with graduation! The UCSB program is structured at every level to reflect the knowledge base for teaching and teacher education as articulated in the California Standards for the Teaching Profession, the Teaching Performance Expectations, and the California K-12 Content Standards. Candidates' work in the program is framed further by attention to contemporary issues of schooling within the California context, areas addressed as topics in courses (see e.g., the summer foundations curriculum below) and within supervised teaching. To illustrate both the content and the developmental nature of the program, the following is a quarter-by-quarter summary of the program curriculum, beginning with pre-program requirements. Prior to Credential Year Undergraduate subject matter, program prerequisites, and pre-professional preparation: Prerequisites for admission to TEP emphasize demonstration of subject matter knowledge, demonstration of academic excellence (3.0 minimum G.P.A.), completion of pre-professional field experiences in a public-school classroom, and

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	completion of necessary state requirements. Subject matter knowledge may be demonstrated through either an approved sequence of subject matter coursework aligned with the California K-12 content standards, or through-passing an approved subject matter test (CSET). Candidates are expected to begin developing an understanding of public school students and the practical contexts and activities which define the work of public school teaching by completing a minimum of 60 hours of observation and participation in a public school classroom. Admission requirements include an essay, which asks students to reflect on their personal experiences and to articulate a sense of personal mission and rationale for their choice of a teaching career. Additionally, all applicants are interviewed. Prerequisite courses, to be taken prior to entry into the program, provides candidates with an introduction to basic issues of health and safety related to classroom teaching (ED 109) and an introduction to educational technology (ED 103). For the MST program, two courses in mathematics for elementary teachers are required prerequisites to assure that all MST candidates are well grounded in the mathematics of the California elementary curriculum (see syllabus for Math 100A and Math 100B). The Credential Year The Curriculum reflects the following major categories: Methods and Procedures Pedagogical content methods and procedures for specific content areas. Theory, Practice, and Research Courses on learning and teaching theory and research contextualized in classroom and school practice. Special Learners Theory, research, and methods courses specific to learners with special linguistic or other needs. Student Teaching/Field Experience Course units tied to field experience which increase as candidates progress to greater teaching responsibility (note increase in units across quarters). Professional Issues Weekly seminars—held at both school and university sites—taught by site- and content-supervisors as well as in-house K-12 coordinators. The seminars run throughout the academic year and address issues directly related to candidates' work in classrooms, in their schools, and in their schools' communities. Summer All candidates begin the program as a cohort in the summer, engaging in a foundations curriculum that also has the only courses where MST and SST candidates are mixed (ED 268 and ED 330). The purpose of the foundations curriculum is to introduce candidates to the research, theory and practice related to issues of schooling, culture, language, and learning for students of different ages and Assurances backgrounds. The summer completes with an introduction to classroom management that helps students work with peers to develop their "teaching presence" prior to their first day in the classroom. Fieldwork and secondary methods courses also begin in summer session because K-12 schools begin before the university fall quarter begins. MST courses summer: ED 268: Found of Teaching (4) ED 261: Lang & Culture in Teach & Learn (4) ED 264: Child Dev & Learn (4) ED 330: SCWriP (2) ED 370: Prof Issues (1) ED 340: Student Teach (3) ED 318: Found of Academic Lang (2) ED 326: Practicum in Class Mgmt. (2)

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	SST courses summer: ED 261 Culture, Language, & Learning ED 268 Foundations of Education ED 263 Psychological Foundations of Education: Secondary ED 319 Linguistics for Teachers: Secondary ED 330 Writing Project approaches to teaching composition, K-College ED 327 Practicum in Classroom Management ED L 321MProcedures for Teaching Literacy: Secondary ED 321 Secondary Content Methods (Taught per subject area: English, Foreign Language, Math, Science and Social Science) ED 341 Student Teaching Secondary Schools (Per subject area: English, Foreign Language, Math, Science and Social Science ED 371 Professional Seminar in Teaching Secondary School (Taught per subject area: English, Foreign Language, Math, Science and Social Science) The Credential Year: Fall As mentioned above, both MST and SST programs candidates are enrolled in coursework and fieldwork experiences concurrently throughout the academic year. This offers an ideal context in which students may test and evaluate concepts and practices presented in courses in the context of their practical work with public school students. Fall fieldwork is half time, and starts the week before public school begins, as candidates work with cooperating teachers to prepare for school. During early fall, observation and limited direct teaching are the focus of candidates' responsibility. By the end of the fall quarter, candidates are expected to take over teaching responsibilities completely for one week. The fieldwork is closely supervised by both a university supervisor and experienced classroom teachers (both a Cooperating Teacher and an In-House Coordinator at the Partner School). Candidate progress is regularly evaluated 1) by supervisors and cooperating teachers with the use of observation notes and video, 2) by university instructors through assignments designed to assess and build on skills and knowledge developed over time, and 3) by candidates themselves through self-evaluations and portfolio artifacts organized around the Teaching Performance Expectations. Cooperating teachers, university supervisors and the candidate meet twice in the fall (once at mid term and once at the conclusion of the fall placement) to hold a "Three Way Conference" in which candidate progress is evaluated and new goals are set for subsequent practicum work. Formative assessments in Fall coursework prepares students for the Performance Assessment for California Teachers, and for elementary candidates marks the first in their series of PACT assessments. MST Fall Courses Candidates in the MST program work in one public school classroom half time during the Fall Quarter at either the primary (K-3) or upper (4-6) elementary level. They complete their first PACT assessment in Literacy with a focus on lesson planning. In addition, they complete the following courses during the Fall Quarter: ED 265A M.ED. (1) ED 360F: ELD/SDAIE(2) ED LA 320F: Read/LA(3) ED 324: Technology (4) ED 312: Context for Child Dev & Learn (2) ED 362: Excep Child (4) ED 340 Student Teach (5) ED 370: Prof Issues (1) SST Fall Courses

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	Candidates in the SST program work half time in public school classrooms, completing two 8-week placements at the middle school, junior high or high school level. In addition to their placements in subject matter classes (history, math, etc.) they have one period per day in which they are placed in a "literacy" classroom, in which the focus of instruction is on basic academic skills. These placements are made in classrooms that include English language learners and other students with special needs. They begin lesson design and formative work for PACT in the Curriculum Design course. Concurrent with their practicum work, students take the following courses: ED 265A M.Ed. students (1) ED 361F: ELD/SDAIE (2) ED 325: Technology (3) ED 323F: Instructional Design (1) ED L321F: Literacy (1) ED 343: Lit Field Exp (1) ED 371: Prof Issues (1) ED 321F: English, Math World Language, Science Content Methods (3) ED HSS 321F: Social Science Content Methods (1) ED 341 Student Teaching (5) ED 313: Context Adol. Dev. & Learning (2) ED 208 English students only (4) The Credential Year: Winter In Winter Quarter, students begin with concentrated time on campus during January. The weeks of January in MST are spent in a series of art, music and PE workshops. In SST it is devoted to guided curriculum development work within content areas, as secondary candidates prepare to teach courses in the their practicum sites for the second semester. Both SST and MST start new practicum placements at the end of January when the second semester begins for k-12 schools. MST candidates are in placements three-quarter time and SST are in for the full day, taking complete teaching responsibility of at least one course for the full semester. All candidates also prepare for the full Teaching Event of PACT, which is supported by several courses as indicated below. Students complete the following courses during Winter Quarter: MST Winter Courses Students spend half time in their practicum during this quarter. They continue with their PACT assessments in Social Studies Methods focusing on classroom assessment, and in Mathematics Methods and Curriculum Design where they complete the full Teaching Event in Mathematics. Practicum activities are coordinated with the following courses: ED 265B: M.ED. (1) ED 360W: ELD/SDAIE (1) ED LA 320W: Read/LA (2) ED 322 Instructional Design (4) ED M320: Math (4) ED 340 Student Teach (5) ED 370: Prof Issues (1) ED HSS 320W: Soc Science (2)

Program name	**Describe your institution's most successful strategies in meeting the assurances listed above:**
	SST Winter Courses Secondary candidates return to half time practicum placements in February, where they begin to teach the courses they have prepared during January curriculum development workshops. Their Curriculum Design course builds on fall lesson planning and teaches assessment analysis and curriculum design in preparation for PACT. Their overall practicum activities are coordinated with the following courses: ED 265B: M.Ed. only (1) ED 361W: ELD/SDAIE (1) ED 323W: Instructional Design (3) ED 363: Exceptional Adol.(4) ED L321W: Literacy (2) ED 343: Lit Field Exp (1) ED 371: Prof Issues (1) ED 381 BCLAD only (4) ED HSS 321W: Social Science Content Methods (1) ED 341 Student Teaching (7) ED 292C Math Students only (4) The Credential Year: Spring Spring Quarter is devoted primarily to full time student teaching for both MST and SST. However, assignments from their ELD/SDAIE courses initiated during Fall and Winter Quarters are completed in the context of their full time student teaching during this period. A summative review of candidate performance is carried out by the university supervisor, the candidate, and one or more Cooperating Teachers in late May or early June (Credential Portfolio Conversation). MST Courses Spring In the context of their student teaching assignments, MST candidates complete their PACT in Science as well as the following courses: ED 265C: M.ED. (1) ED 360S: ELD/SDAIE (1) ED 266: Special Topics Teaching (4) ED S320: Science (4) ED 340 Student Teaching (11) ED 370: Prof Issues (1) ED HSS 320W: Soc Science (2) SST Courses Spring ED 265C: M.Ed. only (1) ED 361S: ELD/SDAIE (1) ED 266: Special Topics in Teaching (4) ED 343: Lit Field Exp (1) ED 371: Prof Issues (2) ED HSS 321S: Social Science Content Methods (1) ED 341 Student Teaching (9) ED 317 Social Science Students only (4) ED 286ST Science Students

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	We use the Teaching Performance Expectations framework as a basis for reviewing candidates' performance in each of their student teaching placements. Summary evaluation of each candidate's development as a teacher is framed around these standards (including related TPEs, as well as data from the Teaching Performance Assessment) in the context of a dialogue with the cooperating teacher(s), university supervisor and the student, at the end of the spring student teaching assignment. Experiences specific to California's English Learner Population How to effectively teach English Learners is a hallmark of the program. First and foremost, all Candidates are placed in a Partner School. The partner school model insures that only schools with a diverse student body and with English Learners are sites for clinical experiences. Candidates' work with English Learners starts immediately with the beginning of their program in summer foundations courses (e.g. in "Culture, Language and Learning", "Foundations of Learning", "Educational Psychology" and "Linguistics for Teachers") and continues throughout the entire academic year with a three-quarter course in "ELD/SDAIE Methods". Embedded in both university coursework and in field experiences in the Partner Schools, are multiple opportunities for Multiple Subject (MST), Educational Specialist (ESC) and Single Subject (SST) credential candidates to learn purposes, goals, and content of the adopted instructional program(s) for the effective teaching and support of English Learners; and candidates understand the local and school organizational structures and resources designed to meet English Learner (EL) students' needs. In ED 360: ELD/SDAIE Methods and Procedures (MST and ESC) and ED 361: ELD/SDAIE Methods and Procedures (SST), credential candidates have a field assignment in which they investigate the EL programs at the school sites where they are placed. They interview school site and district personnel in order to determine (1) how many designated English Learners are at their school site, (2) how the English Learners are identified and (3) what services are provided for these students. They then schedule observations to determine which of the program models are being employed at the site (e.g., Content-Based ELD, push-in or pull-out ELD, Transitional Bilingual, Newcomer, etc.). Specifically, candidates investigate the demographics of the school site in regard to English Language learners, the English language proficiency levels of students, and the various ELD programs offered at the school site (e.g., push-in, pull out, in class small group ELD instruction, whole group "leveled" programs by EL proficiency levels, and newcomer program). Candidates document where they obtained the demographic information and EL proficiency levels (e.g., SARC, school website, interviews with teacher or principal) so as to navigate how to obtain important information regarding the student population at their school sites in order to meet the specific needs. As part of the TEP Lesson Design Frame, required for all course-embedded lesson assignments and for formal lessons, credential candidates must articulate the context for which they are designing the instruction. They therefore must be apprised of local school organizational structures and resources designed to meet the needs of designated English Learners with whom they are working (hence the assignment described in the preceding paragraph). Articulation of context is also required of credential candidates on the Performance Assessment for California Teachers (PACT) Teaching Event. While this is not scored, it is required that credential candidates identify locally situated resources to support optimal learning for designated English Learners. In the elementary "Reading/Language Arts Methods" and the secondary "Multicultural Literacy" courses, credential candidates examine different program components that address the needs of English Learners: Alternative Waiver Programs (Bilingual Education), English Language Development (ELD), Content-Based ELD, and Specially Designed Academic Instruction in English (SDAIE). They participate in an in-class assignment whereby they learn the distinguishing characteristics of ELD, Content-Based ELD and SDAIE, and apply the new learning to case profiles of English Learners, determining which approach or approaches would be most appropriate for each case. They also must provide the justification for their recommendation. In this way, instructors and peers can confirm or clarify the decisions and thus deepen their understandings of philosophy, design, goals and characteristics of school-based organizational structures designed to meet the needs of English Learners. On-site Coordinators (school-based supervisors) and university supervisors work together to assist credential candidates to observe a variety of practices and programs, which they may not see otherwise. The fundamental concept is that a placement is at a school, not just in a specific classroom. For example, as might be

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	expected, not every Partner School classroom includes the services of instructional aides, specialists and parent volunteers. On-site Coordinators are able to assist candidates to observe and discuss issues that arise related to management of support personnel, pull-out programs, and other specific practices that may not be used in their own classroom placement. Moreover, the clustering of student teachers at Partner Schools allows candidates opportunities to work in one another's field placement classrooms for the purpose of gaining experiences that may not be available in all classroom settings. Experiences specific to California's Special Education Population 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 ED 362 and secondary is ED 363), candidates receive instruction and perform classroom assignments on conducting task analytic assessments, applied behavioral assessments (specifically as related to School-Wide Positive Behavior Supports), and curriculum-based assessment, specifically progress monitoring with curriculum-based measures (as related to Response-to-Intervention, or RTI, systems). In addition each candidate completes a comprehensive case study of a child with identified special education needs, including assessment results relevant to referral and placement, instructional design and evaluation. (See course syllabus for ED 362, including the case study assignment specific requirements). In the SST course in special education, a similar set of readings and assignments focus on assessment skills. For example, candidates are required to attend both a Student Study Team and IEP meeting, and to report on both specific assessment procedures and how these are woven into programmatic decisions for children. Candidates also complete a case study of a student with identified special education needs. The special issues attending second language acquisition and assessment of learning, including assessing the learning of children with disabilities, are taken up in the "ELD/SDAIE" and the "Culture, Language and Learning" courses. In these courses, candidates are taught how to use results from English Language assessments (CELDT) to plan appropriate instruction, as well as how to modify generic assessment strategies for appropriate use with English language learners, including those with disabilities (more on this below under teaching limited English Proficient Students). In all methods courses in TEP, students are required to plan adaptations to classroom assessments to make them appropriate for students with special education needs. The TEP Lesson Design Frame used in all course- and field- work requires candidates to note adaptations. This assures that the specialized assessment strategies, which are taught in ED 362 and ED 321 SPS are applied in the context of each candidate's work in the general education classroom. Candidates in both SST and MST progress are taught to use a wide variety of special instructional materials, technologies and teaching methods to differentiate classroom experiences for students with a wide variety of special needs. As with other curriculum issues related to special education, our approach includes focused coursework, infusion of requirements and supports in all methods courses, and assigned field work experiences to provide candidates with a comprehensive introduction to both theory and practice of special education in the general classroom. In the special education courses, candidates complete an extensive set of readings, which present a wide variety of instructional strategies and resources for various types of instructional needs. For example, in ED 362 "Introduction to Exceptional Children" candidates learn about the principles of direct instruction, cognitive behavior modification, strategy training, and a "core intervention model, " developed at UCSB that combines elements of direct instruction and "system of least prompt" strategies for adapting instruction to individual needs. Candidates all learn about existing and emerging assistive technologies to support inclusion of students with disabilities in general education activities. In both courses, students are required to extend and evaluate their understanding of specialized instructional materials, techniques and resources through developing and implementing instruction for a student with special needs in the context of a case study assignment. Finally, all candidates are expected to draw upon these resources (readings, class presentations, web resources) to design and implement lesson adaptations for students with special needs in the context of each and every one of TEP methods courses, and the fieldwork component of the program. This assures that concepts, techniques and specialized materials introduced in the special education coursework will actually be applied systematically and pervasively in the emerging practice of these regular class teachers.

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	Candidates in TEP are required and supported to include systematic planning, implementation and evaluation of instructional designs and accommodations which insure that students with special needs, including both those with disabilities and students who are gifted and talented, can access and participate in the core academic curriculum of the classroom. The requirement that students develop these skills is embedded in the TEP Lesson Design Frame. A detailed examination of this lesson planning protocol shows that candidates are required to identify and plan for at least one specific student with special developmental needs (either a gifted/talented student or one with disabilities) for every lesson they teach while in the program. Supports to enable students to meet this rigorous requirement are embedded in all methods courses, as well as the courses focused on special education. For example, in the Reading and Language Arts course in MST (ED LA - 320) students are systematically taught a specific reading instructional strategy during each class session (see "Stories and Strategies" in syllabus for ED LA 320). After each strategy is presented, candidates are put in small groups to discuss - -adaptations that could be used with that strategy for students with special needs. In SST, the course in Literacy (ED 321) also provides opportunities for candidates to plan accommodations for students with special needs in the context of secondary content courses,-as well as special developmental classes. Similar planning and evaluation strategies for students with special needs are embedded in every methods course in the program. In addition to these experiences, the focus courses on special education within MST (ED 362) and SST (ED 363) provide students with both general planning strategies (material on "Universal Design" are embedded in readings, Web resources, and Case Study Assignments) and specific ideas for adaptations and accommodations relative in insuring the students with widely heterogeneous abilities and needs have access to the core curriculum (e.g., Site Accommodation Assignment). TEP students begin to develop an understanding of the philosophical and theoretical rationale for social integration of children with disabilities in the Social Foundations of Education course (ED 268). In this course they read and discuss perspectives on disability as a socially constructed experience. The essence of this approach to understanding the sources of disability is recognition that, while many disabilities are associated with physical or mental "conditions", the problems people with disabilities experience in their lives are equally grounded in how other people respond to those conditions. In ED 268 TEP students consider the socio¬cultural sources of those responses, and the ways in which children may learn to interpret and respond to human differences in the classroom. Perhaps most important, in ED 268 TEP students begin to explore and discuss the ways in which the well being and learning of the most vulnerable children in a public school classroom is inextricably tied to the well being of every child in the classroom. Practical strategies and tools for supporting the social integration of children with disabilities in the regular classroom are given special focus in the course in special education (ED 362 for MST, ED 321 for SST). In these courses, students read extensively about strategies for supporting the social inclusion of children with disabilities. For example, in ED 362, TEP students read and discuss Turnbull, Turnbull, & Wehmeyer (2010; especially chapter 2) on "Ensuring progress in the general education curriculum through universal design for learning and inclusion" as well as specific illustrations and recommendations for every category of disability in following chapters. Candidates also learn about how to build and implement school-wide positive behavioral support strategies in support of inclusion of all students with disabilities in general education activities. In ED 321, the entire text (Turnbull, et. al) is structured around the theme of inclusion. In addition, class session focus on strategies such as Circle of Friends, cooperative learning groups, social skills training and other approaches to promoting positive social relationships between children with disabilities and their nondisabled peers. Finally, practicum assignments from both special education coursework (see Case Study assignments for both ED 362 and ED 321) and practicum seminars require TEP students to plan lessons and other classroom experiences in consideration of the social integration of children with disabilities into both academic and non-academic activities. For example, in ED 371 students discuss and problem solve around specific classroom situations and challenges involving children with disabilities. They implement a variety of strategies to promote a general climate of respect and support for developmental differences among students, including class meetings, cooperative learning groups, and positive behavioral supports.

Program name	**Describe your institution's most successful strategies in meeting the assurances listed above:**
University of California, Santa Cruz	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. Learn effective teaching strategies for meeting the needs of Special Education/EL needs of students. Teacher candidates are also taught the principles and methodology of effective processes designed to provide students with full access to the core curriculum. In their student teaching placements, candidates work with identified special education and English Language Learner students to implement and reflect on these principles and methods. Relevant assignments include case studies, informal assessments and lesson planning to meet student needs (e.g. accommodations and adaptations for special education students and the Sheltered Instructional Observational Protocol for English Learners). Identified needs of Local Education Agencies/Training linked with the needs of schools and the instructional decisions new teachers face: Many of the local schools in which our student are placed have a high number of English Language Learners. Therefore, in addition to Education 203, Multiple Subject Methods of English Language Development, and Education 204, Single Subject Methods of English Language Development, above, each of our methods and theory courses have at least one session that focuses on meeting the needs of English Language Learners in the content areas. In addition, candidates learn strategies to best address the needs of low income students in rural & urban settings through coursework and in rural settings through their student teaching experience in low income rural schools. Many of the schools in which students are placed are identified as "low-performing" schools. Therefore, the local educational agencies have strict requirements to ensure that teachers implement the following: standards-based instruction, State adopted textbooks, use of benchmark assessments and district instructional pacing guides. The student teacher supervisors work closely with the candidates as they work to incorporate these and other processes into their daily instruction. In addition, through student teaching seminar, candidates have multiple opportunities to reflect on the demands of working in low income, rural settings. In Education 207, Social Foundations, students identify the challenges involved in effectively teaching in urban and rural schools. In both 207 and 205/206, Teaching and Learning in Diverse Society, candidates receive training on how to effectively linguistic and cultural diverse youth in urban and rural setting During student teaching field placements, all teacher candidates participate in Beginning, Intermediate and Advanced Student Teaching Seminars. Students are divided into cohorts by credential type (Multiple Subject/Single Subject) and subject area. The Student Teaching Seminars are lead by experienced K-12 teachers on-loan from or recently retired from local educational agencies. They have extensive experience working in low-income, rural schools and a high degree of awareness of the needs of local educational agencies
University of LaVerne	The University of La Verne provides two courses to teacher education students instructing them on strategies and techniques to work with limited English proficient students. The RICA exam is required for all Multiple Subjects teacher credential candidates.
University of Phoenix	University of Phoenix's College of Education implements strategies at the program level, as well as at the course level, to successfully meet the assurances listed above. The College builds its programs on research conducted by its Academic Affairs staff and by campuses concerning state and national standards, current policies, and national/state/local trends, issues, and needs. College Academic Affairs staff are in continuous communication with state education officials, campus administrators, and faculty members to address the implications of policies, trends, and issues for new programs, or for revision of programs and courses. The College believes that it has professional accountability to its candidates and to the students whose lives they impact. Candidates learn from experienced practitioners who are knowledgeable about research, issues, and best practices in the field. In addition, the College is committed to preparing teachers for a diverse community of students. Candidates are supported in designing, implementing, and reflecting on effective instruction for all students. The College offers dedicated courses that address diverse learners, and threads instruction of diverse learners throughout its courses in content, assignments, and field experiences. In field experiences and in student teaching, selecting and teaching in varied demographic settings is emphasized. To ensure relevance and currency of its programs and courses, the College continuously gathers and analyzes program and course level data about candidates' educational experiences and utilizes the results for program re-design and revision, faculty development, and the mentoring and counseling of candidates. Data may be

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	obtained from course-based assessments, field experience and clinical practice evaluations, grade point averages, professional/state-mandated examination scores, and candidate self-assessments. This assessment process encourages the development of innovative academic programs that provide candidates with the knowledge, skills, and dispositions needed to teach all learners.
University of Redlands	Our SB2042 credential program integrates the above assurances throughout all courses.
University of San Diego	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	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. Now in its second year 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 and subjects. In partnership are the University of San Francisco, San Francisco Unified School District, San Francisco Education Fund, Stanford University, United Educators of San Francisco, and Americorp. SFTR is designed to train aspiring teachers who are committed to teaching in urban public schools in math, science, and Spanish bilingual literacy.
University of Southern California	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	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 opportunities to experience the curriculum in K-12 classrooms. All special education candidates receive training in adapting core subjects in the curriculum for the general classroom.
Vanguard University	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 60.2% English Language Learners and 78.5% of their students are classified as Socioeconomically Disadvantaged (2010-2011 school statistics). As part of our multiple subject reading courses, our teacher candidates are partnered with two elementary students. Once a week, the teacher candidates tutor two elementary students in reading, while being supervised by our reading faculty and other reading support providers. After the tutoring sessions, teacher candidates meet with the reading instructors to discuss the elementary students' progress and to strategize for the following week. Teacher candidates have the opportunity to learn how to teach reading and then given the opportunity to practice what they have learned on the weekly basis at the elementary school site. As a result, the reading skills of the elementary students are improving and the teaching of reading skills of our teacher candidates are solid as reflected in their passing scores on the RICA examination.
Western Governors University - CA	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	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

Program name	**Describe your institution's most successful strategies in meeting the assurances listed above:**
	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 needs and current conditions of schools in the local area and beyond. Special Education Teachers: Non-applicable. Westmont does not prepare Special Education teachers. Training for disabilities: Compliant. All teacher candidates complete a course in Special Education for the Classroom teacher. Westmont's course is regularly taught by a local practicing and experienced professional with a graduate degree. Among other evidence considered, all candidates demonstrate their preparedness to work with students with disabilities on the California Teaching Performance Assessment. Training for LEP: Compliant. This is a major and pervasive theme in our program, unsurprising given the demographics of Santa Barbara-area schools, where over half the student body is classified Latino and significant numbers of students with limited English proficiency are present in all schools where candidates are assigned to student teach. All teacher candidates complete a course on theories and practices relevant to working with students for whom English is a Second Language. All methods courses incorporate additional input on this topic, and incorporate assessment measures related to working with students for whom English is Second Language. Among other evidence considered, all candidates demonstrate their preparedness to work with students with disabilities on the California Teaching Performance Assessment. Training for low-income families: Compliant. Working with students from low-income families is a major theme in the required course on Cultural Diversity, where among other considerations, all students read and write in response to Ruby Payne's A Framework for Understanding Poverty. Urban/Rural: Compliant. Westmont's graduates go primarily into urban and suburban schools, rather than rural schools, but we expose students to wide variety of classroom conditions, through our e-mentoring program, among other strategies.
Whittier College	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, socio-economically, and linguistically diverse. A second successful strategy is to recruit students, faculty and staff that are representative of our rich cultural environment. Future teachers take coursework with peers and from instructors who mirror the K-12 populations in local schools.
William Jessup University	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 program currently approved or accredited?	State approved or accredited your program?	Accredited by NCATE?	Accredited by TEAC?	Accredited by Other organization?	Specify Other Organization	Is your program currently under a designation as "Low-performing" by the state?
Alliant International University	Yes	Yes			Yes	WASC	No
Antioch University Los Angeles	Yes	Yes			Yes	HLC	No
Antioch University Santa Barbara	Yes	Yes			Yes	HLC/NCACS	No
Argosy University	Yes	Yes					No
Azusa Pacific University	Yes	Yes	Yes				No
Biola University	Yes	Yes			Yes	Assoc of Christian Schools International	No
Brandman University	Yes	Yes			Yes	Seeking NCATE	No
California Baptist University	Yes	Yes					No
California Lutheran University	Yes	Yes	Yes		Yes	WASC	No
California Polytechnic State University, San Luis Obispo	Yes	Yes					No
California State Polytechnic University, Pomona	Yes	Yes			Yes	CCTC	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
California State University, East Bay	Yes	Yes	Yes				No
California State University, Fresno	Yes		Yes		Yes	CCTC	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

Institution	Is your program currently approved or accredited?	State approved or accredited your program?	Accredited by NCATE?	Accredited by TEAC?	Accredited by Other organization?	Specify Other Organization	Is your program currently under a designation as "Low-performing" by the state?
Chapman University	Yes	Yes		Yes			No
Claremont Graduate University	Yes	Yes					No
Concordia University	Yes	Yes					No
Dominican University of California	Yes	Yes					No
Fresno Pacific University	Yes	Yes			Yes	WASC	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, CTC	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
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	CCTC	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

Institution	Is your program currently approved or accredited?	State approved or accredited your program?	Accredited by NCATE?	Accredited by TEAC?	Accredited by Other organization?	Specify Other Organization	Is your program currently under a designation as "Low-performing" by the state?
Santa Clara University	Yes	Yes			Yes	WASC	No
Simpson University	Yes	Yes			Yes	CCTC	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
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	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 - CA	Yes	Yes	Yes		Yes	NWCCU	No
Westmont College	Yes	Yes					No
Whittier College	Yes	Yes					No
William Jessup University	Yes	Yes			Yes	WASC	No

Institution	Does your program prepares teachers to			
	integrate technology effectively into curricula and instruction	use technology efectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learing
Alliant International University	Yes	Yes	Yes	Yes
Antioch University Los Angeles	Yes	Yes	No	No
Antioch University Santa Barbara	Yes	Yes	Yes	Yes
Argosy University	Yes	Yes	Yes	Yes
Azusa Pacific University	Yes	Yes	Yes	Yes
Biola University	Yes	Yes	Yes	Yes
Brandman University	Yes	Yes	Yes	Yes
California Baptist University	Yes	Yes	Yes	Yes
California Lutheran University	Yes	Yes	Yes	Yes
California Polytechnic State University,	Yes	Yes	Yes	Yes
California State Polytechnic University,	Yes	Yes	Yes	Yes
California State University, Bakersfield	Yes	Yes	Yes	Yes
California State University, Channel	Yes	Yes	Yes	Yes
California State University, Chico	Yes	Yes	Yes	Yes
California State University, Dominguez	Yes	Yes	Yes	Yes
California State University, East Bay	Yes	Yes	Yes	Yes
California State University, Fresno	Yes	Yes	Yes	Yes
California State University, Fullerton	Yes	Yes	Yes	Yes
California State University, Long Beach	Yes	Yes	Yes	Yes
California State University, Los Angeles	Yes	Yes	Yes	Yes
California State University, Monterey	Yes	Yes	Yes	Yes
California State University, Northridge	Yes	Yes	Yes	Yes
California State University, Sacramento	Yes	Yes	Yes	Yes
California State University, San	Yes	Yes	Yes	Yes
California State University, San Marcos	Yes	Yes	Yes	Yes
California State University, Stanislaus	Yes	Yes	Yes	Yes
CalState TEACH	Yes	Yes	Yes	Yes
Chapman University	Yes	Yes	Yes	Yes
Claremont Graduate University	Yes	Yes	Yes	Yes

Institution	Does your program prepares teachers to			
	integrate technology effectively into curricula and instruction	use technology efectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learing
Concordia University	Yes	Yes	Yes	Yes
Dominican University of California	Yes	Yes	Yes	Yes
Fresno Pacific University	Yes	Yes	Yes	Yes
Hebrew Union College	Yes	Yes	Yes	Yes
Holy Names University	Yes	Yes	Yes	Yes
Hope International University	Yes	Yes	Yes	Yes
Humboldt State University	Yes	Yes	Yes	Yes
La Sierra University	Yes	Yes	Yes	Yes
Loyola Marymount University	Yes	Yes	Yes	Yes
Mills College	Yes	Yes	Yes	Yes
Mount St. Mary’s College	Yes	Yes	Yes	Yes
National Hispanic University	Yes	Yes	Yes	Yes
National University	Yes	Yes	Yes	Yes
Notre Dame de Namur University	Yes	Yes	Yes	Yes
Occidental College	Yes	Yes	Yes	Yes
Pacific Oaks College	Yes	No	No	No
Pacific Union College	Yes	Yes	Yes	Yes
Patten University	Yes	Yes	Yes	Yes
Pepperdine University	Yes	Yes	Yes	Yes
Point Loma Nazarene University	Yes	Yes	Yes	Yes
San Diego Christian College	Yes	Yes	Yes	Yes
San Diego State University	Yes	Yes	Yes	Yes
San Francisco State University	Yes	Yes	Yes	Yes
San Jose State University	Yes	Yes	Yes	Yes
Santa Clara University	Yes	Yes	Yes	Yes
Simpson University	Yes	Yes	Yes	Yes
Sonoma State University	Yes	Yes	Yes	Yes
St. Mary's College of California	Yes	Yes	Yes	Yes
Stanford University	Yes	Yes	Yes	Yes

Institution	Does your program prepares teachers to			
	integrate technology effectively into curricula and instruction	use technology efectively to collect data to improve teaching and learning	use technology effectively to manage data to improve teaching and learning	use technology effectively to analyze data to improve teaching and learing
The Master's College	Yes	Yes	Yes	Yes
Touro University	Yes	Yes	Yes	Yes
United States University	Yes	Yes	Yes	Yes
University of California, Berkeley	Yes	Yes	Yes	Yes
University of California, Davis	Yes	Yes	Yes	Yes
University of California, Irvine	Yes	Yes	Yes	Yes
University of California, Los Angeles	Yes	Yes	Yes	Yes
University of California, Riverside	Yes	Yes	Yes	Yes
University of California, San Diego	Yes	Yes	Yes	Yes
University of California, Santa Barbara	Yes	Yes	Yes	Yes
University of California, Santa Cruz	Yes	Yes	Yes	Yes
University of LaVerne	Yes	Yes	Yes	Yes
University of Phoenix	Yes	Yes	No	Yes
University of Redlands	Yes	Yes	Yes	Yes
University of San Diego	Yes	Yes	Yes	Yes
University of San Francisco	Yes	Yes	Yes	Yes
University of Southern California	Yes	Yes	Yes	Yes
University of the Pacific	Yes	Yes	Yes	Yes
Vanguard University	Yes	Yes	Yes	Yes
Western Governors University - CA	Yes	Yes	Yes	Yes
Westmont College	Yes	Yes	Yes	Yes
Whittier College	Yes	Yes	Yes	Yes
William Jessup University	Yes	Yes	Yes	Yes

Program name	**Provide a description of how your program prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.**
Alliant International University	Each teacher credential candidate is required to demonstrate proficiency in the integration of technology into the classroom prior to recommendation for an initial teaching credential. The university's course on Technology in the Curriculum has been designed to work in tandem with other courses in the Teacher Education program, with assignments that reinforce concepts covered in class and providing adequate practice of those concepts. Candidates are trained to be proficient in the software, multimedia tools and programs for classroom administration so that they can effectively integrate these components into student learning and effective management of the classroom. To assure understanding and the ability to successfully integrate technology, candidates are required to create a Technology Integration website that includes a multimedia project, personal website and student assignments directly related to the candidate's teaching situation. Assignments in seminar courses also require that candidates explicitly show how to embed technology into the curriculum to support learning and achievement.
Antioch University Los Angeles	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	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. Students are required during their PACT (performance evaluation) activities to collect, manage, and analyze data to improve their instruction.
Argosy University	All of Argosy's teacher preparation courses are heavily infused with the most current approaches to enhancing student learning through the use of technology. Through the use of Class Live Pro, all students become proficient at utilizing real time technology to download course content, upload presentation materials, and collaborate with their colleagues state-wide. Such an approach allows the candidates to take those skills and apply them to their own teaching experience over time. Syllabi requires candidates to integrate technology into their lesson plans, especially with respect to the learning needs of second language learners and special needs students. As such, they become proficient Power Point presentation development, utilizing the web for instructional purposes, and teaching critical analysis of Internet content to include various data affecting education.
Azusa Pacific University	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. Guest speakers introduce candidates to assistive technologies available to students with special needs. The Special Education staff and leadership team collaborate bi-monthly as well as ongoing through Skype, email, small group conferences to remain on the cutting edge and current innovative educational practices.
Biola University	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 document 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

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	introduced to assistive technologies available for special needs students, mentally challenged students, or physically handicapped students and have the opportunity for hands-on experience with these technologies. Teacher candidates are introduced to online grading systems used by school districts in the surrounding area and the skills necessary for analyzing student assessment data. Teacher candidates gather information from state and district web sites to discover trends in standardized test results, SES, language abilities, community demographics and educational background of parents. This data provides the basis for candidates to make recommendations to improve teaching and learning. Teacher candidates practice various ways of adapting curricula such as using digital recorders, PowerPoint presentations, and video clips in order to provide greater access to the curriculum for English language learners. Teacher candidates practice the use of technology as it applies to engaging students in specific content areas and thus providing a connection to real life situations.
Brandman University	Candidates in the credential programs 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. In EDUU 511-Collaboration for Inclusive Schooling candidates learn about assistive technologies appropriate for students with special needs. Candidates examine and use WebQuests in EDUU 512- The Art and Craft of Teaching. Technology is also integrated into each of the core content courses of the credential programs. In the special education program candidates use computer based programs such as DIBELS and Chart Dog and learn how to use various software programs for analyzing the results from standardized assessments such as the Woodcock-Johnson assessment battery. 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. Blended courses provide candidates with an opportunity to use a variety of technology tools including threaded discussions, wikis, blogs, voice boards, videoconferencing and online tutorials.
California Baptist University	Integrating Technology Candidates are prepared to integrate the following technologies into curricula and instruction: - Cameras (e.g., digital, video, and document) - Operating system software (i.e., Windows, Mac OS, Linux) - Applications software (i.e., word processing, spreadsheets, database management, presentation software) - Computer managed instructional software (e.g., grade keeping, database queries, productivity software, etc.) - Computer assisted instructional software (e.g., assistive technology, electronic portfolios, etc.) - Types of educational software (i.e., drill and practice, tutorials, problem-solving software, simulations, microcomputer-based laboratories, multimedia applications, educational games) - Ethical issues (Privacy Invasion, Computing Inequities, Information Overload, Security: Hacking and Cracking, Computer Viruses, Student Internet Safety Issues, Netiquette Issues, Plagiarism & Copyright Issues) - Internet research skills (application of search engines, subject directories, meta search engines and Boolean logic) - Various technology tools (Web 2.0 applications, assistive technology, smart classrooms, collaboration tools) Collecting, Managing, & Analyzing Data Candidates are instructed in the use of computer applications such as spreadsheets and databases for the following tasks: - Designing format for data entry - Inputting data - Developing formulas and functions (spreadsheets)

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	- Performing queries to filter comparison data (databases) - Creating summative reports for feedback purposes and to inform/modify instruction Universal Design Candidates are introduced to the concept of universal design through the following activities: - Multimedia-based assistive technology projects - Discussion of ergonomics, classroom/lab configurations ensuring equal access
California Lutheran University	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 upload their course assignments on an electronic course management system (BlackBoard and TaskStream), which requires a working knowledge of word-processing, cutting /pasting, uploading, and linking skills. The Graduate School of Education uses TaskStream, an electronic depository for signature assignments, Teacher Performance Assessments (TPAs), 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 of computer literacy and know how to: • Operate a computer • Find and use software applications such as Word • Access the Internet • Utilize email In the Special Education programs, all faculty and teacher candidates use Blackboard as their course management system. In the (elementary) English language skills and reading development course, Multiple Subject candidates research various Internet sites as possible resources for technology-related materials, such as those available on the site established by the American Library Association displaying literary award winners. In that same course, Multiple Subject candidates are required to include methods of evaluation as well as adaptations for Universal Access and intervention strategies, and a description of computer technology applications that are aligned with Reading/Language Arts standards that add value to student learning. In another course, elementary teacher candidates develop a lesson plan to integrate technology into the content area. The lesson plan must include learning goals for both content area and technology and must include an activity for the K-12 student to produce a digital artifact. In the secondary course covering the planning and methods for content standards, secondary teacher candidates learn basic methods of planning and instruction. Candidates are required to plan lessons for their student teaching with an emphasis on increased academic achievement in the secondary school that includes technology enhanced methods and strategies necessary to develop achievement in all learners. Teacher candidates in the (secondary) literacy and language course use technology to teach reading comprehension strategies and skills during fieldwork placement. Technology resources are used to assist students in the 7-12th grade access grade-level content material in order to activate background knowledge, make connections within and across disciplines, synthesize information, build fluency, and evaluate content area documents. They incorporate into the lessons a variety of informational texts that include reference works, such as magazines, newspapers, and online information; instructional manuals; consumer, workplace, and public documents; signs; and selections listed in Recommended Literature, Pre-Kindergarten

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	Through Grade Twelve. In the study of leadership theories, classroom management, discipline and lesson planning, Single Subject candidates explore classroom management strategies and legal decisions through Internet searches as well as identifying and developing a deeper understanding of universal access strategies. The candidates are required to create a database for resources as part of their teacher preparation and becoming a classroom teacher of record.
California Polytechnic State University, San Luis Obispo	Special Education candidates use technology in coursework and fieldwork. In Fall quarter, candidates use the SEIS software program in field sites to create individualized educational programs for K-12 students. In Winter quarter, candidates create graphs to depict the data they are collecting during their inquiry projects and learn about assistive technology that helps K-12 students access the curriculum. In Spring quarter, candidates use PowerPoint technology to present information from their inquiry projects. Candidates learn to design instruction that is accessible for all students, especially those with mild/moderate disabilities. In coursework and fieldwork assignments, candidates learn how to design instruction for all students as well as how to adapt instruction so that students with a wide range of abilities can access the curriculum. In all courses, Multiple Subject (MS), Single Subject (SS), and Agriculture Specialist (AGED) candidates are introduced to and apply instructional technology through presentations and projects. University courses include online quizzes, discussion boards, and electronic data collection. School-site programs make use of computer software programs, presentation programs, and SMART board technologies. Technology is also embedded in the specialty areas in two forms: a formal class (EDUC 480) and/or threaded throughout the curriculum (EDUC 400 series). During student teaching, candidates address the use of technology in their teaching through the Individual Growth Plan (MS) or the Teaching Performance Expectations Formative/Summative Assessments (SS & AGED), which are reflective assignments that require candidates to address their strengths and weaknesses, identify resources, and create a plan for improvement. The MS assignment was designed to mirror the current yearly growth plan required of local school teachers with an emphasis on technology. In addition, Multiple Subject and Agriculture Specialist candidates complete a Portfolio, which is designed to allow candidates to present examples of their work, including an in-depth unit of instruction (with rationale, goals and objectives, differentiation of instruction, lesson planning, use of technology, assessment, and accommodation of diverse learners). In summative evaluations, candidates are expected to reflect on the planning, implementation, and assessment of the unit of instruction and to synthesize what they have learned. For the PACT Teaching Event, MS and SS candidates use a web-based system (Tk20) to collect, manage, and analyze data to inform teaching practice and to evaluate learning.
California State Polytechnic University, Pomona	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 and delivery. Technology is also used to manage instruction with teacher candidates and to provide experiences within courses on effective teaching and learning in online environments. Blackboard course management software is commonly used in local school districts as well as being the platform of choice in the university. The key to its use is both learning to use the tool--- and using the tool to learn. Credential programs are exploring better ways to use Educational Results Partnership (www.edresults.org) , a meta database that contains demographic and achievement data from local schools presented in a variety of ways from the classroom level to the school, district, and county levels. Candidates

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	look at aggregated student learning data, comparing low performing schools in the region, and map school profiles as methods to learn about improving school and student performance.
California State University, Bakersfield	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.
California State University, Channel Islands	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. In a collaboration with Google, CI faculty have received funding and support to expand the integration of technology in their instruction using Google tools and a variety of applications from other providers. Many of these strategies are easily adapted for use by our candidates, despite the varying levels of technology that might be available from their employer. Universal design is being utilized as a key component of instructional planning and Google has funded a faculty project to help facilitate an expansion of its use. Teaching and learning with technology is incorporated throughout each program, however, the opportunities to practice in local schools varies greatly across the school districts with many low tech and some high tech. Our candidates complete a teacher performance assessment through which candidates must collect data, manage and analyze data about their teaching and use the data reflect on the improvements that are needed to improve their teaching and the learning of the students in the class. The teacher performance lesson plans, videotape of lessons, data analysis, and reflections are all deposited electronically. We also rely on our school partners to prepare teachers to manage data (classroom data) via the specific data management systems that they have in place. Universal design is implemented in the lesson planning process and all programs incorporate the principles of universal design in lesson planning and instruction. We examine the effectiveness of teaching with technology across all programs by assessing candidates at the end of program annually on the California standards for integrating technology into teaching.
California State University, Chico	•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 and supplementary aids in instructional design for individuals with disabilities. Principles and practices of the use of technology in the classroom including distance communication; selecting appropriate hardware and software for assessment and data collection purposes; instructional strategies; the enhancement of critical thinking and problem solving skills; and assistive technology to meet the needs of students with disabilities. Technology for professional development is also emphasized.

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	Universal Design for Learning (UDL) incorporates collaboration, technology, and dissemination of content and process. Our candidates are prepared to apply the principles of UDL that includes accessibility-related issues that interfere with student success. New and more accessible technologies and accommodations are presented in course content to assist all types of learning styles. Many university course websites are now developed with universal design elements embedded into the syllabus and course content
California State University, Dominguez Hills	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 in dialogue. The program has also adopted TaskStream, an online system that allows candidates to create and submit assignments as part of the Performance Assessment for CA Teachers (PACT). Regarding Universal Design for Learning, all methods courses in each program follow similar templates for lesson planning, and these include prompts to plan for students with special needs and for those who are English learners. Candidates learn to apply multiple strategies to address the learning needs of all children in the classroom, including the use of realia and manipulatives, graphic organizers or representations, and small-group guided learning activities. A recently-awarded TTT grant will fund development of an online teacher preparation program, and we expect this to spur faculty engagement and candidate skill and capacity in new areas of technology.
California State University, East Bay	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	Teachers are prepared to integrate technology through required coursework as well as through modeling the effective use of technology by faculty and supervising teachers. The required coursework in technology includes outcomes related to collecting, managing, and analyzing date to improve teaching and learning and to ultimately increase student achievement. Principals of universal design for learning are incorporated in both the required technology coursework as well as the required coursework in teaching students with special needs. As part of the CSU's Center for Teacher Quality, data is annually gathered by surveying graduates and their employers one year after completion. The data gathered from these surveys include analyses of technology knowledge and skills and are reviewed by faculty and used to make continual improvements in coursework and programs.
California State University, Fullerton	All programs integrate at least the following: (a) Powerpoint for instructor and student presentations; (b) Word for instructor and student documents; (c) LMS 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.

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	Department of Special Education: The use of technology is incorporated throughout the education specialist credential program in all three program areas. The following are examples of specific assignments embedded within credential coursework: • SPED 433: Language Arts/Reading Instruction in Public Schools - students evaluate reading software • SPED 432: Mathematics and Science Curriculum and Instruction in Elementary Schools - students 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 436: Literacy for Early Childhood Special Education - use a variety of interactive books and assistive technologies to teach emergent literacy to young children • SPED 482A and B: Curriculum and Methods for Individuals with Mild/Moderate and Moderate/Severe Disabilities - use of specific websites for IEP development and writing objectives • SPED 520: Assessment in Special Education - use of computer assisted scoring for standardized tests • SPED 504: Advanced Proficiency in Educational Technologies – use of a variety of assistive technologies to support students with disabilities Department of Secondary Education: Candidates participate in online chat and discussion in EDSC 440S (General Pedagogy of Secondary School Teaching); utilize Word Processing and PowerPoint skills in the development of portfolio materials; develop technology-embedded instructional and assessment materials in EDSC 442 (Teaching in the Secondary School) and EDSC 449S (Seminar in Secondary Teaching); and utilize these skills and knowledge in their student teaching experience. Candidates are shown how to select and implement appropriate technological resources for specific concepts. Emphasis is placed on sequencing activities according to students' prior experiences, level of academic achievement, and developmental stage. Principles of Universal Design are emphasized in EDSC 440S and 442 by exposing students to strategies and technologies they should use to ensure learning is accessible to all students. All candidates who complete EDSC 304 (Personal Proficiency in Educational Technology for Secondary Teachers) to meet their computer technology requirements participate in the Intel Teach to the Future program. This exceptional program addresses content standards and national technology standards in every activity. Intel Teach to the Future is part of the Intel® Innovation in Education initiative, a global, multi-million dollar effort to help realize the possibilities of technology education. Participating teachers receive extensive training and resources to promote effective technology use in the classroom. As of July 2010, over 1,700 Cal State Fullerton Single Subject Credential Candidates who successfully completed EDSC 304 are part of that population. Note that candidates may also demonstrate fluency in the skills required by the CCTC (met by passage of EDSC 304) through successful passage of the appropriate CSETs. Department of Elementary and Bilingual Education: Beginning spring 2010, every EDEL credential candidate must participates in a technology boot camp. This opportunity provides our candidates with an overview of the various pieces of technology that they will be expected to utilize throughout the program. We want our candidates to be open, excited and interested in technology. This boot camp allows them to learn how to use technology without the pressure of learning the pedagogy with the technology. They are taught to the use Smartboards, proscopes, flip cameras, digit camera, ELMOS and Turing point technology. During the boot camp we plant the seed for how to use these items to help to engage and enhance student learning. All of our credential courses include at least one of these elements to further reinforce what is learned during boot camp. In addition, beginning in 2010-2011 academic year, every teacher candidate, faculty member, and master teacher had the opportunity to participate in

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	an art/technology Saturday series. Faculty, students and master teachers were invited to 8 workshops through the year to learn a variety of method to integrate art and technology in the classroom. These free workshops included concepts such as creating flip charts, digital storytelling and more. Courses require students to utilize Wikis, Google docs, on-line surveys and quizzes linked from Blackboard or Titanium. Both Google docs and Wikis can be created as spreadsheets to organize data so that students can reference and use as a resource. We discuss how these instructional tools engage students and ask them to work collaboratively on projects and construct their understanding while connecting to their field experience. In EDEL 435 (Mathematics Curriculum and Instruction in Elementary School Teaching), EDEL 436 (Science Curriculum and Instruction in Elementary School Teaching), and EDEL 437 (Social Studies Curriculum and Instruction in Elementary School Teaching), candidates collect information through the use of digital cameras, video cameras, proscopes and virtual investigations. Candidates then use this information to post data collection for analysis by classmates. Candidates learning has improved as our integration of such technologies has become more routine and accessible by faculty and students. Lesson planning is clearly one element required throughout the program. A requirement for a number of these lessons is to include technology. The teacher candidates must demonstrate, through documentation, that they have taken into consideration their students' prior learning experiences and knowledge. An example can be taken from EDEL 437 (SocialStudies) where candidates are asked to develop a unit that they will teach during a student teaching experience (EDEL 439: Student Teaching in the Elementary School). During this unit, candidates must include lessons that include technology components with which their students will be engaged. The types of technology components will vary. Most, however, include a Web-based element where Web sites are incorporated into lessons. An example is having students take "virtual field trips" on the Web by visiting museums and other geographic location Web sites to view images of these locations. The use of the Web can enhance and support student learning by bringing the world "alive" for students who do not have the opportunity to visit these locations in person. In addition, all candidates utilize TaskStream for the creation of lesson plans. TaskStream (www.taskstream.com) is a customizable assessment management and performance based instruction tool. There are several courses that include online sessions (EDEL 451: Community, School and Classroom Issues, 452: Health & Mainstreaming and 453: TPA support). This online requirement allows candidates to demonstrate competency in the use of computer hardware and the Internet. Candidates are introduced to varying computer-based methods to manage and communicate records in the credential program. These methods include Microsoft Excel, grade-book software, and Web-based grade-book sites. For example in EDEL 430 (Foundations of Elementary School Teaching), candidates are introduced to a variety of common grade-book software used by classroom teachers. Candidates are given the opportunity to try out and assess record-keeping software. Candidates are encouraged (and often required by master teachers) during their student teaching experiences to maintain classroom grades and records using digital grade-books. To further ensure that teacher candidates are able to utilize technology in their courses and the field, beginning fall 2011, all candidates have the opportunity to check out laptop computers for personal use as long as they are in the program. We strongly believe that all of these elements begin to address issues of equal access. In teaching our candidates a variety of techniques to engage students, our candidates will better meet the needs of all students. Candidates work with technology allows them to present work using a variety of methods which means they are more likely to address a variety of student needs. For our candidates, we are also concerned about accessibility. First and foremost the use of Blackboard and Titanium in all of our courses allows our work to be more accessible for all candidates. Posting assignments, PowerPoint lectures and syllabi are our first steps to improving accessibility and ensure equality. In addition, over the past year faculty participated in two ATI (Accessible Technology Initiative) trainings and all syllabi are now ATI accessible. Over the next year we will move to making support items accessible. Faculty will continue to participate in online training to ensure this change.
California State University,	Candidates in the Education Specialist program are prepared to effectively use technology. All students take an instructional technology course as a prerequisite. Additionally, several of our courses include 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. All

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Long Beach	Education Specialist assessment and methods courses address the importance of Universal Design for 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 in the related pedagogy courses. During the fieldwork experiences, candidates observe mathematics instruction including the use of technology in an elementary/middle school classroom or computer lab at a time when mathematics is addressed. In many of the urban schools in our local area, computer equipment is not available to all children. The candidates, then, will have first-hand experience of the "digital divide" and will have opportunities to discuss this issue in class as well as reflect upon it in their written assignments. Student teaching also provides opportunities for students to demonstrate mastery of Excel software to create databases, charts, and graphs to record and analyze student data. In the Single Subject program candidates take a co-requisite educational technology course in which they study in-depth how to use technology as a teaching and administrative tool, and how to bring issues of 21st century technology into the secondary classroom. Applications and understanding of computer technology are integrated into all core courses through classroom learning activities, assignments and fieldwork experiences. In many of the urban schools in our local area, computer equipment is not available to all children. The candidates, then, will have first-hand experience of the "digital divide" and will have opportunities to discuss this issue in class as well as reflect upon it in their written assignments. Signature assignments in courses throughout the program and student teaching provides opportunities for students to demonstrate mastery of video cameras, smart boards, charts, data bases, graphs and the ability to use data to analyze student learning and teacher effectiveness.
California State University, Los Angeles	The Charter College of Education (CCOE) asks all candidates entering the elementary (multiple subject), secondary (single subject) and special education (education specialist) 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 four (4) different performance assessments, California Teaching Performance Assessments (TPAs)that measure the application of their knowledge, skills and disposition. 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, including the use of Skype, blogs, podcasts, online threaded discussions and chats, and other related technologies. The California State University (CSU) Center for Teacher Quality (CTQ) assists each CSU campus, including CSULA to collect data from credential program completers and their principals about how well prepared they are once they have been teaching for a year. These data are reviewed by the campus administration and the faculty for purposes of ongoing program improvement.
California State University, Monterey Bay	Candidates are required to complete a course in technology for all programs, at the preliminary level of the credentialing process.
California State University, Northridge	Faculty model the use of technology in every day instruction by using Moodle 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 Michael D. Eisner College of Education continue to support faculty and students in developing their technology skills. 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

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	Secondary Education department offers a masters in Educational Technology. The college continues to increase the number of hybrid and on-line courses. The preliminary and professional administrative services credential programs are offered on line as well as "stateside". Technology is also used in assessing all teacher preparation candidates through PACT (Performance Assessment for California Teachers) in which Task Stream is used for the submission of Teaching Events. The entire candidate assessment system in the college is electronically based, including entrance interviews, disposition assessments, student teaching evaluations, cooperating teacher and candidate evaluations of the student teaching experience, and follow-up studies.
California State University, Sacramento	All of the Sacramento State, College of Education credential candidates are required by state standards to learn how to effectively integrate technology in curriculum and instruction and to utilize it for purposes of data collection, management and analysis focused on improving teaching and learning. This is accomplished in our programs through a required technology course and infusion of the knowledge and skills required throughout methodology courses and student teaching. Our electronic portfolio tool, Taskstream, meets Universal Design guidelines, and UDL principles are taught and supported in other courses. Our belief is that technology should assist educators in “redesigning” their curriculum to meet student learning needs.
California State University, San Bernardino	All candidates must complete a Technology proficiency pre-requisite. Technology is infused throughout all curriculum and coursework.
California State University, San Marcos	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. We have begun a systematic effort to provide significant professional development to all faculty in the area of technology instructional tools so that course instructors regularly model effective instruction through appropriate use of technology tools.
California State University, Stanislaus	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	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-discussions throughout the course of the program. In total, candidates are required to participate actively in a minimum of 15 curriculum related discussions. In addition, the structure of the program requires that candidates become proficient with a variety of online tools to create lesson plans and instructional units, develop electronic portfolios, and compile and distribute shared curriculum resource collections.

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	Each of the subject-specific all day seminars (language acquisition, reading, science, mathematics, visual and performing arts, and physical education) models the use of a variety of technologies for teaching and learning. Presenters address the use of technology in subject-specific pedagogy, and candidates leave the seminars with technology resources for application in the classroom. Candidates are required to develop lesson plans in all content areas and include resources for integrating technology. For example, in Technology and Mathematics, candidates view Internet-based resources to develop instructional strategies to incorporate appropriate use of technology into mathematics instruction. Later in Using Technology to Increase Caregiver Communication, candidates prepare a plan for effective communication with caregivers using technology to enhance classroom management. They develop a virtual field trip for their students. This activity requires that candidates find one or more resources their students can "visit" virtually and that they structure the field trip in a way that is engaging and instructive for the students, along with being aligned to the standards of one or more disciplines. Candidates must also learn to apply their technology skills and knowledge to manage teaching and learning in the multiple subject classroom setting. The instructional resources on the course website include an "Assessment Toolbox" which provides students with tools and experience in practicing electronic assessment. Candidates are expected to maintain an electronic gradebook during supervised clinical experience. The program uses flip cameras to conduct e-Supervision of clinical practice. The video artifact of the teaching episode enables the supervisor and the candidate to return to the lesson multiple times in the subsequent reflective dialogue about teaching and learning. The program is in the process of developing procedures to annotate the video lesson to archive exemplary practices and to take the reflective probes deeper. The final requirement of the program—the development of an electronic portfolio for the purpose of communicating one's professional competencies to an external audience—is the culminating example of the pervasiveness of electronic communication and the consequent development of such skills in the CalStateTEACH program. Candidates explore access to technology and the digital divide through the lens of gender, race and ethnicity, socioeconomics and disabilities. Candidates access the International Society for Technology in Education to evaluate the national standards. Candidates read Lewis and Doorlag (Teaching Special Education Students in a General Education Classroom), access Internet resources (IRIS modules) and use research studies to learn how to use technology to support special needs and gifted and talented students. Throughout the program, candidates are expected to find appropriate resources to support their instruction, discover resources that their students can use directly, and learn web and school-based management tools, especially as they pertain to assessment and the resulting instructional refinement.
Chapman University	The educational application of technology is a theme integrated throughout credential courses. There is also a specially designed course that 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	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 core technology tools such as document cameras, smart boards, and multimedia presentation tools such as LCD projectors and are asked to create standards-based curricular units that utilize these tools. 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

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	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 applications for grade recording and address the use of technology in their specific classrooms. In the Spring [in EDUC 330: Innovative Technology for the Elementary Classroom, EDUC 331: Innovative Technology for the Secondary Classroom, and EDUC 332: Innovative Technology for the Special Education Classroom] technology takes center stage. These classes address California's Level I technology standards in a time-efficient manner so that Level II standards can be explored. In these classes, all candidates complete three core assignments-in-common: 1) Technology 101. This assignment/ assessment involves having the candidates demonstrate in a time-efficient manner their understanding of basic software and hardware operation. 2) The Inventory Project. This assignment has the candidates research their respective district's polices, and practices regarding technology. They locate and make sense of their sites' technology plan and answer the questions related to procedures, students, teach-teachers, and assistive technology. 3) Technology infused lesson plan that includes a multimedia instructional project (not PowerPoint) and a web quest. For this assignment, candidates design a multimedia project that integrates content standards; utilizes technology to facilitate instruction and student learning; considers the students' various ELD and SPED issues (and provides appropriate modifications); considers the students' various reading levels; promotes collaborative learning; and has a rubric-based assignment. To showcase the technology skills learned in EDUC 330/331/332, the candidates create multimedia presentations related to a core text, Con Respeto, in another spring course (EDUC 305/606/305-SP). TEIP Faculty and Staff also model the use of technology in the teaching of our classes. For example, we utilize a content management system called SAKAI (which allows all stakeholders to archive/retrieve articles, participate in asynchronous and live discussions, track events, send out messages, etc.), and our teachers utilize a variety of technology in their own teaching (including but not limited to multimedia presentations, video, web-based programs). The university has an "audio-visual department" that allows teacher candidates to borrow (free of charge) a variety of hardware (i.e., cameras, videos, projectors, etc). Additionally, there is a well-equipped computer lab that our candidates have access to from 8:30am - 11:30pm, 7 days a week. To instruct our candidates on using data on student learning to inform instruction, a core section of our ethnographic narrative project described earlier requires all candidates to utilize academic and personal information gathered on 5 students to design individualized education plans. Student progress is tracked and candidates reflect upon how their use of this data impacted their teaching and their students' learning.
Concordia University	Students complete an online course ("Technology Literacy for Teachers") during the first semester of their formal education courses. They are required to demonstrate the ability to collect, manage, and analyze data with the goal of improving their teaching practice and student achievement. Principles of Universal Design for learning are embedded throughout our formal core education courses. Universal Design elements are introduced during the course entitled "Planning and Assessment for Inclusive Classrooms" and is also embedded during the advanced methods courses taken in the second semester of coursework.
Dominican University of California	All four elements are in place. Technology is integrated into all of the Education classes, specifically with the Multiple and Single Subject credential programs. Students must take and pass a specific Technology course. That course requires learning and practice with specific programs that are used in K-12 Schools. Additionally, all of the Professional Education courses utilize technology and this is described in each course syllabus. Students must use databases for research, the electronic blackboard to communicate with instructors and classmates and students present their work electronically in classes. When candidates are formally assessed with the California Teaching Performance Assessment (TPA) they access and respond to that assessment on-line. The data from those Assessments is analyzed and used for program revision and improvement.
Fresno Pacific	The program prepares teachers to integrate technology effectively into curricula and instruction by requiring candidates to take EDUC 644,Teaching

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University	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	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	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 involved with students with special needs. In relevant courses in the Programs, candidates access and evaluate software that promotes effective content acquisition by students. For example, in EDUC 332, candidates evaluate the content of web sites for use in their integrated thematic instruction unit, for their appropriateness, accuracy, and anti-bias perspective. Together, in class, candidates assess and evaluate the quality of the site, compared to those presented by others. In EDUC 334, candidates review web sites that introduce, promote, and advocate for a variety of perspectives on reading. In EDUC 320A and EDUC 330A, candidates identify and explore web sites for their particular subject content area and use the California Department of Education web site to stay up to date on content standards and curriculum frameworks; this is particularly important for multiple subject candidates, who must stay up to date on the development of standards and frameworks in each of the subject areas.
Hope International University	All candidates are required to take EDU6625 Technology for Teachers. The course is designed to help California Teacher Credential Program Standard 9: Using Technology in the Classroom. In addition to this course, assignments in various courses throughout the program are designed to prepare teachers to integrate technology effectively into curricula and instruction, and to use technology to effectively collect, manage and analyze data for instructional improvement.
Humboldt State University	Candidates in the credential program are assessed for entry level technology skills. Candidates are required to verify entry level skills by either passing a technology competency test or completing a technology course (Education 285, Technology Skills for Educators). The program entry level skills include the following: Each candidate demonstrates knowledge of current basic computer hardware and software terminology; demonstrates competency in the operation and care of computer related hardware (e.g. cleaning input devices, avoiding proximity to magnets, proper startup and shutdown sequences, scanning for viruses, and formatting storage media); implements basic troubleshooting techniques for computer systems and related peripheral devices (e.g. checking the connections, isolating the problem components, distinguishing between software and hardware problems) before accessing the appropriate avenue of technical support; demonstrates knowledge and understanding of the legal and ethical issues concerned with the use of computer-based technology; and uses computers to communicate through printed media (e.g.

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	newsletters incorporating graphics and charts, course descriptions, and student reports). Humboldt State University collaborates with local school personnel in selecting suitable school sites for prospective teacher candidates where they can observe effective uses of technology. In collaboration with Humboldt County Office of Education school sites are identified that have District Technology Plans. In the credential programs candidates use computer applications to manage records (e.g. gradebook, attendance, and assessment records); are familiar with a variety of computer-based collaborative tools (e.g. threaded discussion groups, newsgroups, list servers, online chat, and audio/video conferences); choose software for its relevance, effectiveness, alignment with content standards, and value added to student learning; demonstrate competence in the use of electronic research tools (e.g. access the Internet to search for and retrieve information); demonstrate the ability to assess the authenticity, reliability, and bias of the data gathered; identify student learning styles and determine appropriate technological resources to improve learning; consider the content to be taught and select the best technological resource to support, manage, and enhance learning; demonstrate the ability to create and maintain effective learning environments using computer-based technology; analyze best practices and research findings on the use of technology and design lessons accordingly; and demonstrate knowlege of copyright issues (e.g. distribution of copyrighted materials and proper citing of sources). As part of the student teaching experience candidates use computer applications to manipulate and analyze data (e.g. create, use and report from a database; and to create charts and reports from a spreadsheet); interact and collaborate with others using computer-based collaborative tools (e.g. threaded discussion groups, newsgroups, electronic list management applications, online chat, and audio/video conferences); optimize lessons based upon the technological resources available in the classroom, school library media centers, computer labs, district and county facilities, and other locations; design, adapt and use lessons which address the students' needs to develop information literacy and problem solving skills as tools for lifelong learning; create or make use of learning environments inside the classroom, as well as in library media centers or computer labs that promote effective use of technology aligned with the curriculum; use technology in lessons to increase students' ability to plan, locate, evaluate, select, and use information to solve problems and draw conclusions; use technology as a tool for assessing student learning and for providing feedback to students and their parents; frequently monitor and reflect upon the results of using technology in instruction and adapt lessons accordingly; collaborate with other teachers, mentors, librarians, resource specialists, and other experts, to support technology-enhanced curriculum (for example, they may collaborate on interdisciplinary lessons or cross grade level projects); and contribute to site-based planning or local decision making regarding the use of technology and acquisition of technological resources.
La Sierra University	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	Program technology components are designed to engage the candidate in utilizing the internet for immediate support in their teaching, via the use of on-line web based materials (e.g., Blackboard.com, iTunes U, SlideShare). Candidates are supported in the development of technology integrated lesson plans which encompass the “start simple, start small” ideology for creating technology proficient teachers. In addition to communicating through technological means, candidates in the programs are expected to create, engage in, and manage digital lessons using freeware (e.g., Prezi,

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	VoiceThread, etc) and purchased software (e.g., PowerPoint, Keynote, iMovie, Garage Band). Portfolios are submitted electronically via LiveText and are digital in nature. Candidates learn how to interpret data from standardized tests and how to design and use rubrics. By using database software (e.g., Excel), candidates are taught to analyze assessment data in order to track individual student performance as well as course wide attainment of academic learning goals. With the belief that effective teachers use assessment as a tool for guiding and improving instruction, candidates are taught how to use various assessments throughout the program. For example, in Methods of ELD/SDAIE, candidates learn how to use the English language development standards as a guide for determining the level of English proficiency of their students. In this class, candidates learn how to use the California English Language Development Test (CELDT) so that candidates understand how standardized tests can be used to modify instruction. Candidates also use the learning record and portfolios. They learn how to collect evidence from their students and how to interpret the evidence. Candidates in the Multiple Subject Program learn how to use running records, reading inventories, and rubrics in Literacy. Single Subject candidates learn how to write effective test questions in Literacy. In Elementary Methods and Curriculum and Secondary Methods, candidates learn how to collect and analyze evidence of student learning. 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 Learning which will be used for all candidates.
Mills College	We recognize the need for candidates to become competent and discriminate users of computer-based technology in teaching and related facets of their profession. To this end, we assess the competencies of potential candidates, teach them appropriate skills, and provide them with relevant contexts in which to practice and demonstrate the required competencies. As with all other aspects of the program, the content, curriculum, and overall organization of courses and fieldwork is done in agreement with the program's six principles.
Mount St. Mary's College	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	Students develop a lesson plan integrating the use of technology. Students complete 60 hours of required coursework in technology where they generally learn how to analyze data. Most credential courses discuss data & analysis but do not specifically address how to analyze data beyond generalities. Methods classes look at assessment, data collection, data analysis and implementation strategies. For example, the 6 unit reading course requires students to assess a student using multiple assessments, analyze the results, and prepare an instructional plan based on the data collected.
National University	Programs for prospective teachers include preparation to use technology effectively for a variety of purposes per state standards. We offer a technology course that is a program prerequisite in order to ensure that candidates have a foundational ability to use technology for teaching and learning. In addition, each program has an identified learning outcome addressing technology and its use in improving teaching and learning. All university courses are taught with the support of an e-companion. Candidates have seen the ways that faculty integrate technology and use it to improve teaching and learning. They are encouraged to use these ideas in their clinical practice based upon the technology available to them in their

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	schools/districts. One of the Teaching Performance Tasks (Task 3) focuses on the use of assessments in order to improve teaching and learning. Candidates are encouraged to use technology to complete this task. Their ability to do so is based upon the technology available at the school/district. Candidates are placed in schools districts that have a variety of technology. Faculty are currently preparing candidates for the use of SmartBoard technology in their student teaching placement. This can be done on-ground at many of the centers and cameras make it possible to capture instruction as video for use in on-line courses.
Notre Dame de Namur University	Technology course now includes school site visits that have new technology in use. TaskStream training incorporated into PACT data collection, and will be incorporated into special education program.
Occidental College	For this reporting year, students examine 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 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. Students also explore the uses of data management software such as excel to store, analyze and present data such as test scores, attendance and course enrollments. Students also use the state and federal data bases to analyze student test scores, demographics, course taking trends and other school resource variables and examine their impact on or relation to student learning and school effectiveness.
Pacific Oaks College	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. A new course has been developed and will be implemented in our credentialing programs in Summer 2012 which will address the use and integration of technology.
Pacific Union College	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. Presentation software, for instance, can be used in many varied settings, yet can be misused in school if learner needs are not taken into consideration. Students in this class learn how to create engaging, interactive slideshows which will involve their own students in active learning, not merely passive listening. Such presentations are often especially helpful in accomodating the needs of diverse learners. EDUC 238 is one of several courses in which teacher candidate encounter project-based learning, both as learners and as future teachers. A major component of this course in the creation of a WebQuest by each candidate in the content area and grade level that he or she is most interested in teaching. Basing the WebQuest on California state teaching standards and writing instructional objectives to guide their work, candidates design and build WebQuests while learning how to use Microsoft Publisher. This results in a profound respect for the value of project-based learning and the degree of planning required to produce a quality product as well as a high level of proficiency in the use of the program. Emphasis is given to the

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	importance of providing multiple ways for learners to demonstrate their knowledge, so each candidate incorporates several varied student products into the WebQuest. Candidates in EDUC 238 encounter data collection, management, and analysis in several ways. First, they learn how to organize a growing collection of useful Internet websites in a Word document, then make it available to themselves and others by posting it in Google Docs. They also learn to utilize one of the websites designed for just such a purpose, which they then make available to their students. Candidates also create simple gradebooks using Microsoft Excel and learn how to use one of the commercially available grading programs. Here they input student names and scores, determine category weights, and create printouts for students or parents. A class wiki is established to which members contribute, and they learn how to create and manage their own wikis. Finally, each candidate designs and produces a newsletter and learns the importance of sharing information with community members. Since our state does not require this, we have not specifically addressed this issue - "data to improve teaching and learning" - in course content, and we will be looking over the next year for ways to not only implement this but to better understand what it means.
Patten University	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. Coursework assignments include use of Computer and multimedia resources.
Pepperdine University	The curriculum in the teacher preparation program ensures candidates use educational technology throughout their coursework, including online classroom support, presentation software, word processing software, spreadsheet software, and Internet research. All teacher education candidates purchase 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, English learners, and students learning at an advanced level. Their instructional planning and implementation is evaluated in part by their ability to differentiate instruction.
Point Loma Nazarene University	Throughout credentialing coursework, candidates are required to use technology as a tool for instruction. In the assessment course (EDU 603), candidates use technology to collect data and analyze results to improve instruction. All candidates examine grading and course management software in the subject specific methods courses. During clinical practice, candidates are required to use presentation software to deliver instruction. Finally, all candidates experience course management software as students themselves throughout the program.
San Diego Christian College	During the course of the professional program, candidates have a number of opportunities to make appropriate decisions regarding the use of technology to support, manage and enhance student learning. ED 300, Introduction to Education: In this introductory course, candidates read about and discuss the place of technology in current classroom practice. They also complete an assignment in which they access a website connected with the course text. In this exercise, they browse various virtual sites under ?Virtual Field Trips? and choose one to apply to a subject area that they will teach. ED 503, Educational Psychology: In this course, candidates read about the use of technology for learning. They view several videos dealing with specific technological applications and discuss the pros and cons of effects on student learning. ED 505, Curriculum and Instruction (Elementary): In the writing of lesson and unit plans, candidates explore and discuss various technologies that may support student learning. Websites that give direction in the use of rubrics, graphic organizers, and content ideas are explored and discussed. ED 506, Curriculum and Instruction (Secondary): in the construction of unit plans, candidates use professional journals as well as websites for ideas in instructional planning. They must include a technology piece in the plan, considering how the website/software correlates to the content standard(s)

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	under discussion. They discuss how the technology would enhance, remediate or enrich the content.
San Diego State University	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	Integration of 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, to meet the state-mandated Level One technology requirement for earning a preliminary teaching 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: - Sharing resources and posting all course documents online. - Facilitating student interactivity and collaboration through assignments to participate in online Forums. - Assessing student performance online - Gathering student feedback online. 3. Secondary and Elementary Education Departments use the digital TaskStream System to upload candidate responses (which include student-teaching videos) to the Performance Assessment for California Teachers (PACT). This assessment is a culminating experience required by the State of California. All candidates in are required to purchase a TaskStream account during their first semester in the program. This on-line resource is used for the culminating assessment during the candidates' enrollment in their final student teaching seminar. Other resources available to candidates using TaskStream are outlined below: - Accountability Management System (AMS) is used at the national, state, provincial, county or district level to articulate the mission and goals of secondary education programs; identify criteria and measurements of successful achievement of defined outcomes; establish quality review processes; record assessment data and analysis versus articulated goals; and provide robust continuous improvement capabilities for identifying findings and tracking the disposition of follow-up action items. - Learning Achievement Tools (LAT) by TaskStream is used at the national, state, provincial, county, district or school level to efficiently organize and demonstrate individual and programmatic achievement of articulated standards, skills or competencies. Examples of these programs include graduation portfolio projects, articulation programs for educational advancement, Career Clusters, P-20, and 21st Century skills initiatives, writing programs, among others. 4. Technology is used to manage and deliver instruction to candidates through LCD Projectors to present course content; the appropriate use of PowerPoint software is addressed and applications is, word processing software used in all credential courses. Other courses use excel and other specialized software programs. 5. Universal design for Learning is covered in student teaching support seminars and in the adolescent development course required for all single subject credential candidates.
San Jose State	Students in the Credential program must fulfill basic technology requirements either through coursework or our technology exam. These requirements

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University	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 new video technologies and editing software for course projects •search for, critique and integrate into their lessons online resources like online video demonstrations, digital archives, lesson plans, and educational websites •develop lessons around technologies and software like podcasts, video, projectors, smart boards and presentation software •use standard software for recording, managing and reporting grades and/or prepare reports •use common communications programs like listservs, groups, and social networking sites Education Specialist credential candidates are required to complete a course that is a systematic review of results of research studies in techniques of designing; selecting, producing, using, and evaluating the use of curriculum materials and instructional media in teaching; research studies in mass communication media;procedures applicable to setting up small-scale evaluative studies of curriculum materials and media programs within schools. This course reflects a balance of behavioral/precision teaching, low to high tech support intervention exploration, with models of integration/inclusion into the mainstreaming education and society through a variety of technological interventions. Activities in this course will include application, research, development and management of information and data. This course is for educational leaders, teachers and planners to prepare them for future changes in education technology. This course is based in research, theory, and current trends in technology, education, and training. It relates cycles of change to paradigm shifts in order to interpret current trends and project future developments. Additionally, Universal Design for Learning (UDL) and Assistive Technologies (AT) are infused throughout the course.
Santa Clara University	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 have hands-on learning experiences with hardware, such as graphing calculators, and software, such as Geometer's Sketchpad, commonly found in classrooms.
Simpson University	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

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	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 assignments using technology. For example, teacher credentialing students learn to use intermediate and advanced word processing skills to create both unit plan and lesson plan templates prior to when they will be expected to develop them with actual content in their other teacher credentialing courses. The teacher credentialing program at Simpson University prepares teachers to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement through the use of technology assignments specifically designed to achieve this outcome. Teacher credentialing students learn intermediate and advanced components of databases and spreadsheets to gather and arrange numeric data for efficient analysis, interpretation, and management of student assessment data. The data is aggregated and disaggregated in a variety of ways for individual and group comparison using charts and graphs that are imbedded into student profiles using a presentation program. Teacher credentialing students practice the development of properly crafted summary statements of student achievement designed for communicating the data with students, their parents, colleagues, and the administration. Teacher credentialing students learn to use data effectively for the purposes of merging it into student progress reports, newsletters, etc., that help develop the requisite skills and the understanding of the importance for clear, consistent, and timely information/feedback to students, their parents, and the administration. Teacher credentialing students are provided information in a variety of forms including tangible written form, verbally, visually through projected images, and as online resources. The course textbook has been designed to support students who start the course with beginning, intermediate, and advanced technology skills, which reduces barriers in instruction, provides appropriate accommodations, supports, and challenges and maintains high achievement expectations for all students. The textbook utilizes an abundance of screen shots, images, notes, and carefully crafted language designed to enhance its use for all students including students with disabilities and students who are limited English proficient.
Sonoma State University	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 Moodle and in Phase 1 courses. This will significantly enhance faculty's ability to use technology in their instruction. Using the Performance Assessment for California teachers (PACT), we ask students to use online and digital technologies to development and submit their PACT teaching event. All PACT and program assessment data is managed using various technology-aided strategies. Student teaching evaluations are completed online as well as all program-critical assessments and are analyzed. Feedback loops exist for examining all data via PACT and the critical assessments to help improve student learning. These data are discussed in monthly department meetings. Education Specialist: In response to recent state-wide changes in the preparation of Education Specialist (ES) candidates, SSU now provides all candidates with multiple experiences that help them integrate technology into their teaching. To this end, we offer EDSP 421C - a class that specifically addresses the effective use of technology in our educational environments. Additional ES courses extend this knowledgebase as candidates learn to apply the effective use of educational and assistive technology. As well, our ES candidates are well versed on the principles of Universal Design for Learning. Targeted lessons and related

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	experiences in EDSP 400 and EDSP 425 offer our candidates the knowledge and skills that enable them to understand and apply the principles of UDL directly into their teaching environments.
St. Mary's College of California	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 & Instruction: Social Studies and Humanities; and candidates create tables summarizing student performance on a mathematics test in MSTE 350 Curriculum & Instruction: Mathematics; these data are then used to write plans for improving the learning of the entire class as well as two children with specific learning needs.
Stanford University	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 unit planning and in response to the technology requirements of the PACT Teaching Event. Candidates learn about educational technologies throughout the year and learn how to adapt productivity and presentation tools, as well as other instructional technology, for teaching and learning within their individual content areas. Based on the data collected from the Tech Pre-assessment Survey and Tech Field Placement Survey, workshops are designed to meet the needs of candidates who need more preparation in learning to select and use a variety of educational technologies. Candidates have opportunities to examine, evaluate, and utilize educational technology in their curriculum and instruction courses. For example, in ED263A-C: Curriculum and Instruction in Mathematics, candidates examine three different learning technologies (probeware, dynamic software, and graphing calculators). Prior to the session on probeware, candidates read research about the effectiveness of hand-held devices and learn about the affordances and constraints of this technology. After engaging in activities using probeware, candidates reflect on its usefulness and limitations as a teaching tool. Candidates in mathematics are later introduced to Fathom, SimCalc and Geometer's Sketchpad. A local classroom teacher serves as a resource by sharing examples of her students' work using Geometer's Sketchpad, sharing instructional ideas, and hosting the candidates for a visit to her classroom. Candidates are able to interview her students about their use of the software, and candidates later debrief their observations to identify strategies for using this instructional tool. For the final session on graphing calculators, Texas Instruments (TI) provides an extended session specifically designed for pre-service math teachers at the secondary level. Candidates study the uses and features of graphing calculators in this hands-on session and explore the appropriateness of this tool for particular topics in math. As a culminating activity, candidates prepare presentations that

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	consider how a particular technology tool might support students' mathematical understanding of a specific topic from the state or national standards. In ED268A-C: Curriculum and Instruction in History-Social Science, candidates examine a variety of strategies for evaluating internet resources. Drawing on a list of questions designed to identify the authority, accuracy, and currency of a website, candidates learn to identify the biases, goals, missions and legitimacy of web-based resources. Candidates apply these criteria in an internet resources fair for which they create a list of useful, credible internet resources on a particular theme or topic in history/social science. They write a 50-minute lesson in which they address how the internet resources will be used and provide a rationale to explain how reading the selected resources will help students build understanding of the historical topic and support the teaching of a targeted reading skill. In ED262A-C: Curriculum and Instruction in English, candidates explore innovative uses of productivity tools to support language instruction and literature analysis. They use multimedia to help their students gain access to the content of the language arts curriculum, and they also collect and evaluate internet resources for the language arts classroom. In ED264A-C: Curriculum and Instruction in World Languages, candidates explore the benefits of increased language comprehension from viewing video and watch web-based videos of language lessons. They use music software to create digital drumbeats and other music files to make language chants and songs more engaging. They also design lessons that use PowerPoint and visual images for comprehensible input. Candidates in ED267A-C: Curriculum and Instruction in Science examine the use of both probeware and a genetics simulation software (GenScope) to analyze how these tools might be useful in supporting student learning. They discuss issues related to implementing this software in their classrooms, including equipment availability and reliability, curriculum sequencing, scaffolding, language, assessment, diversity of prior knowledge, and technical assistance. Multiple subject candidates also have many opportunities to learn about the instructional uses of technology. For example, they explore the uses of calculators in elementary classrooms. Candidates review the National Council of Teachers of Mathematics (NCTM) standards with respect to calculators and then discuss the controversy about when to introduce calculators and for what purposes. They examine the affordances and constraints of calculators and other types of classroom technology. Candidates review selection criteria for web-based games and resources and then apply these criteria to one of several mathematical games websites. They evaluate the sites based on educational value, content, design and navigation, ease of use, and suitability. Multiple Subject candidates also explore the use of probeware in instructional activities that support K-8 students in learning to ask important questions and conduct careful investigations. Using probeware to do real-time graphing of temperature data, candidates engage in computation, graphing, and number skills to support inquiry activities in science. Candidates also discuss the question of whether probeware activities can be used as summative assessments. All candidates complete many activities and assignments using digital video throughout the year. During the first week of the STEP year, candidates learn how to use digital video cameras and receive basic instruction in simple video editing software on both the Mac and the PC. Candidates then work in small groups and utilize these skills to produce a short video introducing themselves and demonstrating their creativity to the STEP community (see Orientation Schedule). This activity orients candidates to the resources available in STEP (software, hardware and technical assistance) and introduces them to the tools and skills they will use to document and learn from their teaching and the work of their students in school placements. Other assignments that involve video include at least one videotaped supervisory observation per quarter, short segments for analysis in curriculum and instruction assignments, and the video requirements for the PACT Teaching Event. Candidates review videotaped observations with their supervisors to reflect on their teaching. Supervisory groups form informal "video clubs" to engage in peer review and to consider the outcomes of their lessons. Videos documenting candidates' performance in their clinical placements are also analyzed in their subject-specific curriculum and instruction courses.

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	Resources provided for video assignments include instruction during orientation activities, 50 miniDV camera kits and tripods, workshops for candidates and supervisors on using video to document classroom practice, a media lab with miniDV decks for reviewing and capturing video to a digital format, computers, and appropriate documentation tools for editing.
The Master's College	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	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 process. Each candidate learns to use appropriate technology and, in turn, how to use the same technology in the teaching and learning process. In literacy and curriculum and instruction courses, as candidates become familiar with writing units and lessons, accessing the California State Curriculum Standards, and developing appropriate rubrics on TaskStream, they learn how to use the same technology when teaching their students. After learning to conduct electronic database searches in class, candidates are encouraged to use the same research skills when teaching their K-12 students. Candidates demonstrate knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis, and management in the instructional setting. Beginning in iLearn orientation, candidates become familiar with the electronic education resources in the Touro University library, how to access the databases, and how to retrieve peer-reviewed journal articles. Many courses include a summary of a journal article. The curriculum and instruction courses include methods of student data collection and grading systems appropriate to K-12 classrooms. Candidates analyze best practices and research on the use of technology to deliver lessons that enhance student learning. Candidates research interactive online websites that support teaching units in the literacy courses. Candidates use free internet sites that support curricular areas. In the advanced curriculum and instruction courses, candidates create their own webpage with appropriate web 2.0 resources for parents and students. Candidates demonstrate competence in the use of electronic research tools and the ability to assess the authenticity, reliability, and bias of the data gathered. The Touro University librarian who is the liaison to the College of Education conducts frequent workshops for our classes in how to access reliable peer-reviewed journal articles and research reports on relevant topics. All candidates received multiple opportunities to demonstrate competence in the use of electronic research tools. EQUITABLE ACCESS TO TECHNOLOGY Candidates integrate technology-related tools into the educational experience and provide equitable access to available resources to all students. All students K-12 have access to free web 2.0 technology and resources, so candidates are encouraged to become familiar with these resources for use with their students. Candidates participate in free webinars made available from WestEd's Schools Moving Up, create their own web pages of online resources appropriate for K-12 students and their parents. Candidates understand that equitable access to available resources to all students is

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	important in closing the digital divide. Candidates encourage the use of technology with students in their research, learning activities, and presentations. As candidates learn how to use technology, they are encouraged to use the same technology with their students. Candidates create rubrics online in TaskStream when writing lesson plans, effective online research skills, appropriate web 2.0 online resources, and PowerPoint presentations, among many other resources. As candidates become familiar with these new technologies, they incorporate them into their own lessons and teach their students to use similar resources. EVALUATING & SELECTING EFFECTIVE TECHNOLOGIES Candidates develop the ability to evaluate and select a wide array of technologies for relevance, effectiveness, and alignment with state-adopted academic content standards, and the value they add to student learning. In the advanced curriculum and instruction courses, candidates explore a wide variety of online resources specific to their curricular area. Candidates evaluate those resources in terms of state-adopted content standards and the value they add to student learning. The most effective online resources are included in their own webpage design. LEGAL & ETHICAL ISSUES RELATED TO TECHNOLOLGY USE Candidates demonstrate knowledge and understanding of the legal and ethical issues related to the use of technology, including copyright issues and issues of privacy, security, safety, and acceptable use. Beginning in iLearn, candidates learn about their own legal and ethical issues related to the use of technology before signing an Appropriate Use Policy for Touro University. In each lesson plan, candidates state sources of information, a bibliography of sources cited. In the orientation to TaskStream, candidates are made aware of privacy issues related to posting student work, photos, and names outside the secure server. In the final seminar: EDU 781: Student Teaching & Seminar, candidates review the legal and ethical issues related to the use of technology in K-12 classrooms. USING TECHNOLOGY TO ACCESS STUDENT LEARNING Candidates use computer applications to manipulate and analyze data as a tool for assessing student learning, informing instruction, managing records, and providing feedback to students and their parents. The literacy courses and curriculum and instruction courses include methods of student data collection, data analysis, and grading systems appropriate to K-12 classrooms. USING TECHNOLOGY FOR COLLABORATION & COMMUNICATION Candidates learn to use a variety of technologies to collaborate and communicate with students, colleagues, school support personnel, and families to provide the full range of learners with equitable access to all school and community resources. As stated above, candidates are encouraged to use web 2.0 resources that are available to all learners with access to the internet. Candidates become adept at using email, webinars, digital discussions, online resources to supplement content learning, and electronic research materials, among other resources. Candidates submit course assignments electronically, prepare their Teaching Portfolio electronically, post Teaching Performance Assessments (TPAs) electronically during EDU 780 and EDU 781, and communicate with their instructors and classmates electronically in all courses. Candidates are proficient in technological understanding by the end of the credential program.
United States University	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	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.

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	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. The School conducts surveys of our graduates during their first year of teaching to find out, from employers, how well they are doing.
University of California, Davis	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. The technology course includes the use of digital video, instructional multimedia, web page authoring, electronic communications, data analysis tools and resource review for effective teaching and learning. Credential candidates are required to design and implement each of these technologies in their student teaching curriculum.
University of California, Irvine	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 each methods course and learn to apply these principles in two courses that are linked to their observation/participation experience and their student teaching experiences: ED301 Directed Elementary Field Experiences in Diverse Schools and ED304 Student Teaching in Elementary Schools. Applications are also discussed in courses such as ED328 Theory and Methods of Instruction of Special Populations in the General Education Classroom; ED329Theories and Methods of English Language Development Applied to Elementary Students; ED345 Child Development and Educational Equity and ED332 Creating a Supportive and Healthy Environment for Student Learning in the Elementary Classroom. BCLAD candidates also learn additional skills in teaching English language learners through their supervised student teaching assignments in dual immersion classrooms and through support seminars and other resources provided by our BCLAD Coordinator. SS Candidates Instruction and practice in technology is integrated across coursework and field experiences. All SS Candidates take ED334 Literacy and Technology in the Secondary Classroom that is designed to "teach strategies for incorporating, tools for evaluating and selecting, learning theories for understanding" how technology can be utilized in secondary classrooms. Course work in each of the SS methods courses includes instruction and practice in using technology in the core subject: English, mathematics, music, science, social science and world languages. 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: ED305/315 Learning to Learn from Teaching in Secondary schools. In addition, candidates learn to apply these principles in two courses that are linked to their observation/participation experience and their student/intern teaching experiences: ED302/319 Directed Secondary Experiences and ED307 Student Teaching in Secondary Schools. Applications are also discussed in courses such as ED348 Theory and Methods of Instruction of Special Populations

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	in the General Education Classroom; ED349 Theories and Methods of English Language Development Applied to Secondary Students; ED347A/B Foundations of Equity and Diversity for Secondary School Teachers; and ED352 Creating a Supportive and Healthy Environment for Student Learning in the Secondary Classroom.
University of California, Los Angeles	•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 their own classrooms. All students are required to analyze as well as create media projects related to their teaching. •One of the primary goals of ED301 is to find multiple pathways for making subject matter comprehensible to students by engaging with different types of media and technology. This course helps new teachers better understand how to teach their subject matter in the standards as they plan and demonstrate teaching to the standards through incorporating different information communication technologies. Critical media literacy aims to expand the understanding of reading and writing to be inclusive of all types of literacy and all the different ways humans communicate. This expanded notion of literacy leads to increasing student engagement and making content more accessible to more students through teaching with various instructional strategies, activities and resources. Student engagement also increases through democratic pedagogy and the use of Web2.0 tools that provide opportunities for active and equitable participation. The critical pedagogy embedded throughout this course ensures that the uses of media and technology are developmentally appropriate and extend student thinking. Incorporating visual media, audio technology and multimedia into all subject area instruction are strategies that can greatly benefit English Language Learners. •ED301 helps teaching candidates evaluate and use appropriate technology and media to effectively facilitate teaching and learning that align with California State Standards. Through various assignments such as creating Wanted Posters, Alternative Book Reports, Word Clouds, Voicethread Through Other Eyes, Photographs to Illustrate Vocabulary, Digital Stories, etc. the candidates demonstrate their competence to evaluate and incorporate digital media and electronic technology for literacy development. The assignments are structured to integrate technology-related tools into the educational experience through a critical pedagogical framework that encourages candidates to assess the authenticity, reliability and bias of the messages as well as the different medium. This course prepares teacher candidates to analyze and use various information communication technologies as pedagogical tools for teaching any content from literacy development to mathematics and in any language.
University of California, Riverside	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 computer technology.

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University of California, San Diego	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 harnesses the power of technology. All SS candidates plus MS pursuing the M.Ed degree take a required course called "Technology and Professional Assessment" (EDS 204). Advanced techniques for using network-based resources for teaching and learning are introduced. Students review relevant research on advanced technologies related to assessment of professional performance and student achievement. Students present a Web-based professional Teaching Performance Assessment Portfolio that reflects teaching performance during their student teaching or internship field experience. The combined MA-MA/EdSpec program emphasizes the use of technology as part of an approach to visual learning strategies. Candidates learn to use advanced applications for instruction as well as to collect, manage and analyze student data to improve teaching and learning as part of their year-long methods sequence, ASL-English Bilingual Practices (EDS 342ABC) and their MA seminar in the second year (EDS 240A – Research in ASL-English Bilingual Education). Use of technology to collect, manage and analyze data is further embedded for all MS/SS candidates in their methods courses and student teaching/internship seminar courses (EDS 361ABC; EDS 369AB; EDS 373/374/375; EDS 379ABC). Candidates design and analyze assessment data as part of their student teaching or internship practice and present highlights in the culminating professional portfolio. Each candidate demonstrates the ability to design assessment, analyze results and monitor K-12 student progress as part of the PACT teaching performance assessment required for licensure.
University of California, Santa Barbara	Integrate technology effectively into curricula and instruction: Within the technology courses (ED 103 & ED 324/325), 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 and other specific uses of technology to enhance learning in science (in ED S 320 Science methods and procedures: Elementary, and ED S 321 Secondary Science Methods). All candidates are facile with presentation software as a result of ED 103, and supervisors and cooperating teachers help candidates use presentation software in appropriate ways that consider the age of the students and the topic. Other uses of media—such as online video—are taught in both the elementary and secondary History/Social Science methods courses (ED HSS 320 (MST) and ED HSS 321 & ED HSS 371 (SST)). Video brings history alive and candidates receive resources and learn activities for use of video (see syllabi for above courses). Candidates use technology throughout their student teaching experience. It is an everyday occurrence in their teaching, and supervisors provide feedback as part of the observation process. Most of the student teaching classrooms have at least one computer in them, which candidates are

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	encouraged to help their students use to research questions and sources for assignments. Certainly at the secondary level candidates' students, like themselves, use online resources for research, for presentations (many candidates require multi-media assignments), and for learning (e..g, viewing video material). Use of technology is an important element in all of our partnership schools and candidates are prepared to both promote their students' learning and extend their own through application of their university learning. Candidates also receive an account for the "portal" that the Santa Barbara County Education office creates for use with area schools. They are trained on the use of the portal and learn how to access and use the many educational resources on the site. Their k-12 students also learn how to use the portal, and the candidates are often integral to extending student learning and exploration on the portal site. Preparation to use principals of Universal Design for learning Throughout the program, candidates in both SST and MST programs are taught to use a wide variety of special instructional materials, technologies and teaching methods to differentiate classroom experiences for students with a wide variety of special needs including English learners, gifted learners, and students on individual education plans. They also learn the importance of digital literacy and opportunities for multimedia in learning. In their technology courses they learn how use technology to scaffold learning experiences for all learners in their classrooms. Throughout the program, candidates learn principals of multi-modal presentation of content for students and for multi-model opportunities for students to show what they know, i.e., for assessing students. Candidates learn principals of project based learning, and how to scaffold learning in project based environments to allow all students both access to the content as well as pathways for creative and innovative problem solving. In the MST and SST special education courses (ED 222A and ED 363), candidates learn about existing and emerging assistive technologies to support inclusion of students with disabilities in general education activities. Collect, manage, analyze and communicate data for purposes of improving student achievement: One objective for ED 325 and ED 324 is: "Given a classroom-based, school-based or district-based data management system, and given multiple sets of student data related to such things as assignment and test grades, classroom performance, attendance and special needs) to properly enter the data into the system, to modify the data as appropriate to increase accuracy, and to extract reports based on the data that describe student performance." As an assignment in ED 325 or ED 324 candidates are required to learn and use the electronic grade book program that is being used in the classroom/school in which they are student teaching. Because they are in the k-12 classroom for the entire academic year, they must learn and become proficient at the grading and data management systems in their schools. Secondary candidates use the systems for their second semester where they take over the course entirely. In all methods courses, candidates learn how to assess students and use data for improving instruction and ultimately student achievement. They learn multiple techniques to analyze student work according to specific objectives, and for how to design next steps based on these analyses. Candidates are ultimately assessed on their proficiency of analysis with the Performance Assessment for California Teachers—the state mandate teaching performance assessment used for licensure. With respect to communicating learning and achievement, ED 103 provides the candidate with substantial training in the use of an advanced word processor for purposes of desktop publishing. The competencies learned here enable the candidate to create a variety of printed communications, all characterized by high professional quality, including tests and worksheets, letters to parents, classroom newsletters, signs and bulletin board components.

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University of California, Santa Cruz	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 include samples of student work. Finally, candidates describe how use of the rubric can impact student learning. As a tool for supporting universal design for learning, technology is used to engage students and to provide visual and auditory support in learning, especially for the benefit of students with disabilities and limited English proficient students. In Education 203, Multiple Subject Methods of English Language Development, and Education 204, Single Subject Methods of English Language Development, Education 211, Teaching Special Populations, and within subject area methods courses, instructors model and support candidate use of Internet resources for class research as well as Power Point and multi media presentations to provide all students access to information. Teacher candidates also learn how to support their students in using technology to demonstrate knowledge and skills by providing lessons in how to conduct research and present reports using word processors and multi-media. Finally, as part of the Performance Assessment for California Teachers (PACT) Teaching Event (and Content Area Tasks for Multiple Subject candidates) all candidates must demonstrate how to collect, manage and analyze data related to student assessments. They receive practice in this through both methods coursework and student teaching seminar
University of LaVerne	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 integrate technology to facilitate instruction and enhance learning. Technology is infused into courses and program to prepare candidates for the advanced technological requirements of learning environments ranging from technology-assisted on-ground classrooms to fully-online learning platforms. Credential candidates must effectively demonstrate all criteria for Level I technology skills measured by a university rubric created specifically for this purpose. Students are also required to generate and collect evidence toward a CSTP-based electronic teaching portfolio throughout the program.
University of Phoenix	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

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	completed benchmark assignments. Faculty members score the posted assignments using assignment rubrics and provide feedback to the students in order to improve their academic work. The Virtual School Portal is a virtual school environment that provides a look at possible situations that may be encountered in schools. The Virtual School is incorporated into course work and assignments. For example, one resource it contains is continually changing test score data that can be used to practice analyzing student learning and planning for academic success. In addition to these online resources, students are exposed to a variety of technology tools that are modeled by their instructors throughout the course of the program and they are given opportunities to incorporate the use of the tools in their assignments and reflect on how they would use them in their own classroom to increase student achievement.
University of Redlands	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	In Fall of 2011, USD was awarded a private grant to establish the Mobile Learning Technology Center (MLTC) to establish the university research environment of the future, while concurrently fueling innovation in K-12 education. Faculty research projects focus on the applications of mobile learning devices to learning and tests new solutions in real-world contexts—schools. The MTLC involves interdisciplinary collaborations with local PK-12 districts to test research findings and provide future teachers with unique teaching and research opportunities. A key initial offering of the MTLC will be the MTLC Certificate Program, aimed at teachers, teacher leaders, principals, superintendents, board members, and central and district office professionals. The goal of the Certificate Program is to increase capacity to effectively use and support the use of mobile technology to create high quality teach and learning experiences for students. Participants in the MTLC Certificate Program will leave with content knowledge, teaching and assessment strategies, and an awareness of legal issues, with a focus of the program will be web literacy, social networking, student production and design, and blended learning. For pre-service teacher candidates, MTLC will have an indirect impact on our candidates as faculty conduct research and innovation projects and bring that knowledge into their courses. For in-service teachers, MTLC is currently creating a certificate program that will focus on the role that mobile devices can play in enhancing, extending, and transforming teaching and learning in K-12 classrooms. We anticipate starting this certificate program in Fall 2012. In selecting adjunct faculty for our programs, both credential and master's, a key consideration is their understanding of and use of technology in K-12 settings. At present we have adjunct faculty who are tech resource teachers, Google certified teachers, and award winning teachers in their use of technology. In selecting sites for student teaching and practicum placements, technology is a strong consideration. Tech rich sites with a strong USD presence currently include -- Pride Academy, iMiddle, High Tech High schools, and Digital Media and Design. All courses in teacher credential programs have deliberately increased the use of technology for teaching in their courses. Special Education places particular emphasis on assistive technologies. Teacher candidates use case studies in their core courses to understand the appropriate use of instructional technology and determine when it would be most effective for students.
University of San Francisco	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/PACT) 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 bridge the digital divide, assess student progress, and collect

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	and analyze data related to student academic achievement, they continue to build adaptations for all students to ensure academic achievement. This technology encompasses, but is not limited to the use of smart boards, clickers, and web sites designed for formative assessment. One web site candidates are introduced to and encouraged to access is the Teacher to Teacher web site funded by the U.S. Department of Education. This research-based web site introduces teacher candidates to methods of using data to increase student achievement in their schools. In their student teaching placements, candidates are exposed to online grading systems housed in school web sites. These sites allow candidates to analyze the progress of their students. Candidates participate in grade level and whole school faculty meetings where school-wide data is reviewed and analyzed. In the Teaching Performance Assessment (CalTPA/PACT) candidates analyze student assessments and a video of their own teaching practices to evaluate effectiveness of their instruction.
University of Southern California	Year 2010-11 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.
University of the Pacific	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	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 Moodle technology to experience and complete on-line learning assignments including tutorials in PowerPoint and Excel, carry out discussions, and explore web links. Professors use Smart Board technology in the classrooms, as a model for classroom use. It is also expected that candidates utilize the Smart Board to teach at least one classroom lesson, either in the BST setting or the university cohort setting. Ipad applications (aps) are introduced to provide resources for the new Common Core Standards. The candidates also visit a local public school that is at a high level of implementing technology in a standards based curriculum, and/or view video clips of teachers and candidates using technology to improve teaching and learning.

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Western Governors University - CA	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 a well-prepared teacher candidate. Integrating technology effectively into teaching practice requires that teacher candidates know each piece of the puzzle, and how together they complete the whole. The "whole" represents the integrated knowledge and performance of collecting, managing, and analyzing data to improve teaching and learning. This process at WGU includes four major areas: the initial learning about technology and how to use it in general application (e.g., create a spreadsheet); learning where and when to use technology to plan instruction (e.g., select and evaluate the appropriate technology to accomplish a learning objective); applying the knowledge and skills in a classroom setting by integrating technology effectively into curricula and instruction (e.g., plan a lesson using technology); and applying all of the acquired knowledge and skills to teaching in a classroom (i.e., can prepare, teach, and assess students use and ability with technology). The initial learning about technology takes place primarily within the Foundations of Teaching domain, particularly within the Schools & Society subdomain. Within this subdomain, candidates learn knowledge and skills related to various forms of technology, as well as begin to apply learning in a school-related context. They also learn about restrictions and appropriate legal usage of technology, which could include the applicability of copyrights to Internet-researched information. Correlated assessments measure competency by means of objective exams and performance tasks. The use of technology in education primarily takes place during the Effective Teaching Practices domain. Here candidates learn the usages of technology in education, and are tested and complete performance tasks related to instructional planning and design, instructional strategies and approaches, and instructional presentation and follow-up. Then, additional objectives found within the Subject-Specific Teaching Methods subdomains take this general pedagogy and place it into the context of multiple and single subject (elementary and secondary) teaching methods at the elementary and secondary level. Using technology for student achievement takes place during the field-based experience. During this experience, teacher candidates begin to apply technology to promote student learning. The ability to plan lessons on technology and lessons integrating the use of technology is critically assessed during the pre-clinical field experience, which is a part of the Effective Teaching Practices domain. Prior to the pre-clinical experiences, candidates develop their lesson-planning skills by completing lesson planning performance tasks and refining their skills based on expert feedback. The Pre-Clinical Experience Performance Checklist is completed by a mentor teacher, and is used to assess the developmental progress of each candidate. Finally, an evaluation of a candidate's ability to integrate technology within an instructional practice is concurrent with Demonstration Teaching (which may be traditional student teaching or intern teaching). Candidates are observed during student teaching by a WGU Clinical Supervisor and a Cooperating or Host Teacher (or during intern teaching by a WGU Clinical Supervisor and a District Mentor). Observers use the WGU Performance Observation Instruments to observe and document the candidate's performance. Candidates must complete all requirements of the Demonstration Teaching domain, including the Cohort Seminar and online Professional Portfolio. WGU has always made addressing technology in education a priority, and recognizes that proficiency is not enough. Candidates must develop positive views of technology and understand its role in student learning. WGU goes beyond modeling the use of technology in our institutional context and ensures that technology practices are a component of the field experience. Technology competency is a cross-cutting theme throughout the curriculum of the Teachers College. WGU is committed to preparing candidates who are able to prepare students for success in the digital age.
Westmont College	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,

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	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 technologies both in student teaching and in their required peer lessons in the subject-are methods classes. Candidates lead to collect and manage data relevant to student learning through the use of various software programs. Secondary candidates are required to use district-adopted software programs for the collection of grades in the three courses they teach, semester-long, and to make this data available to supervisors, students, and parents. In this same required course, candidates are exposed to programs and principles for analyzing data. However most of the analysis of student data for purposes of improving student achievement is taught in other courses. In the Foundations course, students are introduced to terminology relevant to student assessment and are exposed to sample student results from the state's adopted standardized testing program (STAR). In the reading and math methods courses, elementary candidates collect and learn to analyze data with a specific student to determine what clusters of skills need particular attention. All candidates learn about techniques of item-analysis at the class level, whether this is done through technological or more traditional means.
Whittier College	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 diverse siftware packages, Webquests, an interactive online resources; they routinely participate in online discussion groups and make presentations online or using multimedia software. The program prepares teachers to collect, manage, and analyze data for instructional improvement in the two courses. One is a technology course which most students take, which teaches students how to manage and analyze data with software such as Excel and SPSS. The second is a course called Educational Inquiry, which requires students to collect, manage, and analyze data for instructional improvement in an individual inquiry project.
William Jessup University	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.

Institution	Does your program prepare general education teachers to:			Does your program prepare special education teachers to:		
	teach students with disabilities effectively	participate as a member of individualized education program teams	teach students who are limited English proficient effectively	teach students with disabilities effectively	participate as a member of individualized education program teams	teach students who are limited English proficient effectively
Alliant International University	Yes	Yes	Yes	Not Applicable	Not Applicable	Not Applicable
Antioch University Los Angeles	Yes	Yes	Yes	Yes	Yes	Yes
Antioch University Santa Barbara	Yes	Yes	Yes	Yes	Yes	Yes
Argosy University	Yes	Yes	Yes	Not Applicable	Not Applicable	Not Applicable
Azusa Pacific University	Yes	Yes	Yes	Yes	Yes	Yes
Biola University	Yes	Yes	Yes	Not Applicable	Not Applicable	Not Applicable
Brandman University	Yes	Yes	Yes	Yes	Yes	Yes
California Baptist University	Yes	Yes	Yes	Yes	Yes	Yes
California Lutheran University	Yes	Yes	Yes	Yes	Yes	Yes
California Polytechnic State University, San Luis Obispo	Yes	Yes	Yes	Yes	Yes	Yes
California State Polytechnic University, Pomona	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Bakersfield	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Channel Islands	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Chico	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Dominguez Hills	Yes	Yes	Yes	Yes	Yes	Yes
California State University, East Bay	Yes	No	Yes	Yes	Yes	Yes
California State University, Fresno	Yes	Yes	Yes	Yes	Yes	Yes

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California State University, Fullerton	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Long Beach	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Los Angeles	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Monterey Bay	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Northridge	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Sacramento	Yes	Yes	Yes	Yes	Yes	Yes
California State University, San Bernardino	Yes	Yes	Yes	Yes	Yes	Yes
California State University, San Marcos	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Stanislaus	Yes	No	Yes	Yes	Yes	Yes
CalState TEACH	Yes	Yes	Yes	Not Applicable	Not Applicable	Not Applicable
Chapman University	Yes	Yes	Yes	Yes	Yes	Yes
Claremont Graduate University	Yes	Yes	Yes	Yes	Yes	Yes
Concordia University	Yes	Yes	Yes	Not Applicable	Not Applicable	Not Applicable
Dominican University of California	Yes	Yes	Yes	Yes	Yes	Yes
Fresno Pacific University	Yes	Yes	Yes	Yes	Yes	Yes
Hebrew Union College	Yes	Yes	Yes	Not Applicable	Not Applicable	Not Applicable
Holy Names University	Yes	Yes	Yes	Yes	Yes	Yes

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	teach students with disabilities effectively	participate as a member of individualized education program teams	teach students who are limited English proficient effectively	teach students with disabilities effectively	participate as a member of individualized education program teams	teach students who are limited English proficient effectively
Hope International University	Yes	Yes	Yes	Not Applicable	Not Applicable	Not Applicable
Humboldt State University	Yes	Yes	Yes	Yes	Yes	Yes
La Sierra University	Yes	No	Yes	Not Applicable	Not Applicable	Not Applicable
Loyola Marymount University	Yes	Yes	Yes	Yes	Yes	Yes
Mills College	Yes	Yes	Yes	Yes	Yes	Yes
Mount St. Mary's College	Yes	Yes	Yes	Yes	Yes	Yes
National Hispanic University	Yes	Yes	Yes	Yes	Yes	Yes
National University	Yes	Yes	Yes	Yes	Yes	Yes
Notre Dame de Namur University	Yes	Yes	Yes	Yes	Yes	Yes
Occidental College	Yes	No	Yes	Not Applicable	Not Applicable	Not Applicable
Pacific Oaks College	Yes	Yes	Yes	Yes	Yes	Yes
Pacific Union College	Yes	Yes	Yes	Not Applicable	Not Applicable	Not Applicable
Patten University	Yes	Yes	Yes	Not Applicable	Not Applicable	Not Applicable
Pepperdine University	Yes	Yes	Yes	Not Applicable	Not Applicable	Not Applicable
Point Loma Nazarene University	Yes	No	Yes	Yes	No	Yes
San Diego Christian College	Yes	Yes	Yes	Not Applicable	Not Applicable	Not Applicable
San Diego State University	Yes	Yes	Yes	Yes	Yes	Yes

Institution	Does your program prepare general education teachers to:			Does your program prepare special education teachers to:		
	teach students with disabilities effectively	participate as a member of individualized education program teams	teach students who are limited English proficient effectively	teach students with disabilities effectively	participate as a member of individualized education program teams	teach students who are limited English proficient effectively
San Francisco State University	Yes	Yes	Yes	Yes	Yes	Yes
San Jose State University	Yes	Yes	Yes	Yes	Yes	Yes
Santa Clara University	Yes	Yes	Yes	Yes	Yes	Yes
Simpson University	Yes	Yes	Yes	Not Applicable	Not Applicable	Not Applicable
Sonoma State University	Yes	Yes	Yes	Yes	Yes	Yes
St. Mary's College of California	Yes	Yes	Yes	Yes	Yes	Yes
Stanford University	Yes	Yes	Yes	Not Applicable	Not Applicable	Not Applicable
The Master’s College	Yes	Yes	Yes	Not Applicable	Not Applicable	Not Applicable
Touro University	Yes	Yes	Yes	Yes	Yes	Yes
United States University	Yes	Yes	Yes	Not Applicable	Not Applicable	Not Applicable
University of California, Berkeley	Yes	Yes	Yes	Not Applicable	Not Applicable	Not Applicable
University of California, Davis	Yes	Yes	Yes	Not Applicable	Not Applicable	Not Applicable
University of California, Irvine	Yes	Yes	Yes	Not Applicable	Not Applicable	Not Applicable
University of California, Los Angeles	Yes	Yes	Yes	Not Applicable	Not Applicable	Not Applicable
University of California, Riverside	Yes	Yes	Yes	Yes	Yes	Yes
University of California, San Diego	Yes	Yes	Yes	Yes	Yes	Yes
University of California, Santa Barbara	Yes	Yes	Yes	Yes	Yes	Yes

Institution	Does your program prepare general education teachers to:			Does your program prepare special education teachers to:		
	teach students with disabilities effectively	participate as a member of individualized education program teams	teach students who are limited English proficient effectively	teach students with disabilities effectively	participate as a member of individualized education program teams	teach students who are limited English proficient effectively
University of California, Santa Cruz	Yes	Yes	Yes	Not Applicable	Not Applicable	Not Applicable
University of LaVerne	Yes	No	Yes	Yes	Yes	Yes
University of Phoenix	Yes	Yes	Yes	Not Applicable	Not Applicable	Not Applicable
University of Redlands	Yes	Yes	Yes	Not Applicable	Not Applicable	Not Applicable
University of San Diego	Yes	Yes	Yes	Yes	Yes	Yes
University of San Francisco	Yes	Yes	Yes	Yes	Yes	Yes
University of Southern California	Yes	Yes	Yes	Not Applicable	Not Applicable	Not Applicable
University of the Pacific	Yes	Yes	Yes	Yes	Yes	Yes
Vanguard University	Yes	Yes	Yes	Not Applicable	Not Applicable	Not Applicable
Western Governors University - CA	Yes	Yes	Yes	Not Applicable	Not Applicable	Not Applicable
Westmont College	Yes	Yes	Yes	Not Applicable	Not Applicable	Not Applicable
Whittier College	Yes	Yes	Yes	Yes	Yes	Yes
William Jessup University	Yes	Yes	Yes	Not Applicable	Not Applicable	Not Applicable

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Alliant International University	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.	
Antioch University Los Angeles	TEP 601 B Teaching and Accommodating Students with Disabilities, which is required of all Multiple Subject teacher candidates, include detailed information on all special education related laws,including historical context, as well as practical application on how to write present levels of performance and goals in keeping with legal requirements. The IEP, section 504, SST and RTI roles of general education teachers, special education teachers and administrators are covered. In addition, all teacher candidates complete a detailed case study on a student with special needs from identification, through the IEP process, including lesson plans and accommodations necessary to make it possible for the case study student to access the lessons within the general education curriculum. Within these classes, all IDEA eligibility categories are covered, including their characteristics, common academic issues and viable accommodations. ELL instruction is included in all methods courses and candidates are required to complete their novice teaching in schools with significant populations of second language learners. TEP 458, Language Development and Acquisition, is required of all candidates and combines the study of cognitive, personal and social development with the study of first and second language acquisition, language structure and its use and the developmental and socio-cultural factors that affect language learning and use. Candidates review current theory and research on how the variables of development, class, culture and ethnicity impact language learning. Relevant federal laws, policies and legal requirements governing the education of second language learners are studied.	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 and analyze two lessons taught to classes with students with special needs. TESE 518 Family Dynamics and Communication for Special Education Services- Students investigate community resources and create family service plans for a case study student, in addition to investigating transition services that are available to students leaving HS. ELL instruction is included in all methods courses and candidates are required to complete their novice teaching in schools with significant populations of second language learners. TEP 458, Language Development and Acquisition,

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		is required of all candidates and combines the study of cognitive, personal and social development with the study of first and second language acquisition, language structure and its use and the developmental and socio-cultural factors that affect language learning and use. Candidates review current theory and research on how the variables of development, class, culture and ethnicity impact language learning. Relevant federal laws, policies and legal requirements governing the education of second language learners are studied.
Antioch University Santa Barbara	Candidates for the multiple subject credential take Social and Legal Dimensions of Special Education (TEP 601A)and Teaching and Accommodating Students with Disabilities (601B). These courses include IEP team meeting functions. All other required courses require candidates to meet the needs of students with disabilities. 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). Each required course also addresses the needs of English learners and the candidates must be familiar with California's ELD standards and include them in lesson plans.	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); Family Dynamics (TESE 518); and Intro to Autism Spectrum Disorder (TESE 541). IEP team participation is provided by IEP Design and Policy Implementation (TESE 601C). Field work is also required for the M/M credential, TESE 512A and TESE 515A. English language development is supported by Language Development and Acquisition (HDV458A) and Reading Instruction in Elementary Classrooms (TEP 505).
Argosy University	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.	
Azusa Pacific University	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.	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

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	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 TEP 527/528 CIM #4 Reluctant, Resistant, At Risk Learners TEP 535/536 TEP 547/548 CIM Issues in Gifted, Talented Education (GATE): Characteristics, Identification and Differentiation TEP 545/546 TEP 588 CIM The Pre-Referral Process	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 incorporation of Universal Design and the inclusion of differentiated instructional practices as well as the proper use of formative modes of assessment. Candidates must demonstrate competence in following domains of professional dispositions: dedication, fairness, professional conduct, reflection, honesty, demonstrates Christ-like compassion for others, respect for diversity, high expectations, advocacy and curiosity. The Mission of the Department of Special Education is to develop quality practitioners who value lifelong learning. Credential programs are offered for candidates specializing in Mild to Moderate and Moderate to Severe Disabilities. Candidates are prepared in pedagogy that has multi-paradigmatic and variety of theoretical perspectives related to the field of teaching. Candidates learn effective researched-based teaching strategies, interdisciplinary approaches, collaboration and communication skills, plus transition and effective behavioral support, as established through a conceptual base of understanding of individuals with disabilities. Future special education practitioners are well versed in practices and procedures in standards based IEP planning, preparation, documentation, evaluation and implementation. A cohesive sequentially based courses integrate general and special education techniques as well as provide opportunities to develop knowledge and skills necessary for highly effective teaching. The faculty, for the special education programs, have strengthened the course content related to effective teaching methodologies by remaining on the current researched-based practices as well as teaching in public, private, non-public educational agencies as a guest lecturer and professional development facilitator.

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Biola University	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 Specially Designed Academic Instruction in English (SDAIE) lessons, content area literacy, strategies for vocabulary development. As part of this course, students also use case studies to explore the issues related to the education of students that are limited English proficient and may have disabilities, such as the over-representation and under-representation of language minority students in special education, the pre-referral process, the Individualized Education Plan, 504 plans, testing bias, and collaboration with special educators.	
Brandman University	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.	For training candidates to participate in individualized education program teams, candidates role play IEP team meetings in EDUU 655. They are also required to observe an IEP or SST meeting and report what they saw with reflections for that course. During student teaching or interning, candidates participate in or observe IEP meetings for students they are teaching. Every methods course in our special education credential program prepares candidates to teach students with disabilities. We require courses in teaching strategies for students with mild/moderate or moderate/severe disabilities, a course about methods and assessment for students with behavior disabilities, and a course about methods and assessment for students with communication and language disabilities. This content is then applied during student teaching or internship. Strategies for effectively teaching students who are limited English proficient are embedded into all core content courses. Lesson and unit planning

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		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.
California Baptist University	Instruction for candidates to teach students with disabilities is described the following course objectives: -EDU 541 (all candidates) Demonstrate understanding of key concepts such as special education and related services, disability definitions, free appropriate public education, least restrictive environment, continuum of services, due process, parent participation and rights, and nondiscriminatory assessment -EDU 541 (all candidates)Describe and recognize the characteristics and behaviors typically associated with giftedness, learning disabilities, emotional and behavior disorders, mental retardation, communication disorders, hearing impairment, vision impairment, physical handicaps, and severe disabilities -EDU 541 (all candidates) Adapt instructional strategies and activities to provide access to state-adopted academic standards for students with special needs or abilities -EDU 541 (all candidates) Survey tools and techniques to use in assessing learning in exceptional children -EDU 541 (all candidates) Give examples of how assistive technology can be used to facilitate learning in students with special needs and abilities -EDU 518 (all candidates) Explore how Response to Intervention (RtI) came to be, what it means for helping children learn, and how it can be used as a method for identifying children with Specific Learning Disabilities Instruction for candidates to participate in individualized education program teams is described the following course objectives: -EDU 541 (all candidates) Demonstrate understanding of the purpose of the Individual Education Plan (IEP), its components, how it is developed, and the rights and responsibilities of members of the IEP team, including the person with special needs and the parents Instruction for candidates to teach English learners is described the following course objectives: -EDU 505 (elementary candidates) Instruction for candidates to teach students with disabilities is described the following course objectives:	Southern California has a high percentage of students who are LEP in the public schools where CBU candidates complete their fieldwork and practice teaching. All students are taught to use informal classroom assessment, analyze results, and use results to plan standards-based instruction for LEP students. Additionally, every candidate is required to complete a three-credit course on teaching students with IEPS in general education (EDU 341-541 Exceptional Children). Professional methods courses require planning instruction for target students before and during student teaching. Each methods course requires 10-20 hours of fieldwork in a public school classroom prior to student teaching with attention to the needs of students with LEP and those with IEPs. Mild/Moderate Disabilities candidates complete a four-credit clinical practicum in which they assess and plan instruction for students, then implement the tutorial instruction twice a week for 12 weeks. They write functional behavior plans, plan inservice training for parents, plan a workshop for parents. They read professional journal articles and textbook assignments with a focus on teaching students with LEP in the various special education settings. They complete three case studies of individual children with special needs in K-12.

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	-EDU 512 (elementary candidates) Determine appropriate modification/adaptation of instruction to meet needs of students with learning needs including English language learners, students with special needs, and students exceeding the average level of achievement. -EDU 512 (elementary candidates) Define, describe and/or review correct assessment tools to help identify learner needs such as CELDT results, CST Released Questions, observation checklists, spelling assessment, rubric development, and other formal and informal assessment procedures. -EDU 515 (elementary candidates) Identify reading acquisition strategies and programs used by local K-12 districts for ELL students and students with special needs -EDU 516 (secondary candidates)Compare and contrast learning to read in a first and a second language, explore the use of the California English Language Development Test to guide instruction, learn how to move students through ELD language levels while getting them to English Language Arts standard mastery for their grade -EDU 516 (secondary candidates) Explore daily ELD lessons and how to incorporate them into the schedule, design a series of lessons incorporating strategies of Specially Designed Academic Instruction in English (SDAIE) -EDU 519 (secondary candidates) developing objectives that include those necessary for EL learners, creating lessons using the SDAIE format.	
California Lutheran University	In the general education foundational coursework, candidates are required to take and pass the EDTP 508 Students with Diverse Learning Needs in California Schools, where they learn theories, approaches, and student characteristics for teaching students with special learning needs and English learners. During this course, they observe what role the general educator plays in an IEP meeting, including the submission of general education assessments and observations. The criterion for credential recommendation is passage of four California Teaching Performance Assessments. These assessments are designed to be both formative and summative, and to measure the knowledge and skills of beginning teachers. The candidate is required to follow a special education student and provide differentiated instruction based on analysis of assessment.	Education Specialist Credential candidates take state-approved courses that address the 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, Moderate to Severe and Deaf/Hard of Hearing credential specialty areas. The structure of each of the Education Specialist credential courses emphasizes the interrelatedness of assessment and instruction. Candidates learn that assessment results shape instructional decisions, curriculum selections, and modifications of approaches to learning.

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		Candidates also develop Individualized Educational Plans (IEP) and Individualized Transition Plans (ITP) for students based on assessment results. They work with diverse groups of students and with peers in collaborative assessment settings that may include parents, general educators, teachers, and support staff. The program ensures that candidates have ample opportunities to generalize their use of instructionally-relevant assessments across developmental, academic, behavioral, social, communication, vocational, community life skill domains. Candidates expand their knowledge and skills related to assessment across all relevant domains. A focus is placed on behavioral and classroom management issues necessary for providing an environment conducive to learning and which supports students with difficulties in this area. In two specific courses candidates focus on the academic curriculum and instruction for the general education classroom and typical learner. This is particularly important for special education teacher candidates who will provide learners with special needs accommodations and modifications for access to this core curriculum.
California Polytechnic State University, San Luis Obispo	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." In EDUC 440 and the EDUC 400 series, particular attention is paid to ELLs, students with IEPs, laws and policies pertinent to students with exceptionalities, and appropriate methods for teaching students with disabilities.	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. Each candidate participates as a member of individualized program teams through several experiences. In the first quarter of the program, through coursework and fieldwork, candidates learn the assessments given by

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	During the student teaching experience, candidates are involved in the IEP process within their host schools.	individualized program teams as well as issues in nondiscriminatory assessment. In the second quarter of the program, through coursework and fieldwork, candidates observe individualized program teams at their fieldwork sites, learn the collaboration skills needed to participate as members of an individualized program team, and design and implement instruction based on the goals developed for real students by individualized program teams through their fieldwork experiences. During the last quarter of the program candidates are responsible for assessing student learning in their student teaching experience. They must demonstrate competence in the following skills in the area of assessment: ability to assess progress by analyzing a variety of evidence; ability to develop student assessments that indicate progress toward IEP objectives; ability to conduct educational assessments as defined in students' assessment plans; and ability to explain student academic and behavior strengths, areas of need and how progress is derived. Candidates learn to teach students who are limited English proficient through several program experiences. In the first quarter of the program, students take a EDUC 588 Education, Culture, and Learning. The Diaz and Weed text (The crosscultural, language, and academic development handbook: A complete K-12 reference guide) provides the framework for course content. In the first and second quarter, candidates are required to use the Sheltered Instruction Observation Protocol (SIDP) to design and implement lessons in the field (candidates who do not hold an English Language Authorization are placed in fieldwork settings where there are English language learners). In the second quarter, candidates also observe one another using the SIDP. In the third quarter, during student teaching, candidates are expected to refine their skills for designing and implementing lessons for English language learners and demonstrate competence (see question 1 above for the domains addressed in student teaching).
California State Polytechnic University, Pomona	Teacher candidates in the Multiple (elementary) and Single (secondary) Subjects credential programs are required to take EDS 403 – Introduction to Special Education 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	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

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	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 procedures for modifying curriculum and instruction to meet the unique needs of students with disabilities and English learners. All candidates also are required to take TED 407 (Education in a Diverse Society) which covers first and second language acquisition, strategies for teaching English learners in K-12 settings (including SDAIE), as well as legal mandates regarding English learners. In TED 443 (Theory and Practice in Reading Education) focuses on teaching K-12 students (including English learners) reading strategies. The ability to meet the state standard for addressing the needs of English language learners is a requirement for earning a teaching credential. The Education Results Partnership data website (www.edresults.com) is available to explore the potential of the data provided. Candidates mine data from the site for research, instructional improvement, and to complete a class profile with demographic data on the schools in which they complete their Clinical Practice.	(including English learners). Teacher candidates in the Education Specialist credential programs are required to take EDS 403 – Introduction to Special Education -- 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 in methods courses (TED 443, TED 444, TED 425, TED 451, TED 431). These courses cover standard curriculum and instruction in academic content areas, as well as methods and procedures for modifying curriculum and instruction to meet the unique needs of students with disabilities and English learners. All Education Specialist credential candidates complete specialized coursework in special education assessment (TED 553 or TED 555) and an introductory course in instructional strategies for students with mild/moderate disabilities (TED 582) or students with moderate/severe disabilities (TED 556).
California State University, Bakersfield	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 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	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 (IFSP, IEP and /or ITP) development. This information is disseminated through course readings, lectures, guest speakers, and video presentations. Furthermore, all credential candidates are required to take a

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	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 disabilities and those identified as gifted and talented. A signature assignment for the course requires candidates to observe a special education class and report on the curriculum and instruction used along with modification or accommodations observed. If possible, candidates are also encouraged to question the special education teacher about the involvement of general education teachers in the special education process and their collaboration and co-teaching efforts. The course differentiates the roles and responsibilities of general education teachers with regard to pre-referral strategies and processes including, but not limited to Response to Intervention (RTI), informal screening, the role of work sample analysis and the special education referral process according to state and federal regulations. Concepts embedded in the course include both legal and procedural requirements for individual student identifications, parent consent for least restrictive environment and continuum of alternative placement decisions. Further, teacher credential candidates are required to distinguish their role in the special education process, including their involvement in IFSP, IEP and /or ITP meetings. They also learn the different components of the documents related to the development and implementation of the above programs. Still further, the course also expands on two other required courses for all teacher candidates (EDTE-Socio-Cultural Foundations of Education and EDTE-Teaching English Learners). To wit the EDSP 301 course is used to expand general education teacher credential candidates' knowledge of cultural characteristics, approaches used for multicultural education, second language acquisition, and instructional strategies for student with exceptionalities and second language learning needs.	course which fully addresses the multi-disciplinary team and their role in IEP development as well as another course that addresses IFSP, IEP and /or ITP construction and the appropriate way to share this information with IFSP, IEP and /or ITP team members. Additionally, all candidates take two courses which specifically address evidence based instructional strategies for teaching students with disabilities. Candidates must also take two courses concentrating on English Language Learners. Topics related to students with disabilities and those who are English Language Learners are reviewed and embedded in all program courses.
California State University, Channel Islands	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	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

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	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 and implementation where candidates are specifically taught how to use multiple means of representation, multiple means of action and expression, and multiple means of engagement in planning for and teaching students with disabilities and students who are English learners. Students are expected to demonstrate competence in teaching students with disabilities and English learners in student teaching and in the teacher performance assessment.	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.
California State University, Chico	•Special education faculty have integrated the IRIS Center Modules into their coursework and are assisting the general education faculty in the effective integration of these materials into the multiple and single subject credential program courses, starting fall 2010. •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 coursework includes focuses on culturally relevant pedagogy, assessing language skills, integrating literacy skills across disciplines, and differentiating instruction. •All general education and special education programs in the School of Education planned an assistive technology fair to be required for all credential candidates to be held in 2011-12. The fair focuses on how teachers can support	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 defined and students have an opportunity to engage in “mock” IEP meetings. Effective communication

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	students with disabilities through using assistive, adaptive, and rehabilitative devices. Speakers, panels, and products that explain and showcase disabilities and with also includes the process used in selecting, locating, and using them.	skills as they apply to the IEP setting are applied and understanding of family issues surrounding the identification of a student with special needs are explored. Candidates are provided carefully supervised opportunities to plan, write, and monitor instructional objectives with accurately defined outcomes and to implement lesson plans during student teaching based upon both the long-term and short-term objectives of pupils' individualized education programs. EL Preparation In all phases of the program, there is an integration of content in and experiences for developing an understanding and acceptance of individuality and diversity. Each candidate examines social and legal issues of education relative to current demographics of California schools and demonstrates understanding of how to implement multicultural education. All candidates must write a journal entry demonstrating an understanding and acceptance differences. General themes focus on effective teaching strategies necessary for varying abilities and disabilities: instructional planning and delivery of curriculum in all areas that draws on and values pupils' backgrounds and communication differences; authentic assessment and non-biased evaluation of student needs and performance; proactive classroom management for establishing a climate that promotes fairness and respect; life skills and vocational education; learning styles and modality preferences; culturally sensitive professional parent and community partnerships that ensure each child's success. Specific strategies such as SIOP (Sheltered Instruction Observation Protocol), SDAIE (Specially Designed Academic Instruction in English) and SIM (Strategies Intervention Model, University of Kansas, Lawrence, KS), and G.L.A.D. (Guided Language Acquisition Design) are taught and practiced through supervised field experiences and in coursework. These strategies are examples of instructional practices designed to assist in the development of communication skills. Many course assignments encourage self-reflection and analysis of the level of acceptance of individual differences Field experiences/observational placements expand each candidate's experience with diverse learners with disabilities and provide opportunity to practice strategies learned in coursework. Supervisors facilitate reflective

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		discussion of everyday experiences in the classroom including examination of attitudes.
California State University, Dominguez Hills	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. General Education candidates are also required to learn about teaching children with exceptionalities through their fieldwork placements, where they observe and teach children with IEPs and other plans, and consult with Master Teachers or onsite Support Providers regarding strategies for intervention. Candidates are prepared to work with English Learners through coursework and fieldwork. The program philosophy and design consists of three components: (1) the theoretical and philosophical coursework consisting of 6 units; (2) the infusion of English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) methods, strategies, techniques, and materials throughout the methods classes; and (3) the practice and implementation of ELD and SDAIE methods and philosophy in student teaching and fieldwork in diverse urban classrooms.	Candidates in all three Education Specialist Credential programs take SPE 480 Educating Exceptional Children and Youth, and SPE 481 Educating Diverse Learners with Exceptionalities, which provide 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 SPE 503 Reading and Language Arts Instruction for K-12 Students with Disabilities. This requirement includes an emphasis on teaching English Learners using ELD and SDAIE strategies, assessments, and philosophies. In addition, candidates take SPE 545 Multicultural Strategies for Culturally and Linguistically Different Exceptional Learners, and practice through course-based fieldwork in General Education and Special Education classes. Working with parents and paraprofessionals is an important component of the course. The Special Education faculty has made significant revisions to the programs in response to new Standards from the CA Commission on Teacher Credentialing. These include enhanced pre-service requirements for Interns that include a focus on working with ELs and children with diverse learning needs.
California State University, East Bay	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.	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.
California State University,	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	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"

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Fresno	coursework as well as in field experiences.	experience in their field placements.
California State University, Fullerton	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) In Fall 2011, every faculty member participated in an EL and SPED workshop during the fall retreat. In addition, four faculty meeting during the 2011-2012 academic year were devoted to meeting the need of all students and making specific changes to our classroom practice including ensuring that these issues were explicated discussed and included in key assignments throughout the program. 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 in multiple courses. We have teamed with the SPED department and they have shared multiple resources with our department to support faculty and student learning alike. We have been given permission to use several PowerPoints that focus on SPED Law and SPED Modifications. We require our candidates to include modifications on every lesson plan to meet the needs of EL, SPED and Gifted students. In order to better prepare teacher candidates who will work with linguistically diverse students we include additional content specifically focusing on the literacy needs of English learners (EL) into the credential program courses EDEL 429 (Integrated Curriculum and Instruction) and EDEL 433 (Language Arts and Reading Instruction). We have also created a course entitled EDEL 434 (Methods and Inquiry for Teaching English Learners) that addresses legal issues, assessment, and strategies for English Language Development, and learning across the curriculum. All of our methods courses incorporate Specially Designed Academic Instruction (SDAIE) strategies to address the teaching of grade level content to EL. We also require all of our candidates to have at least one student teaching experience with a teacher who actively teaches and models appropriate instruction for English learners.	The Mission of the Department of Special Education is to develop quality teachers who value lifelong learning. Programs are designed to train educational generalists in inclusive non-categorical approaches for children with heterogeneous special needs. Teachers are trained in pedagogy that is multi-paradigmatic and provides a variety of theoretical perspectives related to teaching. The primary teacher focus should be to meet the individual needs of the child and family. The instructional curricula provide credential and graduate candidates with a broad background in the physiological, environmental and social aspects of exceptionality. Candidates learn effective research based teaching strategies, interdisciplinary approaches, collaboration and communication skills, plus transition and positive behavior support, as they establish a conceptual base of understanding of persons with disabilities. The Department of Special Education at CSU Fullerton provides exemplary training for Education Specialist Credential candidates in three program areas – mild/moderate disabilities, moderate/severe disabilities, and early childhood special education as well as educators interested in learning and implementing techniques to work with children and adults with disabilities. A new credential program which addresses new state standards was recently implemented with a focus on collaborative fieldwork experiences. Within their first semester of student teaching, candidates are placed in a general education setting as the specialist working to support struggling culturally, linguistically, and exceptional learners. The second semester of student teaching allows the students to take the lead as the collaboration specialist with the responsibility of a special education caseload. Students are placed in inclusive settings, special day class settings, or resource rooms with an experienced cooperating teacher to guide them in creating Individualized Education Plans (IEPs) for each student. Prior to the second student teacher semester, candidates are introduced to the IEP in SPED 429 (Introduction to Collaboration).

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	In the prerequisite courses, EDEL 315 (Introduction to Classroom Teaching) and EDEL 325 (Cultural Pluralism), candidates are introduced to various program designs to meet the special needs of EL students. Through readings and class discussion candidates learn about the goals of various types of bilingual education programs and English language development instruction. Candidates are introduced to the major categories of disabilities as indicated under the Individuals with Disabilities Education Act (IDEA, 2004) and Section 504 of the Americans with Disabilities Act (504) during their prerequisite courses and the first class in the program (EDEL 315, EDEL 325 and EDEL 430). Beginning in the prerequisite courses, candidates are provided the opportunity to use IRIS modules. The IRIS (IDEA and Research for Inclusive Settings) Center for Faculty Enhancement was designed to prepare individuals to work with students who have disabilities and with their families. In EDEL 430 (Foundations), candidates are provided with an overview of major categories of disabilities, and learn how equity and disability as social constructs are tied to philosophies of education. The candidates learn that a child with a disability is a student in the classroom who deserves a teacher with high expectations for his/her success and plans and instructs accordingly. In EDEL 438 (fieldwork) and EDEL 439 (student teaching), candidates observe the academic behaviors and the accommodations for a student with learning disabilities included in a general education classroom. In EDEL 452 (Health and Mainstreaming), candidates learn what an Individualized Education Plan (IEP) from a variety of districts looks like, what is required of a general education teacher in the development of an Individualized Education Plan, and how to write goals, objectives, and benchmarks for a child with a disability that will allow him or her access to the general education curriculum and meets the California Standards. In addition Candidates in EDEL 452 participate in field-based IEP and SST meetings, as allowed with their master teachers. They interview resource teachers and meet program requirements working with students with special needs in the regular education classroom. Candidates in this course also participate in mock Student Study Team meetings which better prepares them as teachers who teach to meet the needs of all learners. We strongly believe that the inclusion of technology will begin to address issues of accessibility for all. In teaching our candidates a	

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	variety of techniques to engage students, our candidates will better meet the needs of all students. Candidates work with technology allows them to present work using a variety of methods which means they are more likely to address a variety of student needs. For our candidates, we are also concerned about accessibility. First and foremost the use of Blackboard and Titanium in all of our courses allows our work to be more accessible for all candidates. Posting assignments, PowerPoint lectures and syllabi are our first steps to improving accessibility and ensure equality. In addition, during fall 2011, In addition, over the past year faculty participated in two ATI (Accessible Technology Initiative) trainings and all syllabi are now ATI accessible. Over the next year we will move to making support items accessible. Faculty will continue to participate in online training to ensure this change. Finally, due to a grant received by SPED faculty we have 7 faculty members who are partnering with SPED faculty in learning about a variety of activities such as Co-Teaching in order to train the entire EDEL faculty. This work was piloted with two schools during the fall 2011 semester. Finally the majority of our full time faculty have now been trained in the Co-Teaching methods in order to expand to additional school during the 2012-2013 academic year. Single Subject (Secondary Education) Strategies used to prepare teachers to work effectively with students with disabilities EDSC 340 Teaching Diverse Student Populations in the Secondary School The final two weeks of the course specifically address 13 categories of disabilities and relevant state and federal laws pertaining to the education of exceptional populations. We focus on addressing the teacher's responsibilities in the IEP process, including: identification, referral, assessment, IEP planning and meeting, implementation, and evaluation. Generally, students work in teams of two or three to create PowerPoint presentations, each concentrating on a disability to share with the rest of the students. These focus on a particular disability and address differentiated teaching strategies and assistive technologies for that specific condition. EDSC 440S General Pedagogy of Secondary Teaching	

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	-A Special Education specialist from a local school district presents strategies to our teacher candidates for working with students in an inclusion setting. -Students are required to adapt each and every lesson plan to meet the needs of students with special needs. A special section on our department lesson plan format requires students to specify the adaptation. -A podcast has been created and loaded to Blackboard which models an IEP meeting between content teacher, special education teacher, and parents/guardians. -Strategies and adaptations that students have learned and observed from previous courses (EDSC 310, 340, 410) are reviewed and applied through creating lesson plans. -A core textbook that models an inclusion approach to working with students with identified needs through the use of case studies has been adopted and is used throughout the pre-requisites and credential program courses (EDSC 310, 320, 410, 440S, 442). Strategies used to effectively teach students who are limited English proficient (LEP) EDSC 410: Teaching English Learners in Secondary Schools This required course covers a wide range of topics pertaining to the education of English learners. These topics include historical and current theories of second language acquisition; psychological and sociocultural factors that affect second language development and influence instruction; historical and current language teaching methods and research-based most effective instructional strategies for content area classes; the foundations, legal evolution, and educational issues of Bilingual Education; ELD (English Language Development) based instruction; and the identification, assessment, placement, and redesignation of English learners through the CELDT (California English Language Development Test). Students in this class are afforded multiple opportunities to reflect on and discuss issues that impact the academic achievement of culturally and linguistically diverse students. In the course of the semester, students individually prepare and give a ten-minute demonstration of a SIOP (Sheltered Instruction Observation Protocol) Model teaching strategy to show their peers how this particular strategy works. In small collaborative groups students design and deliver a detailed content area or interdisciplinary lesson plan with appropriate adaptations for	

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	English learners, struggling readers, and students with special needs. This assignment constitutes the final project for this course. For their midterm project, students conduct an interview with an individual who learned English as a second language in the United States to compare his/her lived experiences to what we know from research to be best practices for English learners. Within the credential program, lesson plans created by students must include reference to multiple strategies that will be used to support English learners.	
California State University, Long Beach	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, linguistic, racial, ethnic, or socio-economic backgrounds and/or are English Learners. At the prerequisite level of the MSCP program provides the philosophical foundations for understanding the goals and characteristics of school-based organizational structures designed to meet the needs of English Learners (EL). In EDEL 431: Cultural and Linguistic Diversity in Schools, or EDEL 300: Equity and Justice in Diverse Schools, candidates develop a working knowledge of factors and issues affecting language minority achievement, such as the relationship of language and dialect to power and prejudice in the choice of instructional models and programs. In this course, candidates learn of program options for English Learners (EL), including bilingual education, English-only instruction (Structured English Immersion [SEI]), and Specially Designed Academic Instruction in English (SDAIE). Additionally, candidates conduct ethnographic research of a school community with a particular focus on linguistic and cultural diversity.	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 provided 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 candidates 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. Finally, candidates must participate in the creation and facilitation to a K-12 student's IEP during their student teaching experience, in a setting that includes English language learners.

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	Over the past year, 75% of MSCP faculty have been engaged in a year long professional learning community specifically focusing on the English language learners and students with disabilities in the regular education classroom. As part of the semester long PD, faculty participated in observations in their subject area of K-8 teachers identified by our LEAs as having strong content and EL teaching skills. During the PD, faculty have evaluated current program offerings to determine and deepen content from English learners and students with special needs. Changes have taken place through out the Multiple Subject program and candidates now have a stronger working knowledge of factors and issues affecting language minority achievement and inclusive environments that support the learning of students with special needs. In subject-specific pedagogy courses EDEL 442: Teaching and Learning Language Arts, K-8 and EDEL 452: Teaching and Learning Reading, K-8, candidates learn to develop pedagogy that blends the school curriculum for EL with the state- adopted reading/language arts academic content standards and curriculum frameworks. In EDEL 442, candidates develop case studies of strategies used by EL. In EDEL 452, candidates complete a literacy assignment for English Learners. Fieldwork is required in all of the subject-specific courses (EDEL 442, 452, 462, 472, and 475) in elementary classrooms in which 25% of the students are classified as English Learners. All field-experience assignments requiring groups of students must include a minimum of 25% English Learners. During their fieldwork experiences related to each of these subject- specific courses, candidates keep a double-entry journal on their field experiences. They reflect on teaching English Learners and comment on the links to theories and pedagogy they are learning in these courses. These hands-on experiences in diverse linguistic settings provide them multiple opportunities to practice strategies for teaching English Learners. At the prerequisite level of the Single Subject program candidates take EDSP 350 or EDSP 355B, classes specifically designed to teach candidates about working with students with special needs. Our newest course, EDSP 335B, specifically focuses on working with students with special needs at the middle and high school level. Candidates learn 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.	

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	Over the past five years, 80% of faculty in the SSCP went through a semester long professional development (PD) program focused on teaching subject specific content to English Learners. As part of the semester long PD, faculty participated in observations in their subject area of K-12 teachers identified by our LEAs as having strong content and EL teaching skills. During the PD, faculty revised signature assignments, rubrics and course syllabi to be more inclusive of content to help their candidates teach subject specific content to English Learners. Major changes have taken place through out the Single Subject program and candidates now have a strong working knowledge of factors and issues affecting language minority achievement. Field placements in the Single 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.	
California State University, Los Angeles	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.	The focus of the Education Specialist Credential Program is to prepare special education teachers to teach students with disabilities. A cohesive sequence of coursework in general and special education integrated with multiple fieldwork opportunities provides candidates opportunities to develop the knowledge and skills necessary for effective teaching. The roles and responsibilities of special education teachers and skills needed to be effective team members on individualized education programs is addressed in multiple foundation and methods courses and applied in the final supervised clinical experience. Program faculty have strengthened the course content related to effectively teaching students who are English Language (EL) Learners for all candidates through a collaborative effort between general and special education faculty and school practitioners. EL modules have been developed for use in both beginning and ending coursework and are applied in two supervised clinical experiences with children and young adults from local urban schools.
California State University, Monterey Bay	Candidates in the multiple subject and single subject programs are required to complete a three(3)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.	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 three (3)specific courses on teaching English Language Learners.

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California State University, Northridge	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. All general education teacher preparation programs at CSUN require that candidates take at least one course in special education and do fieldwork in settings serving English Language Learners (ELL) and students with special needs. The setting must be indicated on the student teaching evaluation form. In addition, fieldwork forms have many items where supervisors must evaluate candidates on their ability to differentiate instruction, to use effective strategies with ELL and students with special needs. The PACT assessment described above also assesses candidates' ability to work with diverse pupils. All candidates are placed within schools that are diverse racially, linguistically, socioeconomically and with regard to pupils' special needs. The multiple subject credential and single subject credential programs require at least one, 3 unit course in special education. This course includes participating in an IEP.	The Preliminary Education Specialist Credential at CSUN includes preparation in the following specializations: mild/moderate, moderate/severe, deaf and hard of hearing, early childhood in special education. It includes three post baccalaureate pathways, traditional, the undergraduate blended program (Integrated Teacher Education Program), and a one-year accelerated program (Accelerated Teacher Education Program). All candidates are assessed at five transition points: entry to the program, entry to student teaching, exit from student teaching, exit from the program, and follow-up one year after graduation. All candidates are assessed on their content knowledge, pedagogical and professional knowledge and skills, student learning, and professional dispositions. All candidates complete an early field experience or first student teaching and are evaluated through portfolio as well as fieldwork assessment by the master teacher and university supervisor. They are also evaluated in the same manner in final student teaching. They are examined one year after exiting the program through the CSU Follow-up survey of candidates and their employers. All components of the programs and evaluation instruments used are aligned and reflect the California Standards for the Teaching Profession which are also aligned with the standards of the California Commission on Teacher Credentialing. Standard 1, Engaging and supporting all students in learning, specifically addresses the needs of educating diverse learners with disabilities, including English language learners. Standard 2, Creating and maintaining an effective environment for students also addresses the needs of ELL and their families. All of the standards are designed to address the needs of students with disabilities.
California State University, Sacramento	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	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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	second language acquisition, linguistic development, theory and practice of effective programs, and beginning methods, materials and strategies responsive to students' primary language and assessed levels of English proficiency. Methodology coursework provides more advanced knowledge related to effectively instructing English Learners, and student teaching practice and evaluations require evidence of increased skill and positive dispositions related to educating English Learners.	
California State University, San Bernardino	CSUSB's general education teachers' experience varies based on their supervision experiences and placements. Typically, our candidates receive a lot of experience working with children diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) and Autism as these are the most frequent diagnosis seen in the classrooms in our service area. CSUSB programs prepare elementary and secondary teachers to teach English Learners within the regular classroom and utilize a performance assessment that emphasizes differentiated instruction. Candidates complete coursework and field experiences that simultaneously engage them in hands on experiences within public schools while immersed in the study of teaching and learning. Programs are designed to increase field site responsibilities as candidates gain more knowledge and skill while supported by site teachers and university supervisors. Through a consortium, the College works to provide a seamless transition for employed students through intern and induction programs. Collaboration with more than 50 school districts has resulted in enhanced support for these part-time students, thereby addressing a major component of CSUSB's mission. The Liberal Studies Integrated Track allows candidates to merge their credential and degree requirements, thus completing both the bachelor's degree and credential in four years and a summer.	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. In Fall 2012, the special education program started the Autism Spectrum added authorization.
California State University, San Marcos	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.	The program is structured around the approved state standards and includes multiple school-based learning assignments.
California State	Department of Teacher Education has special courses designed to accomodate students with special needs: special ed, EL and IEPs. We teach our students	Students complete relevant coursework and practica.

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University, Stanislaus	about IEP's, but participation is an optional assignment. It is suggested for students taking EDSE 4160 to go to one. Methods courses also cover making accommodations for their students' needs in their lesson plans. An IEP is also encouraged during student teaching if applicable.	
CalState TEACH	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. Candidates are introduced to relevant state and federal laws, the general education teacher's role and the IEP process. They learn about IDEA and legal issues surrounding the education of children with special needs and are introduced to the processes of the Student Study Team where they begin to learn about IEP planning, implementation, and evaluation. Throughout these studies, candidates read about and discuss, on the program's online discussion boards, their professional and ethical obligations to provide an equitable education for all students. Since the CalStateTEACH program requires that candidates be in the classroom from the first week of the program to the last, they receive extensive experience in selecting and using appropriate materials, technologies, and differentiated teaching strategies to address the needs of special populations in the general education classroom. At first, they begin to develop a classroom management philosophy and plan, which is essential to effective learning. They then come back to this plan several times as they develop an operational style over the course of the program, culminating with a final study of management and behavioral disorders. They identify the types of behaviors students with special	

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	needs placed in the general education classroom may exhibit; explore strategies for arranging and organizing the physical and instructional environments and other considerations for working with special populations in the general education classroom. The management plan must be culturally responsive, respectful of the social context of the school and students, designed to engage students through the learning environment, and incorporate preventive approaches. Candidates outline their personal Acting-Out Cycle intervention strategies in response to an observed video lesson of disruptive and non-compliant behavior. Candidates teach a lesson in which they use identified materials and strategies that help a specific student who is identified as disruptive or non-compliant. Candidates learn about major categories of disabilities as they progress through the program and apply that knowledge by identifying appropriate accommodations and adaptations while designing specific lessons. From the start they are asked to consider, design, and implement accommodations for students with differing learning needs. On every lesson plan, they must describe the needs of their students, specify accommodations where appropriate, and indicate appropriate technology, including assistive technology, to insure access to learning of core content. Candidates progress in the program from working with individual students to teaching small groups to whole class instruction. They study learning theories early in the program and then link them to specific instructional strategies to fit the needs of specific students including those in special populations. Through readings in Lewis and Doorlag, Guillaume, IRIS modules, and a series of activities, candidates acquire strategies that address issues of social integration for students with special needs in a general education classroom. As candidates design instruction for the various content areas, they are mindful of the strategies they employ to encourage and support student engagement. They consider developmentally appropriate physical education; focus on medical issues, health needs, adaptations for children with ADHD, how the Student Study Team works; address accommodations for students with special needs in reading, science, literature study, and mathematics respectively. They study a variety of types of assessment and how to talk with parents about assessments and their outcomes.	

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	Best Practice for English Learners CalStateTEACH candidates complete a number of activities that provide opportunities to understand the philosophy, design, goals, and characteristics of school-based organizational structures designed to meet the needs of English learners, including programs for English language development and their relationship to the state-adopted reading/language arts student content standards and framework. Their readings in Echevarria and Graves (Sheltered Content Instruction: Teaching English Language Learners with Diverse Abilities) and Herrell and Jordan (Fifty Strategies for Teaching English Language Learners) form the foundation of their understandings. These readings are supported by several additional texts that focus on the development of literacy skills. The program's first day-long seminar that candidates attend focuses on language acquisition. The other methods seminars in mathematics, science, the visual and performing arts, and physical education, include strategies for supporting English learners. Digital media presentations and observations of master teachers working with English learners complete the opportunities to develop foundational knowledge. Candidates develop an understanding of instructional practices to support English learners and begin to practice them, first with individual students and then with small groups, and gradually in whole class instruction. As they enhance their repertoire of instructional skills, they also learn to modify instruction to meet the differing needs of students in the classroom. Ultimately, they have the opportunity to manage classroom instruction with the support of paraprofessionals and specialists. Candidates observe an English learner and identify strategies appropriate for specific levels of the Proficiency Level Descriptors (PLD). Based on their observations, candidates informally assess students' language proficiency in each of the language modalities, listening and speaking, reading and writing using the Student Oral Language Observation Matrix (SOLOM) and developmental reading and writing rubrics. Candidates discuss the conclusions they drew from their observations with the student's teacher. Candidates practice using the Proficiency Level Descriptors, based on the California English Language Development Test (CELDT), in order to provide useful reference points for assessing students' English skills.	

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	The Lesson Plan Assistant, the lesson planning template used by CalStateTEACH, requires that candidates describe their learners including those who are English learners before they design the lesson. Then it asks candidates to address English learners in the lesson plan they develop. Specific modules and lesson planning assignments ask candidates to identify and implement appropriate accommodations and strategies, based on an assessment of the English learners' language proficiency. Candidates get practice assessing student proficiency, monitoring student learning, and linking instruction to assessment. Strategies such as scaffolding, advance organizers, collaborative reading, guided reading, imaging, interactive read-alouds, language experience writing, leveled questions, partner work, preview-review, realia, story reenactment, total physical response and vocabulary word play are utilized by candidates to make grade appropriate and advanced curriculum comprehensible to English learners. In specific activities, Developing a Literature Unit, candidates are asked to focus on assessment processes that support English learners and evaluate student work samples from English learners. Candidates learn about and apply pre-assessment, formative and post-assessment measures, and then design a complex community-based unit taking into account the language characteristics and needs of both the community and the students. The importance of students' family and cultural backgrounds is emphasized throughout the program and specifically explored in a number of activities. As candidates begin to look at learner characteristics to guide instruction, they complete an IRIS module focused on culturally responsive teaching, linguistic needs that can affect instruction, and supportive ways to encourage family members and the community to become more involved in school matters. Several activities engage candidates in an exploration of the community so they understand the context in which their students live and can make connections between their backgrounds and the curriculum. Candidates also explore strategies such as oral history as ways to engage and validate the experiences and expertise families can contribute to effective instruction.	
Chapman University	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	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

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	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 includes current theories regarding second language acquisition and the practical applications of theoretical knowledge at the elementary and secondary levels. The content of both courses includes literacy development from a socio-psycholinguistic perspective. The content of both courses address the state ELD standards, assessment, planning for literacy development and content area instruction. In addition, students participate in 4 field-based courses specifically designed to focus on both English learners and students with disabilities.	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 individualized education programs. The program prepares special education students to teach students who are limited English proficient by providing opportunities for candidates to understand the characteristics of school-based structures designed to meet the needs of this particular population. The school based structures would include the role of the individualized education program teams, English learner reclassification committees, etc. the program includes the teaching of methods that are responsive to the various levels of student English proficiency. Candidates receive instruction relative to linguistic development as well as first and second language acquisition. The program teaches candidates how to interpret assessment results, e.g., CELDT, for the purpose of using appropriate strategies not only to facilitate second language acquisition, but also to make content comprehensible. In addition, students participate in 4 field-based courses specifically designed to focus on both English language learners and students with disabilities.
Claremont Graduate University	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 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 take courses taught by specialists in the field. In these classes the students focus on a number of relevant subjects including but not limited to working with paraprofessionals, making and implementing appropriate modifications and accommodations, addressing disruptive and non-compliant behavior, optimal learning environments (Ruiz' OLE), social narratives, visual schedules, and mediated learning experiences. Mild/Moderate Education Specialist Candidates all use Vaughn and Bos Strategies for Teaching Students with Learning and Behavior Problems, eighth edition (2012) as a core text. Moderate/Severe Education Specialist Candidates use Browder and Spooner's Teaching Students with Moderate and

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	Education Specialists candidates to help establish the professional expectation and norm of collaboration. All candidates are introduced to the frame provided by IDEA in our first course, Teaching/Learning Process (TLP) I and introduced to the Professional Standards related to Special Education. The scope of how to work with students with designated special needs is continued in the Fall in TLP II where candidates focus on differentiated instruction and effective strategies within their core content areas. Through their work with differentiated instruction the message is stressed that all students can learn but that instruction needs to be tailored to the individual. In the Fall, all candidates take EDUC 314: Differentiated Instruction to Meet the Academic Needs of English Learners and Students with Special Needs. The ability to differentiate instruction to meet the needs of diverse learners is the foundation of good teaching. As such, this course is designed to provide candidates with critical theoretical and practical information on why and how teachers differentiate instruction for two key groups of learners, English language learners and special needs students. Students will learn language acquisition theory and the research-based strategies known to cultivate academic success for English Language Learners and students with special needs. Topics include the history and policy that affects the instruction of English learners; theories of language acquisition and their relationship to practice; and the California English Language Development Standards to design curriculum and instruction that address English language development. Candidates will learn how to provide access to core content through the use of SDAIE (i.e., Specially Designed Academic Instruction in English) strategies; learn about the various assessments available to assess language, literacy and content for English learners; and explore and understand the linguistic and cultural aspects that impact schooling for English learners. Additionally, candidates will learn effective strategies for working with students with special needs, including those with identified disabilities. Candidates work with Dr. Skip Baker on brain-based research related to student learning. They also learn characteristics of students with Autism Spectrum Disorder (ASD) and understand effective strategies, including visual scheduling and structured teaching, for meeting the needs of students with ASD and other identified disabilities in their classrooms.	Severe Disabilities (2011). In the Fall, education specialists take Teaching/Learning Process II. Candidates understand and apply unpacking of content standards to develop learning objectives to enhance quality of instruction and student learning. In addition, They learn positive behavior support techniques as implemented in collaboration with general educators, paraprofessionals, and parents. Candidates learn about various assessments for transitional programs and plans. Education Specialist candidates learn important formal, informal and alternative assessment measures, including ecological and functional assessment of both academic and social achievement to achieve success with students with mild/moderate/severe disabilities. Candidates learn specific instructional strategies in reading, writing, math,and communication skills to effectively access standards- based curricula and address IEP goals and objectives. Selecting appropriate accommodations/ modifications within each content area will be emphasized. In the Fall, Education Specialists also take EDUC 314: Differentiated Instruction to Meet the Academic Needs of English Learners and Students with Special Needs. The ability to differentiate instruction to meet the needs of diverse learners is the foundation of good teaching. As such, this course is designed to provide candidates with critical theoretical and practical information on why and how teachers differentiate instruction for two key groups of learners, English language learners and special needs students. Students will learn language acquisition theory and the research-based strategies known to cultivate academic success for English Language Learners and students with special needs. Topics include the history and policy that affects the instruction of English learners; theories of language acquisition and their relationship to practice; and the California English Language Development Standards to design curriculum and instruction that address English language development. Candidates will learn how to provide access to core content through the use of SDAIE (i.e., Specially Designed Academic Instruction in English) strategies; learn about the various assessments available to assess language, literacy and content for English learners; and explore and understand the linguistic and cultural aspects that impact schooling for English learners. Because they take this course with general education candidates,

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	Learning to work effectively with English Learners and students identified with special needs is reinforced via the Ethnographic Narrative Project (ENP) that the candidates do where they identify five specific students (one of whom has designated special needs and at least three of whom are English Language Learners). For the ENP, our candidates interview these students, conduct home visits, work with the families, collect and analyze student work samples, and set/assess specific learning objectives (and plans) for each. In the Spring, all General Education candidates work with their Education Specialist peers and TEIP's Educational Faculty to understand the scope and role of the IEP process. Candidates look at sample IEPs and discuss specific students in relationship to their IEPs. Additionally, they learn about the important adaptations for students with disabilities, including accommodations and modifications. Education Specialist Candidates facilitate small group discussions with their general education peers as they develop appropriate accommodations and/or modifications for case study students. They have the opportunity during this important collaboration time to talk about students in their classroom they are struggling with and brainstorm ways to increase student success. Finally, the California Teaching Performance Assessments (TPAs), which are done by all of our general education candidates, also assess the degree to which the candidates are equipped to work with ELs and students with special needs. Every California candidate in General Education must pass the 4 TPA's to obtain their teaching credential.	education specialist candidates serve as leaders and design several presentations on working with students with special needs. Additionally in the Fall, Education Specialist Candidates take a content specific seminar relating to their credential. Mild/Moderate Candidates take ED396: Case Management and Effective Collaborative Practices in Special Education for Students with Mild to Moderate Disabilities. They focus on their legal responsibilities and ethical practices as a case manager for students with disabilities. Successful collaboration techniques, best practices for IEP meetings, co-teaching models, and effective transitional planning are discussed to develop Candidates' skills as participating members of an IEP team. Moderate/Severe Candidates take ED366: Communication and Health Care Issues of Students with Moderate/Severe Disabilities. Here candidates focus on teaching students with communication and health care issues. They receive direct instruction regarding legal mandates for students with moderate/severe disabilities, health care needs, and evidence-based strategies for creating success in and out of the classroom. In the Spring, candidates take the third in a four-part series, Teaching/Learning Process III. This course is designed to further prepare students for working within the K-12 school system. TLP III deepens the candidates understanding of the cultures of school and community, and how both influence the success of students in their classrooms. Developing meaningful interactions with families, related service providers, and community members is one focus of this course. Candidates will additionally deepen their understanding of assessment measures, specifically curriculum-based measurement and progress monitoring, and apply their understanding to a variety of situations to effectively meet the individual needs of students in their classroom. Students will develop skills for addressing conflict within the classroom and school. They will analyze data from a variety of sources, and make informed decisions regarding instruction and placement for students with disabilities. Students will have the opportunity to hone their leadership and collaboration skills as they continue to work within multidisciplinary teams. Additionally, in the Spring, all Education Specialist Candidates take ED338-1: Emotional, Behavior, and Health Issues in Special Education, Part 1. Candidates understand the ethical standards for the instruction of students with

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		emotional, behavioral, and health issues in special education. They learn about and develop effective positive behavior support plans, functional behavior analysis, and evidence-based strategies for creating safe and effective learning environments for students. They demonstrate their understanding of these practices by conducting a Functional Behavior Analysis and a Positive Behavior Support Plan for one of their students. All course work is reinforced via the Ethnographic Narrative Project (ENP) that the candidates do where they identify five specific students (each with a different disability condition). For the ENP, our candidates interview these students, conduct home visits, work with the families, collect and analyze student work samples, and set/assess specific learning objectives (and plans) for each. In summer, education specialist candidates take Teaching/Learning Process IV. In this course, education specialist candidates examine dominant theories of education, including behaviorism, constructivism, social-constructivism, brain-based learning and critical pedagogy. These educational philosophies and learning theories will be used to address major questions concerning special education teachers, including collaboration and transition, social and educational change and how they impact assessment and instruction, the assessment and evaluation of special education students, and collaborative team building. Education Specialist Candidates take ED338-2: Emotional, Behavior, and Health Issues in Special Education, Part 2. In this second part of the course, candidates implement, review, and evaluate the positive behavior support plan they developed in part 1 of the course. They learn various applied behavior analysis methodologies as they serve students with emotional and behavior disorders. Education Specialist Candidates' final course is ED339: Evidence Based Practices for Students with Disabilities. Candidates evaluate the research surrounding various evidence-based strategies for students with disabilities, including fidelity of implementation and response to intervention. Finally, while the state does not yet have a standardized culminating assessment for education specialists, we utilize a modified version of the CA

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		TPA's to ensure strong teaching skills in core subject areas and the ability to differentiate instruction effectively. These tasks also assess the degree to which the candidates are equipped to work with English learners.
Concordia University	General education teachers acquire knowledge related to teaching students with disabilities during two courses: "Typical and Atypical Development of Diverse Learners" and "Creating Positive and Inclusive Classrooms." The ability to effectively teach students who have limited proficiency in English is embedded throughout our coursework and forms the basis of the core course "Language and Culture."	
Dominican University of California	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: EDUC 5000/5500 Education and Culture (Multiple/Single subject candidates enrolled) EDUC 5140/5240/5540/5640 Elementary /Secondary Reading EDUC 5130/5131/5230/5231/5530/5531/5630/5631 Elementary/Secondary Curriculum and Instruction	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 embedded in the following courses: EDUC 5301-Introduction to Special Education EDUC 5302-Program Design and Curriculum Development EDUC 5304-Formal and Informal Assessment EDUC 5306-Behavior Intervention and Support EDUC 5150/5250/5550/5650-Observation and Preparation for Supervised Teaching EDUC 5307-Supervised Teaching and Induction Planning EDUC 5364-Teaching Performance Assessment Preparing special education teachers to effectively teach students who are

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	EDUC 5150/5250/5550/5650 Observation and Preparation for Supervised Teaching EDUC 5056/5556 English Language Development (Multiple/Single Subject candidates enrolled) EDUC 5160/5260/5560/5660 Elementary /Secondary Supervised Teaching EDUC 5162/5262/5562/5662 Professional Development seminar EDUC 5164/5264/5564/5664 Elementary/Secondary Teaching Performance Assessment	limited English proficient is embedded in the following courses: EDUC 5000/5500-Education and Culture EDUC 5056/5556-English Language Development EDUC 5130/5230/5530/5630-Elementary/Secondary Curriculum, Part I EDUC 5131/5231/5531/5631-Elementary/Secondary Curriculum, Part II EDUC 5140/5540-Elementary Reading EDUC 5150/5250/5550/5650-Observation and Preparation for Supervised Teaching
Fresno Pacific University	The program prepares candidates to teach students with disabilities effectively by requiring candidates to take SED 605. In this course candidates are provided with the direction necessary to understand the psychological characteristics, cognitive styles, behavior patterns, and accompanying learning problems of students with exceptional needs. Students are asked to demonstrate knowledge of current legislation (IDEA, Individuals with Disabilities Act) pertaining to exceptional students, including teaching implications of cultural and linguistically different children. In addition, candidates are asked to describe the major components of an IEP (Individual Education Plan) and its process. Candidates are asked to attend an IEP meeting during final directed student teaching. Finally, candidates demonstrate an awareness of differences and similarities of exceptional and non exceptional students, including the instructional implications of culturally and linguistically different children. The Teacher Education Lesson Plan Template requires that candidates select an exceptional as well as an English learner as focus students, and plan each lesson in light of the data gathered on these focus students. The program prepares candidates to teach English learners through multiple courses; student teaching seminars, and EDUC 646 (elementary focus) and 692 (middle school and high school focus). EDUC 646 and 692 focus on teaching English learners effectively through a literacy content base.	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 Specialist service providers.
Hebrew Union College	Through the course Meeting the Needs of All Students, candidates are prepared to understand and teach students with disabilities. In the course Reading, Language and Literature candidates learn how to teach students who are limited in English language proficiency. Throughout their field experiences candidates work with students with disabilities and with limited English language proficiency.	
Holy Names	The mission of Holy Names University credential programs is to prepare	The candidates in the Education Specialist Mild Moderate Program take

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University	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 needs for English Learners are defined within the context of English Language Development policies, including cooperative learning, learning centers, and to deliver a balanced reading program that reflects the content standards and frameworks and meets the needs of English Learners. In EDUC 100, candidates discuss the relationship of language to schooling, and they study the changes in policies related to instruction for English Learners. In EDUC 101, candidates study theories that highlight the impact on motivation and learning of language, culture and racial differences, and they study research on successful structural approaches that address that impact. In EDUC 320A and EDUC 330A, candidates observe in classrooms where experienced teachers organize their classrooms to enhance learning for English Learners. In their practicum courses, EDUC 320 C/I and EDUC 330 C/I, candidates must serve in at least one school which serves a significant number of English Learners, participate in classrooms where they learn about different models of instruction for English Learners, work with paraprofessionals and specialist where available, and demonstrate proficiency in teaching English Learners. In Curriculum and Instruction courses, they are asked to document the characteristics of classes that are successfully instructing English Learners, and they are challenged to design and implement lessons that include strategies that make content accessible to English Learners. In EDUC 102A, candidates review the legal requirements for educating exceptional children, including mainstreaming into the general education	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, including cooperative learning, learning centers, and to deliver a balanced reading program that reflects the content standards and frameworks and meets the needs of English Learners. In EDUC 263, candidates are introduced to theories, issues, strategies and materials related to assessment and instruction of students with reading difficulties. specific methods of instructional and the selection and development of materials that match the diagnosed need of the individual are emphasized. There is a fieldwork requirement for this course. In EDUC 264, candidates are provided with a variety of formal and informal assessment methods applicable for classroom and clinical use. A variety of assessment measures are administered and interpreted; results are used in development of Individual Educational Plans (IEPs).

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	program. Candidates learn the research on effective teaching practices and examine those practices in light of the needs of gifted students and those with handicapping conditions. Candidates complete a field observation of a mainstreaming situation, where special education students participate in the general education program; adapt a lesson to meet the needs of students with specific learning needs, review the IEP and placement process for a student with a learning disability. Through readings, lectures, in class presentations and Internet searchers, candidates learn about resources and strategies that will provide students with learning needs access to resources and extra curricular activities.	
Hope International University	All candidates are required to take EDU5640 Issues in Education During Mid-Childhood and Adolescent Years or EDU 6509 The 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. Classroom observation of special needs students and instruction is required in EDU 5640 and EDU 6509. 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. Classroom observation of English Learners and instruction is required in EDU 5330.	
Humboldt State University	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.	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

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	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 legislation 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 identification, referral, and assessment through case study examples. They learn their role in the IEP planning and meeting, implementation and evaluation through lecture, discussion, role play and debriefing. Candidates know the rights of students and parents concerning the child's placement, review and dismissal from special education programs, as well as to understand any special protections afforded by law. Candidates learn about identifying and assessing students for referral by learning about the characteristics of the nine major categories of disabilities. In our geographical area, we have so many different school districts, each with its own requirements and guidelines for referral assessment that we expect our candidates to learn a more general idea of how the assessment process works. Our candidates use assessment on a regular basis for all of the general education students, and are trained to be alert for students who do not make expected progress. We teach them to find out who to ask for help at their school site - nurse, school psychologist, resource specialist, etc., and help them understand that this does vary from school district to school district. Candidates are expected to find out how the referral and assessment process works at their own placement sites, to serve as an example for their futures. Our candidates use a number of appropriate language assessment tools, including the California English Language Development Test (CELDT). Candidates study and participate in a demonstration of the CEDLT administered to all English learners, grades K-12. Candidates learn about reclassification of English learners as reflected in state law, including regulations adopted by the State Board of Education. These include using the CELDT, teacher evaluation, parent opinion and consultation, and comparison of performance in basic skills to native English speakers.	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 and needs areas, and (c) develop and implement individualized educational programs that include matching teaching and learning styles. Candidates value their students. They demonstrate sensitivity toward and respect for students with disabilities by building curriculum from the foundation of what students know and creating an intellectual scaffolding for students' academic success. The Special Education Credential Program develops candidates' knowledge of and ability to examine educational policies and practices. Candidates learn to effectively implement educational programs that reflect current best practices, updating programs as new practices emerge. Each candidate demonstrates knowledge of current legislative, judicial, and regulatory initiatives and their implications for teachers of students with mild to moderate and severe disabilities. Each of the courses in the program presents academic content that reflects best practices with regard to provision of special education and related services to students with disabilities. Required texts in each of the classes have all been published within the past several years, and each text contains scores of references to the professional literature in special education, both conceptual and empirical. IEP Team The program provides a comprehensive review of special education history, categories of exceptional children, educational restructuring in special education, inclusion, state and federal legislation and other policy issues that relate to delivery of services. Candidates discuss the unique influence of the family and child-family interactions, parental response to a child with a disability, and parents as advocates and collaborators. As candidates examine

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		and consider different categories of children, additional issues related to policies and practices are considered such as family and lifespan issues, early intervention, and educational adaptations for children with various disabilities. Candidates learn the background of current federal and state education laws. Candidates learn how the latest federal amendments to the Individuals With Disabilities Act (614)(d)(1)(B) affect general education teachers and students as well as special education students. Candidates learn how to effectively participate as a member of an Individualized Education Program team and how to use the range of program options that must be considered for all special education students. Candidates extensively discuss the continuum of program options looking at the least restrictive to the most restrictive educational settings and instructional strategies for special education. They also discuss how various special education program options are related to general education. Candidates review the following topics; the special education laws and legal rulings, the inclusion movement, cultural and linguistic diversity, assistive technology and organizations that provide support to children with learning disabilities and their parents. Candidates are introduced to knowledge regarding child development, learning theories, models of teaching, lesson design, assessment, and effective classroom management. Candidates demonstrate knowledge and application of teaching models that are developmentally appropriate and effective, including the elements of direct instruction and specific strategies that benefit English language learners. The candidate is introduced to various models of effective p-12 instruction. In reviewing instructional models, candidates engage in an analysis of traditional, current theories of human cognition and learning styles and modalities. Howard Gardner's theory of multiple intelligences and applications of mind/brain/body research is reviewed theoretically and practically. Curriculum for the Special Education Credential Program and the associated fieldwork, provides candidates with a comprehensive view of the following elements that are essential in planning appropriate curricula for children with mild to severe disabilities: •Academic content standards, K-12

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		•California curriculum frameworks •Selection of instructional materials •Instructional strategies for diverse students •Curriculum packages in reading, language, spelling •Curriculum packages in mathematics •Curriculum packages in science, social studies and health •STAR testing program Candidates are required to evaluate curriculum practices with regard to educational issues for children and youth with disabilities. Candidates review curriculum in relation to assessment, current research, California academic content standards, quality of materials available, transition, learning styles, consultation and collaboration strategies, and assistive technology. Candidates are provided with information regarding electronic resources available to special educators. Candidates are shown how to access appropriate government documents and clearinghouses of information including the National Center for Children and Youth Disabilities. Teach Students Who Are Limited English Proficient Candidates are well prepared to teach limit English proficiency students. Coursework includes an examination of bilingual and ESL models, methodologies, materials for English language learners, and language proficiency and assessment. Topics include the following: a) the goals of bilingual education; b) models for primary language content-area instruction (e.g., alternate day, simultaneous translation, and preview-review); b) language acquisition vs. language learning models and methods; c) specially designed content-area instruction delivered in English; and d) formal and informal methods of language proficiency assessment (e.g., standardized tests, checklists and inventories, discourse analysis, designation/redesignation). The program incorporates a broad range of topics related to serving students and families from culturally and linguistically diverse backgrounds. These topics include an examination of the nature, structure, and use of language; theories of first and second language acquisition; and factors that may be related to acquisition of language and literacy. In addition to concepts traditionally associated with methodology courses in reading and the language arts (e.g., phonemic awareness; letter recognition, decoding skills, vocabulary,

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		and comprehension), the courses incorporate topics in the following areas of study: a) descriptive linguistics and the form, content, and use of language (e.g., phonology, morphology, syntax, semantics, and pragmatics); b) theories of first and second language acquisition (e.g., nativist, empiricist, interactionist, transactionist models; stages of first and second language acquisition; and the nature of linguistic input); and c) curricular, pedagogical, psychological, sociological, and other influences on second language acquisition and use. The above areas of study are addressed through lectures, readings, assignments, and discussions of candidates' experiences in field settings with significant numbers of second language learners. The instructor is a certified bilingual teacher with over ten years experience working in educational settings with students and families from culturally and linguistically diverse backgrounds.
La Sierra University	The State of California does not require coursework in special education in the teacher education program. However, we require this when they do both the undergraduate teaching credential and when they do their Master of Arts in Teaching as well as when students are preparing for the Seventh-day Adventist teaching credential in addition to the State credential. To improve our program we now require all candidates to take EDCI 464/564 Special Education in the Regular Classroom. 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.	
Loyola Marymount University	Candidates are prepared to teach students with disabilities effectively through coursework, field experiences, clinical practice, and professional development.	Candidates are prepared to teach students with disabilities effectively through coursework, field experiences, clinical practice and professional development.
Mills College	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	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,

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	single subject candidates.	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.
Mount St. Mary's College	Now more than in prior years 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 taught how to implement 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 TPE 4 (Making Content Accessible). Teacher candidates are evaluated on their competence in adapting their instructional plans for students with special needs throughout this summative assessment. We are currently using a number of teacher training modules developed by IRIS Center-housed at Vanderbilt University (funded by US Dept of Education- Office of Special Education Programs.) The professional preparation courses build on the knowledge of first and second language acquisition gained in the prerequisite linguistics courses ENG 102 (undergraduates) and EDU 253 (graduates), and, throughout the program, candidates gain experience planning English language development lessons, including the use of appropriate strategies/ adaptations for English Language Learners and strategies for assessing the needs of English learners. Professional preparation courses include assignments where teacher candidates create,	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 every candidate, supportive instruction that prepares every candidate to meet the standards for a beginning teacher or administrator and reflective self-evaluation that promotes continual professional growth. The Mild/Moderate Education Specialist Teacher Preparation program at Mount St. Mary's College is committed to the belief that society benefits when all individuals are able to achieve their maximum learning potential. The program serves this critical societal function by promoting knowledge, understanding, and respect for individual differences and unique learning needs. The foundation of the program is built upon knowledge derived from a sound theoretical base and rigorous research. We believe a quality program includes opportunities for reflection, problem solving, and collaboration, and the application of knowledge and skills in settings that demonstrate effective practices. Working in partnership with schools and communities, the program

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	implement and reflect on Specially Designed Academic Instruction in English (SDAIE) lesson plans using the Sheltered Instruction Observation Protocol (SIOP) to analyze both the teaching of the lesson and the student outcomes.	provides ongoing support, mentoring, and guidance to its candidates while promoting innovative yet evidence-based approaches for individuals with disabilities. In addition to a strong foundation in special education, the program prepares candidates to work with students who come from diverse cultural and linguistic backgrounds, adapting instruction to individual differences. A combination of theory and practice emphasizes learning environments that are integrated with the general education program and are directed toward the development of academic and social abilities that will enable students with disabilities to meet their highest potentials. The primary role of the program is the preparation of special educators who have a core set of research-based knowledge and skills which enable them to collaborate effectively with others to ensure the highest educational and quality of life potential for individuals with disabilities and diverse learners, adapting instruction to individual differences. A combination of theory and practice emphasizes positive learning environments that are integrated with the general education program and are directed toward the development of academic and social abilities that will enable students with disabilities to meet their highest potentials. In order to continue the quality of our program, meeting the needs of our candidates in this century, and keeping the needs of the community in mind, the program has gone through many revisions and modifications in order to keep up with the changes and demands. Our pre-service and intern programs reflect the new standards adopted by the California Teachers Commission and any other States requirements. For example, in November 2006, our credential program embedded the English Language Learners Standards (#7E, I, #13A, C, F, G and #19), but later in December 2008 the program and courses were updated in order to meet the new Reading Program Standards Revised #7A. Another example is how our program embedded the CLAD standards and requirements in order to meet the needs of the community and diverse learners. Furthermore, effective September 2010 (Fall 2010 semester), all of our pre-service and intern programs will once again be modified in order to meet the new Education Specialist Standards and Mild/Moderate Authorization Standards (#1-6). The Added Authorization of Autism Spectrum Disorder (#1-3) and the Added Authorization of Emotional Disturbance standards (# 1-

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		3) will be embedded as part of our new preliminary teaching credential program.
National Hispanic University	Inclusion course is required of all credential students. Assignments include" - Special Needs Pedagogy Assessment: Given a scenario, construct a lesson that would address the requirements of the special needs students in the class. - Objective: 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 strategies and methodologies are integrated throughout all other methods classes. National Hispanic University requires all special education teachers to demonstrate EL and special needs understanding and pedagogy implementation through a required Teacher Performance Assessment scored by program assessors.	One of the assignments in our Special Education "Curriculum and Instruction Adaptations" Special Education 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? Throughout the University's four Special Education courses students write lessons, demonstrate strategies, and explore resources for English language learners. National Hispanic University requires all special education teachers to demonstrate EL understanding and pedagogy through a required Teacher Performance Assessment scored by program assessors.
National University	All prospective single and multiple subject teachers must complete the California Teaching Assessment (Cal TPA). Cal TPA is made up of four tasks. They are TASK SSP: Subject Specific Pedagogy (4 case studies) 1. Developmentally Appropriate Pedagogy 2. Assessment Practices 3. Adapting Content-Specific Pedagogy for English Learners 4. Adapting Content-Specific Pedagogy for Students w/ Special Needs Task SI: Designing Instruction Task AL: Assessing Student Learning Task CTE: Culminating Teaching Experience Within each tasks, prospective teachers must demonstrate ability to adapt content, instruction and assessment for both a special needs student and an English learner. Instruction in courses guides prospective teachers to success in	Candidates in our program learn to teach students with disabilities effectively through three means: course work, field experiences and student teaching or internships. They learn the knowledge and skills in their course work, observe and practice during field experiences, and implement independently during student teaching or internships. Courses providing information about IDES 2004, the IEP process, Response to Intervention, characteristics of the thirteen qualifying disabilities, the special education teacher's role in the referral process, and planning for differentiated instruction include the following: SPD608 Exceptionalities, SPD614 Classroom and Management Behavior, SPD616 Law, Collaboration, and Transitions, SPD622 Assessment of Students with Disabilities, and SPD628 Teaching Reading/Language Arts in Special Education. Specialization courses in Mild/Moderate, Moderate/Severe, and Deaf and Hard of Hearing include in depth knowledge and application of

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	completing these tasks. There are specific courses on teaching English learners and meeting the needs of special needs students. In addition, for the four foundational courses, there are co-course leads-a faculty member from general education and one from special education. This co-course lead model ensures that candidates have an understanding of the role of both special education and general education teachers and how they are to work together at school sites including as member of individualized education program teams.	typical and atypical development, research and standards-based curriculum and instruction, positive behavior support, and transition planning. Themes included in every course are: teaching English learners and students on the autism spectrum; collaborating with students, parents, other professionals and the community; and using technology as a tool to improve the learning of students with disabilities.
Notre Dame de Namur University	Course EDU 4410 Special Education and EDU 4107 Teaching English language learners	Curriculum and Instructional adaptations EDU 4234/4237, Special Education Program Management EDU 4200 and EDU 4107 Teaching English language learners.
Occidental College	*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.	
Pacific Oaks College	Candidates 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 delivered through specific coursework as part of the authorization, as well as integrated throughout the program in various other courses.	Candidates 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 with Mild/Moderate Disabilities. In addition, the English Learner authorization is embedded in this program. Candidates take coursework in English learner methodologies, and this training is also integrated throughout the program in various other courses.
Pacific	TRAINING TO WORK WITH DISABILITIES	

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Union College	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 interventions and accomodations; 7. To describe the evaluation process of identifying students with exceptionalities and understand the importance of early indentification and intervention plans; 8. To know how to navigate a student's Individualized Education Program (IEP), and write annual goals and benchmarks and incorporate them into the classroom, and understand related services and transition planning; 9. To understand the purpose of IEP meetings, who attends, how they guide a student's instruction, and the very important role of the regular education; 10. To understand the unique dynamics of working with parents of students with exceptionalities and know how to assist parents in advocating for their child and eventually helping the child advocate for him or herself; 11. To understand multicultural education as it relates to special education; 12. To be able to teach using a variety of strategies that will help students with exceptionalities be successful in your inclusive classroom. In addition to the above course, students participate in field experiences where they work with exceptional students, and demonstrate their ability to design instruction for and assess the learning of exceptional students when they write	

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	the California Teaching Performance Assessment. TRAINING TO WORK WITH ENGLISH LEARNERS All candidates in the preliminary multiple and single subject matter programs take EDUC 337-English Learner Pedagogy. The student learning outcomes for this course are: 1. Gain an overall understanding of ELL pedagogy and testing; 2. Foster multicultural awareness and sensitivity; 3. Learn practical application of language theory in K-12 classrooms; 4. Examine ways to respond to, grade student work, and develop materials for ELL students; 5. Develop a personal theory and understanding of teaching ELLs. In addition to the above course, strategies for teaching ELL students are integrated into all of the elementary and secondary methods courses and the exceptional child course. ELL students are also discussed and learned about in other credential coursework. Candidates also demonstrate their ability to work with ELL students in field experiences and demonstrate their ability to design instruction and assess the learning of ELL students when they write the California Teaching Performance Assessment.	
Patten University	Teaching students with disabilities is integrated throughout the progam with EDU 581,&582(curriculum)583(classroom mamagement), 588 (advanced curriculum),& 594(special needs), ELL coursework includes 611(linguistics), 587(diverse settings), and above noted coursework.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 & special needs integrated throughout the program specifically addressing these special needs. The successful adaptations are evidenced by the CAL TPAs demonstrating the candidate's knowlege, undertanding and abilities.	
Pepperdine University	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 are required to complete classroom observations, teaching, and ESL tutoring.	
Point Loma	Throughout credentialing coursework, candidates are introduced to and required	Candidates for special education receive instruction through a CCTC approved

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Nazarene University	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.	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.
San Diego Christian College	The Teacher Credential Program at SDCC incorporated the Teacher Performance Assessments (TPAs) in the academic year of 2004-2005. Connected with this adoption was the extensive embedding of the Teacher Performance Expectations into all of the coursework. This included TPE 7—Teaching English Learners. Candidates are introduced to the concept of English learners in California public schools from the beginning of the program. The introduction and elaboration of TPE 7—Teaching English Learners is progressive, moving from knowledge and comprehension to demonstration with real-life applications and evaluations. Candidates are prepared thoroughly, learning ELA/ELD standards, assessment instruments such as CELDT, and other assessment of student disabilities and English Learner needs, and become proficient in creating and modifying lesson plans using instructional strategies that teach English Learners, students with disabilities and students with various learning styles. From the beginning, it is stressed that English learners must have access to the same content that single-language students do. Relationships between the ELD standards and the state adopted content standards are discussed. Through observation in diverse public school classrooms, candidates observe the programs in place for English learners and how the use of the content standards intersects with implementation of the ELD standards. After observation, candidates reflect on these processes. All candidates must be placed in diverse school settings where there are English learners during student teaching and pre-student teaching fieldwork. Candidates read about, discuss, and apply in in-class activities and specific strategies for developing strategies to teach culturally diverse students, English Learners, students with disabilities and different learning styles. Throughout the Teacher Credential Program, candidates have many opportunities to learn and apply knowledge regarding students with disabilities, students on	

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	behavioral plans, and gifted and talented students in the general education classrooms. There are several tools to foster this growth and understanding that all candidates make use of throughout the courses and fieldwork: textbooks with information on disabilities are used throughout the program, the clinical lesson plan template, TPAs, fieldwork placement in classrooms with mainstreamed students, class discussions, assigments and research on IDEA, IEPs, and laws regarding students with disabilities, modifying lessons for students with disabilities during Student Teaching, and learning of assessment techniques and teaching strategies for students with disabilities.	
San Diego State University	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.	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).
San Francisco State University	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 methods (EED 782/882) courses, which will be team-taught in fall 2010. General education teachers (and instructors) will receive training in working with children with	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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	disabilities and special education teachers (and instructors) will receive training in working with children whose native language is not English. In addition, the chairs of the Elementary and Special Education departments have an interest in designing a dual credential program (preliminary credential and level I mild to moderate) that would become institutionalized in the next 2 years. While instruction of special needs pupils has been identified as as a program improvement area across the state, all general education candidates must address students with special needs in all course work, including lesson plans and the Content Area Tasks (CATs) of the Performance Assessment for California Teachers (PACT) in literacy, science, and social studies. In addition, candidates must plan, instruct, assess and reflect on their instructional interaction with learners with special needs in the PACT for mathematics. The Secondary Education Department addresses working with students with special needs in SED 751 Classroom Environment, SED 752 Professional Perspectives, and SED 800 Adolescent Development. ENGLISH LANGUAGE LEARNERS Teaching children whose native language is not English is a strong component of the College of Education general education credential program. Two credential courses in second language acquisition and development focus directly on the theories and practice of language learning and the interaction of culture and language. The content of these course sets the stage for elementary and secondary methodology courses (literacy, math, science, and social studies). Teaching strategies, as they relate to individual subject areas, are covered in methodology courses. Similar to students with special needs, candidates must show their knowledge of English learners in all course work, including lesson plans and the PACT. PACT also requires that candidates analyze extensively their instruction for English learners in all areas of each learning segment. Academic language is a major component in the PACT and candidates must discuss it according to the learners' proficiency scores as noted in the California English Language Development Test (CELDT). In addition to the university-based program, teacher candidates in general education are intentionally placed in public school classrooms with English learners. For candidates who are working towards the multiple subject bilingual authorization in Cantonese or Spanish, candidates are placed in dual immersion	

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	classrooms where English learners benefit from native language use and English native speakers become the second language learners. Candidates are able to see how the same language acquisition theories and practices apply to other speakers as well. Programmatic efforts continue to identify master teachers who are exemplary in the area of teaching English learners or any other target language.	
San Jose State University	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 inclusive classroom. The goal of this course is to enable general education teachers to make effective decisions, based on multiple sets of data, in order to meet the special learning as well as socioemotional needs of their students (EDSE 192 syllabus, 2010, p. 1). Knowledge Base The knowledge base for this course combines an understanding of laws, policies and procedures affecting students with special needs, as well as effective practices to support mainstreaming and inclusion. This course provides participants with a familiarity regarding the range of high and low incidence disabilities, qualified as disabling conditions governed by the public law, Individuals with Disabilities Education and Improvement Act (IDEA) and a familiarity with those language learners and English speaking students who have no disabilities but learn differently. This course places importance on effective	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 comprehensive instruction to English language learners. Candidates learn about state and federal legal requirements for the placement and instruction of English language learners. Candidates demonstrate knowledge and application of pedagogical theories, principles and practices for English Language Development leading to comprehensive literacy in English, and for the development of academic language, comprehension and knowledge in the subjects of the core curriculum. Candidates learn how to implement an instructional program that facilitates English language acquisition and development, including receptive and expressive language skills, and that logically progresses to the grade level reading/language arts program for English speakers. Candidates acquire and demonstrate the ability to utilize assessment information to diagnose students' language abilities, and to develop lessons that promote students' access to and achievement in the state-

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	teaching to all learners in the general education classrooms, which includes research-based strategies for effective pedagogy, social and behavioral support, curricular and instructional accommodations, modifications and adaptations, as well as cultivating their productive habits of mind. The course presents options for designing effective instructional programs and evaluating student achievement as well as important information on engaging in joint productive activities with other professionals and advocates to assist individuals with special needs (EDSE 192 syllabus, 2010, p. 1). When our candidates begin the credential program, they get additional instruction and assessment embedded in their methods course, foundations courses, and field experience. With the completion of courses required for the credential candidates have met a state-approved course of study with a specialization in working with English learners. Our state and national accrediting organizations (California Commission for Teacher Credentialing and the National Council for Accreditation of Teacher Education) review our program biennially in this area.	adopted academic content standards. Candidates learn how cognitive, pedagogical and individual factors affect students' language acquisition. SECTION VI TEACHER TRAINING (Students with disabilities) Our state and national accrediting organizations (California Commission for Teacher Credentialing and the National Council for Accreditation of Teacher Education) review our program biennially in this area. Below are our responses to the program standards for accreditation, which lays out the design of our program with respect to meeting the needs of students with disabilities. Standard 14: Preparation to Teach Special Populations in the General Education Classroom In the professional teacher preparation program, each candidate develops the 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 about the role of the general education teacher in the special education process. Each candidate demonstrates basic skill in the use of differentiated instructional strategies that, to the degree possible, ensure that all students have access to the core curriculum. Each candidate demonstrates the ability to create a positive, inclusive climate of instruction for all special populations in the general classroom. Program Elements for Standard 14: Preparation to Teach Special Populations in the General Education Classroom The primary course for addressing the content of this standard is EDSE 192A Mainstreaming the Exceptional Individual, taught by specialists from Special Education. The knowledge base for this course has an emphasis on laws, policies, and procedures affecting students with special needs and the research base of effective practices to enhance inclusion and mainstreaming. Research-based instructional strategies validated for use in mainstream classes such as cooperative learning, multiple intelligences, metacognitive learning strategies, direct instruction, reciprocal teaching along with skills in communication/interpersonal relationship form the foundation for this course.

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		New and promising trends in technology are also addressed. Please note that the elements of this standard are specifically identified as core competencies for this course. 14(a)Through planned prerequisite and/or professional preparation, each candidate learns about major categories of disabilities. Candidates discuss the characteristics of students with disabilities and the special education laws and policies that created the major disabilities categories. Candidates are expected to recognize the differences and similarities of students with disabilities and their non-disabled peers and students from culturally and linguistically diverse backgrounds. Topics addressing this element are discussed in weeks 1, 2, 3. Students are expected to address this element in a written assignment requiring them to reflect on their own past experiences with people with disabilities. (see Written Assignment 1) 14(b)Through planned prerequisite and/or professional preparation, each candidate learns relevant state and federal laws pertaining to the education of exceptional populations, as well as the general education teacher's role and responsibilities in the Individual Education Program (IEP) process, including: identification; referral; assessment; IEP planning and meeting; implementation; and evaluation. Through readings and topic discussions candidates are introduced to and become special education laws and policies. They are expected to define and explain the admission, review, and dismissal processes of special education, and explain individual protections of special education legislation as they pertain to parents, teachers, and students. In addition, candidates learn about IEPs and assessing student needs. Candidates are expected to formulate and illustrate an Individualized Education Program in consultation with appropriate personnel and parents of individuals with exceptional needs. Topics addressing this element are discussed in weeks 1, 3, 4. 14(c)Through planned prerequisite and/or professional preparation, each candidate is provided with a basic level of knowledge and skills in assessing the learning and language abilities of special population students in order to identify students for referral to special education programs and gifted and talented education programs.

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		Candidates learn strategies to assess student needs and evaluate student learning through reading and topic discussions. Through the study of laws and policies, candidates learn the parameters for referring students to special programs such as mild-moderate disabilities, deaf education and GATE programs. One identified competency for EDSE 192A is the expectation that candidates will be able to analyze non discriminatory assessment, including sensitivity to cultural and linguistic factors. 14(d)Through planned prerequisite and/or professional preparation, each candidate learns to select and use appropriate instructional materials and technologies, including assistive technologies, and differentiated teaching strategies to meet the needs of special populations in the general education classroom. An identified competency in EDSE 192A is the expectation that candidates will be able to apply assessments that will result in appropriate modification of instructional materials and strategies. This competency is addressed through topic discussions of adaptations and accommodations and 'planning and modifying instruction'. Candidates demonstrate their understanding by writing a paper, based on class discussion and professional literature, which describes how they might modify and/or adapt various aspects of mainstreaming for a real-life or hypothetical student. Assistive technologies are discussed and candidates complete an assignment that requires them to describe five ways in which technology will enhance the effectiveness of mainstreaming/inclusion in the classroom. Topics addressing this element are discussed in weeks 6, 7, 12, 13. Students specifically address this element in several assignments (see Written Assignments 1,2,3 and Case Study Option 1 and Option 2) 14(e)Through planned prerequisite and/or professional preparation, each candidate learns the skills to plan and deliver instruction to those identified as students with special needs and/or those who are gifted and talented that will provide these students access to the core curriculum. One competency in EDSC 192A is that candidates will be able to identify and apply assessment information toward the modification of the core curriculum and materials for selected students, particularly in the areas of reading, language arts, and math. Multiple topics of discussion address the foundation

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		knowledge and skills to offer appropriate instruction to students with special needs, including 'addressing needs of students with disabilities', 'planning and modifying instruction', 'evaluating student learning', and 'strategies for independent learning'. Assignments are designed so that candidates can demonstrate their understanding through design of a lesson plan and effective use of technology. . Topics addressing this element are discussed in weeks 5, 6, 7, 10, 14 Students specifically address this element several assignments (see Written Assignments 1,2,3 and Case Study Option 1 and Option 2) 14(f)Through planned prerequisite and/or professional preparation, each candidate learns skills to know when and how to address the issues of social integration for students with special needs who are included in the general education classroom. Candidates are expected to 'evaluate the concept of least restrictive environment'. In doing so, they must address issues of social integration for students with special needs who are included in the general education classroom. Issues of social integration are introduced and discussed through topics including building social relationships, strategies for independent learning, and behavior management. Candidates are expected to identify and teach non academic areas, e.g. socialization, career and vocational education. Candidates learn strategies to effectively discuss interpersonal relations and human relations problems with students and parents. Written assignments and service learning projects provide candidates with an opportunity to apply their understanding of the issues related to the social integration of students with special needs. Topics addressing this element are discussed in weeks 10, 11. Students specifically address this element several assignments (see Written Assignments 2,3 and Case Study Option 1 and Option 2)
Santa Clara University	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	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.

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	students who qualify for special education services, and of students who pose other learning challenges are taken into consideration within every methods course in our Multiple and Single Subject preliminary credential program. Our candidates learn that making flexible, appropriate adaptations to their lessons in order to maximize the learning of every student is a fundamental, essential part of the work teachers do each day. Finally, we ensure that our candidates are placed in student teaching classrooms with master teachers who are committed and capable exemplars of the kind of inclusive, responsive, principled, and accountability-oriented practice we advocate. These careful placements are a critical part of our program because they allow our teacher candidates to conceive of teaching diverse learners effectively in mixed-ability classrooms as the norm rather than the exception.	An individualized plan of study is based on each student's entering competencies and desired goals. Students join together from varied backgrounds to become leaders in serving students with learning handicaps. The program prepares our students to work in a variety of settings with individuals who exhibit difference in development and learning abilities. Instruction includes a sound introduction to theories of development, response to intervention, autism spectrum disorders, classroom management, behavior and learning, response to intervention, methods of educational diagnosis, and implementation of intervention techniques.
Simpson University	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 Language Learners in the Multicultural Education course. This course specifically looks at three areas of importance: how culture affects a student in the classroom, how a second language is learned and all that is required to know it well, and strategies a teacher can use in the classroom to engage learners and make the input more comprehensible. Learning styles, appropriate teaching methods, and many classroom strategies for the English Learner based on current research are introduced and practiced. All students in this class work with English Learners in the community by tutoring and journal on their experience. They design three types of lesson plans, aimed at English	

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	Learners, demonstrating their knowledge and awareness of EL needs and incorporating ELD standards as well as academic standards.	
Sonoma State University	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 strategies including disability and gifted and talented identification, major roles and responsibilities in the Individual Education Program (IEP) process and collaboration between general and special educators aimed at successful inclusive educational practices are also addressed. 10 hours of field experience are included. Courses are focused on teaching students with English language learner needs. We believe teachers need to be skilled in teaching English learners how to access the subject areas that they teach. As a result, students who have English learner needs in our program benefit from this direct instruction.	Education Specialist: 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.
St. Mary's College of California	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	Education Specialist candidates take highly specialized courses to prepare them to teach both students with disabilities and English Learners.

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	two kinds of lessons: lessons that meet the content learning needs of English learners, and English language development lessons for English learners.	
Stanford University	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 the general education teacher, candidates apply this information to a hypothetical case of a special needs student. They subsequently use this knowledge to prepare the final assignment for the class, a case study of a special needs student from their placement site. Candidates are also required to participate in at least one IEP and at least one SST meeting at their placement sites, after which they reflect on what worked and what they might do differently. In their subject-specific curriculum and instruction classes, candidates learn to plan instruction for students with a variety of academic backgrounds and a range of prior achievement, language proficiencies, and learning approaches. In ED285X: Supporting Students with Special Needs, candidates expand this knowledge to include teaching strategies and instructional materials that meet the needs of students with exceptionalities. Candidates learn about commonly used assistive technologies—e.g., Alphasmart keyboards, Draftbuilder, Inspiration, and Kurzweil III (a multisensory device that reads aloud text from scanned documents and the internet). They also learn to modify instruction to give special needs students access to the core curriculum, including modifications of instructional materials, assessment procedures, grading requirements, and classroom structures.	

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	In preparing their PACT Teaching Events, candidates provide evidence of their ability to plan, instruct, and assess all students, including students with special needs. The prompts and rubrics for PACT specify the importance of attending to the learning needs of all students. STEP coursework and fieldwork provide many opportunities for candidates to learn how to support English language learners in developing content knowledge and language proficiency. Many STEP courses address issues of equitable access to the curriculum for all students, including English language learners, and help candidates attend to the diverse cultural backgrounds of their students. In addition to the subject specific curriculum and instruction course sequences, several courses address language acquisition and literacy development more deeply ED166: The Centrality of Literacies for Teaching and Learning helps Single Subject candidates understand the relationship between language development and the development of reading and writing; ED228E, F, and G: Becoming Literate in School helps Multiple Subject candidates understand the relationship between language development and early literacy; ED284: Teaching and Learning in Heterogeneous Classrooms helps Single Subject candidates to meet the needs of all students in classrooms that include students who read well below grade level or who are not proficient in the language of instruction; ED388A: Language Policies and Practices provides all candidates with a repertoire of theory-based methods to facilitate and measure English learners' growth in English language and literacy acquisition, as well as create learning environments that promote English language development and content area learning; ED264E: Métedos y Materiales en los Salones Bilingües helps BCLAD candidates develop knowledge of the language, culture, theory, and methodology for the instruction of bilingual children, as well as historical, political, and legal foundations of programs for English learners. These courses help candidates meet the requirements for the English Learner Authorization (ELA) on their preliminary credential. The ELA authorizes STEP	

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	graduates to teach English learners both in general classrooms and in specialized settings, such as English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) classrooms. The courses outlined above help candidates learn to assess students' English language proficiency and provide opportunities for students to grow in both their English proficiency and their content knowledge. For example, ED388A: Language Policies and Practices introduces strategies for assessing students' levels of English proficiency and supporting the acquisition of listening, speaking, reading and writing skills of English learners, including sessions focused on sheltered instruction (SDAIE). Candidates develop lesson plans that use at least one of these strategies, implement the plans in their clinical placements, and reflect on the success of these efforts. Course texts include the SIOP (Sheltered Instruction Observation Protocol), and two class sessions are devoted explicitly to this topic. Another course text focuses on promoting academic language and is authored by a member of the teaching team (Jeff Zwiers). Candidates complete their fieldwork in settings that are culturally and ethnically diverse and include English language learners. For example, candidates work with many English learners at the STEP/Santa Clara summer school program, which provides opportunities for STEP candidates to learn, understand, and use materials and strategies for English language development. Placement sites for the regular academic year are selected in part on the basis of their linguistic diversity. When a candidate's primary assignment does not fulfill the criteria for linguistic diversity, a second clinical placement is arranged to ensure that candidates have opportunities to support the language development of English learners under the supervision of a qualified teacher. In the clinical placements university supervisors and cooperating teachers observe and assess candidates' ability to design and implement instruction that supports English learners. The connections between university coursework and fieldwork are designed to give candidates opportunities to address Teaching English Learners.	
The Master's College	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	

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	Components, categories of special needs, and criteria for placement to receive special services. Candidates observe in special education classes, develop a case student and write a differentiated lesson plan. Candidates learn about English Language Learner students through lecture and group activities. They are required to teach an EL lesson in a public school classroom. They learn essential elements and process for an IEP and participate in a role playing activity. During student teaching they attend and/or participate in IEP meetings, as appropriate. Further development of Teacher Training will target RTI Response to Intervention, through observations; develop a lesson plan with an opportunity to teach a minimum of one lesson in this meeting.	
Touro University	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 understanding disability categories and special education services. Candidates are introduced to the nature and identification of disabilities, including learning disabled, attention deficit disorder, attention deficit disorder with hyperactivity, and autism. In addition, in the literacy courses, EDU 772 (multiple subject) and EDU 773 (single subject), candidates demonstrate the ability to assess learning and language of a struggling reader through individualized literacy assessments and follow-up literacy lessons. DIFFERENTIATED INSTRUCTION FOR ACCESS TO CORE CURRICULUM	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 Moderate/Severe Preliminary Level I preparation programs mirror the Preliminary Multiple Subject and Preliminary Single Subject programs in the essential aspect of providing an integrated preparation curriculum wherein candidates have the opportunity to examine and learn the elements of teaching in coursework based on thematic, comprehensive, multi-dimensional ideas, integrated with field experiences throughout the duration of the program. To teach effectively in general education and specialized settings demands that Education Specialist candidates exiting the preparation program are able to select, synthesize and prioritize knowledge, skills, and behaviors learned in their coursework and field experiences. Novice Education Specialists who

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	Candidates demonstrate a basic level of knowledge and skills in providing appropriate differentiated instruction that ensures all students access to the core curriculum. In EDU 718: Inclusive School Environments for All Learners, candidates research and present information related to current general and special education programs and practices within a historical perspective, including the issue of providing appropriate differentiated instruction that ensures all students access to the core curriculum. Candidates demonstrate knowledge of varying abilities and disabilities, their common characteristics, and barriers to participation and success. All candidates design inclusive lessons that provide appropriate differentiated instruction to all students. In fact, the Touro Lesson Plan format includes a column for adaptations for English learners and students with a variety of special needs. Candidates provide rationale for each step in the lesson plan and for each adaptation. Assuring all students access to the core curriculum is of utmost importance in all aspects of the teacher credential program. In addition to EDU 718, in EDU 771: Teaching Diverse Learners, candidates learn methods of differentiated instruction for English learners. In all curriculum and instruction courses, EDU 774 and EDU 776 (multiple subject) and EDU 775 and EDU 777 (single subject), candidates learn about and design lessons that ensure all students access to the core curriculum. In EDU 780: Orientation to Student Teaching & Seminar, candidates have the opportunity of observing master teachers who differentiate instruction, ensuring all students access to the core curriculum. In EDU 781: Student Teaching & Seminar through supervised teaching, candidates show evidence of ensuring all students access to the core curriculum. APPROPRIATE INSTRUCTIONAL MATERIALS & TECHNOLOGIES Candidates demonstrate a basic level of knowledge and skills in selecting and using appropriate instructional materials and technologies, including assistive technologies, to meet the needs of students with special needs in the general education classroom. EDU 718: Inclusive School Environments for All Learners provides candidates with the skills and knowledge to be able to identify students' individual communication styles and abilities. Candidates interview a person with a disability and gain knowledge of assistive technologies available to meet their needs. Candidates conduct a classroom instruction analysis to gain	struggle in the beginning of their careers typically are unprepared to bring coherence between and among the many ideas, legal responsibilities and strategies they have learned in their preparation programs and to integrate those elements into a unified professional practice. The program at Touro addresses this challenge in several ways. First, candidates take three classes at the beginning of the program that directly addresses these issues (EDU 770, Educational Psychology & Classroom Management; EDU 771, Teaching Diverse Learners; and EDU 772, Elementary Literacy & Planning Instruction). Second, coursework has assignments that are specifically focused on skill building that help to bring coherence to these issues. For example, in SEPS 791 (Positive Behavior Supports), candidates are exposed to the principles and ideas of Applied Behavior Analysis and classroom management. Then there are three assignments (conducting direct observation, conducting a functional assessment, and developing a positive behavior support plan) that provide candidates skills in applying these ideas and principles in an applied classroom setting. In a further effort to deal with the division between general education and special education teachers, teacher preparation candidates in all of the College of Education's programs take 15 units of coursework together (e.g., EDU 770 (Educational Psychology & Classroom Management), EDU 771 (Teaching Diverse Learners), EDU 772 (Elementary Literacy & Planning Instruction), EDU 718 (Inclusive School Environments for All Learners), and well as an elective from EDU 773 (Secondary Literacy & Planning Instruction), EDU 774 (Curriculum & Instruction Methods 1: Elementary Language Arts, Social Studies, Visual and Performing Arts), EDU 775 (Curriculum & Instruction Methods 1: Secondary), EDU 776 (Curriculum & Instruction Methods 2: Elementary Math, Science (Health/PE), or EDU 778 (Advanced Elementary Literacy Instruction). To support the disposition and ability of Education Specialist/Mild-Moderate and Moderate Severe Preliminary Level I candidates to view teaching as a holistic endeavor, rather than discrete actions unrelated to one another, the course sequence consists of courses taken together that covers the same

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	knowledge of instructional materials and technologies and to design an inclusive classroom lesson plan, including instructional materials appropriate to meeting the needs of students with special needs. In EDU 780: Orientation to Student Teaching & Seminar, candidates have the opportunity of observing master teachers who use appropriate instructional materials and technologies. In EDU 781: Student Teaching & Seminar all candidates are placed in a supervised teaching classroom with at least one special needs student. In that context, candidates show evidence of using appropriate teaching materials and technologies that meet the needs of students with special needs in the general education classroom SOCIAL INTEGRATION NEEDS OF STUDENTS WITH DISABILITIES Candidates demonstrate a basic level of knowledge and skills in identifying when and how to address social integration needs of students with disabilities who are included in the general education classroom. In EDU 718, candidates are provided a knowledge base that includes a variety of peer-mediated and group instructional strategies. Candidates learn the four characteristics of peer–mediated instruction and intervention (PMII): (a) assignment and training of students to roles in the PMII configuration, (b) students instruct one another, (c) teachers monitor and facilitate all PMII groups in the classroom, and (d) structures are designed to increase academic as well as social goals for all students. Candidates are instructed in three methods of PMII Dyads: Reverse-Role Tutoring, Class-Wide Peer Tutoring (CWPT), and Cross-Age Tutoring (CAT). In EDU 718, Cooperative learning strategies taught include Student Teams-Achievement Divisions (STAD), Cooperative Integrated Reading and Comprehension (CIRC), Team Games Tournaments (TGT), Jigsaw, Team Assisted Individualization (TAI), and Simple Structures such as Numbered Heads Together (NHT) and Co-op. The literacy courses, EDU 772 and EDU 778 (multiple subject) and EDU 773 and EDU 779 (single subject) include teaching strategies that combine reading, writing, speaking, and listening as ways of socially integrating all students, including students with disabilities who are included in the general education classroom. As with all aspects of best teaching practices, candidates show evidence of socially integrating students with disabilities in the general education classroom while completing supervised	content for all learners. EDU 770: Educational Psychology & Classroom Management 3 units EDU 771: Teaching Diverse Learners 3 units EDU 772: Elementary Literacy & Planning Instruction 3 units EDU 718: Inclusive School Environments for all Learners 3 units SEPS 701: Special Education – Students, Classrooms and Programs 3 units SEPS 791: Positive Behavior Supports 3 units SEPS 792: Assessment and the IEP Process 3 units In addition, the two courses focused on instructional methodology (SEPS 793: Instruction of Students with Mild/Moderate Disabilities and SEPS 794: Instruction of Students with Moderate/Severe Disabilities) sometimes combine their class sessions together. Each of the courses addresses essential understandings and skills required of an Education Specialist. While some courses are taken jointly by candidates for the Mild/Moderate and Moderate/Severe credentials, assignments and field experiences are often differentiated to target specific learning and competencies required by each credential. The courses serve as organizing structures to facilitate candidates' understanding of the complexities of teaching and immerse the candidates in actual practice situations that require application and reflection-in-action. The design of the College of Education's teacher preparation programs completely integrates field experiences into every course and blurs the arbitrary boundary between coursework and fieldwork, between theory and practice. Fieldwork requirements are tied into course assignments which are designed to be skill building activities that take place in the candidate's intern/student teaching placement. For example, in SEPS 791 (Positive Behavior Supports), the candidate completes a Data Collection Project, a Functional Analysis Project, and a Behavior Intervention Project where the skill development is developmental (e.g., students learn how to observe a challenging behavior, then how to complete a functional analysis, and then how to implement a positive behavior plan based upon the data collected).

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	teaching. TEACHNG THE FULL RANGE OF STUDENTS IN THE GENERAL EDUCATION CLASSROOM Candidates develop the basic knowledge, skills, strategies, and strengths-based approach for teaching the full range of students in the general education classroom, including all categories of special populations such as students with disabilities, students on behavior plans, and gifted and talented students. In EDU 718: Inclusive School Environments for All Learners, each candidate is provided with a strong knowledge base of strategic teaching approaches. Such strategic teaching approaches include curricular adaptations, mediated scaffolding, constant time delay, token reinforcement, and cuing. Candidates are instructed in a wide range of learning strategies to assist students to succeed including self-determination skills, goal-setting and problem-solving, tactical procedures for accomplishing a given task that may be extremely difficult, and person-centered planning. Candidates include these strategies when designing lessons throughout the credential program, including while completing supervised teaching. ROLE OF GENERAL EDUCATION TEACHER Candidates learn about the role of the general education teacher in identifying and teaching students with special needs, as well as relevant state and federal laws pertaining to the education of exceptional populations and the general education teacher's role and responsibilities in developing and implementing tiered interventions. In EDU 718, candidates learn about the role of the general education teacher in identifying and teaching students with special needs through class presentations related to current programs and practices within a historical perspective and current issues affecting general and special education. Candidates study the historical development of federal and state laws, focusing on the effects that resulting educational interventions have had and continue to have on diverse individuals. Candidates are provided with the educational foundation to understand the legal rights of disabled students to public education and financial assistance for their educational needs. Essential components include zero-reject (all children are entitled to an education), non-discriminatory evaluation (students are assured that testing is not biased), parent participation	

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	(parents and families are an integral part of the special education process), and due process (laws and regulations required are fulfilled in a timely manner). In addition, candidates learn what constitutes the right to a free and appropriate public education (FAPE). Through discussions in class, as well as those occurring within the school environment in their field experiences, candidates participate in the process of determining what constitutes a FAPE for each disabled student, ultimately resulting in the creation of an Individual Education Plan. Section 504 of the Rehabilitation Act of 1973 is reviewed, allowing candidates to become familiar with federal mandates that service a wider population of those who may not qualify for special education services but whose impairment may necessitate accommodations within the student's environment. Candidates are given different case scenarios in which they are responsible for demonstrating their knowledge of the legal mandates for purposes of identification, development and implementation of an appropriate course of action. Through classroom observations in EDU 780: Orientation to Student Teaching & Seminar, candidates observe and reflect on best teaching practices in general education classrooms meeting the education needs of a variety of students through tiered instruction. During supervised teaching in EDU 781: Student Teaching & Seminar, candidates show evidence of their ability to identify and teach students with special needs, as well as relevant state and federal laws pertaining to the education of exceptional populations and the general education teacher's role and responsibilities in developing and implementing tiered interventions. . CREATING A POSITIVE, INCLUSIVE CLIMATE OF INSTRUCTION FOR ALL STUDENTS Candidates demonstrate skills in creating a positive, inclusive climate of instruction for all students with special needs in the general classroom and demonstrate skill in collaborative planning and instruction with education specialists and other school professionals. In EDU 718, candidates learn positive classroom teaching strategies that model inclusive, differentiated lessons for a variety of learners. In EDU 780: Orientation to Student Teaching & Seminar, candidates observe master general education teachers who have created positive, inclusive classroom environments, and candidates reflect on the factors that	

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	contribute to safe and supportive environments. In EDU 781: Student Teaching & Seminar, candidates show evidence of collaborating with other teachers, including education specialists and other school professionals.	
United States University	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.	
University of California, Berkeley	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.	
University of California, Davis	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 in elementary classrooms and 15% in secondary classrooms if possible. 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	

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	about the major characteristics of each category of disability and the learning needs of students challenged by these exceptionalities; the assessment and interpretation of the learning and language needs of students in the general education classroom; federal provisions and regulations; requirements under California Master Plan for Special Education; and statutory provisions for due process procedures, assessment provisions (identification, referral, assessment, IEP development/implementation/and evaluation); and approaches to effective participation as an IEP team member . The elementary and secondary credential programs both include courses for teaching limited English proficient students. These classes provide credential candidates with an understanding of the nature and processes of first and second language acquisition, language acquisition theories and models, and historical, political, and cultural influences on language instruction policy and teaching methods.	
University of California, Irvine	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; ED345 Child Development and Educational Equity; ED347A/B Foundations of Equity and Diversity for 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.	
University of California, Los Angeles	•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	

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	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 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	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 Team and/or Individualized Education Program (I.E.P.) meeting, including the content of the I.E.P.'s and the classroom teacher's responsibility in carrying out the I.E.P. California standards for teacher education programs require preparation to teach English learners. UCR 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	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 assessment. The candidates demonstrate understanding of communication development and communication differences and use strategies and techniques that are appropriate to the student's communication skills.

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	of progress through both informal and formal assessment.	
University of California, San Diego	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.	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.
University of California, Santa Barbara	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 case study of a child with identified special education needs, including assessment results relevant to referral and placement, instructional design and evaluation. (See course syllabus for ED 362, including the case study assignment specific requirements). In the SST course in special education, a similar set of readings and assignments focus on assessment skills. For example, candidates are required to attend both a Student Study Team and IEP meeting, and to report on both specific assessment procedures and how these are woven into programmatic	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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	decisions for children. Candidates also complete a case study of a student with identified special education needs. The special issues attending second language acquisition and assessment of learning, including assessing the learning of children with disabilities, are taken up in the "ELD/SDAIE" and the "Culture, Language and Learning" courses. In these courses, candidates are taught how to use results from English Language assessments (CELDT) to plan appropriate instruction, as well as how to modify generic assessment strategies for appropriate use with English language learners, including those with disabilities (more on this below under teaching limited English Proficient Students). In all methods courses in TEP, students are required to plan adaptations to classroom assessments to make them appropriate for students with special education needs. The TEP Lesson Design Frame used in all course- and field- work requires candidates to note adaptations. This assures that the specialized assessment strategies, which are taught in ED 362 and ED 363 are applied in the context of each candidate's work in the general education classroom. Candidates in both SST and MST progress are taught to use a wide variety of special instructional materials, technologies and teaching methods to differentiate classroom experiences for students with a wide variety of special needs. As with other curriculum issues related to special education, our approach includes focused coursework, infusion of requirements and supports in all methods courses, and assigned field work experiences to provide candidates with a comprehensive introduction to both theory and practice of special education in the general classroom. In the special education courses, candidates complete an extensive set of readings that present a wide variety of instructional strategies and resources for various types of instructional needs. For example, in ED 362 "Introduction to Exceptional Children" candidates learn about the principles of direct instruction, cognitive behavior modification, strategy training, and a "core intervention model, " developed at UCSB that combines elements of direct instruction and "system of least prompt" strategies for adapting instruction to individual needs. Candidates all learn about existing and emerging assistive technologies to support inclusion of students with disabilities in general education activities. In both courses, students are required to extend and evaluate their understanding of specialized instructional materials, techniques and resources through	

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	developing and implementing instruction for a student with special needs in the context of a case study assignment. Finally, all candidates are expected to draw upon these resources (readings, class presentations, web resources) to design and implement lesson adaptations for students with special needs in the context of each and every one of TEP methods courses, and the fieldwork component of the program. This assures that concepts, techniques and specialized materials introduced in the special education coursework will actually be applied systematically and pervasively in the emerging practice of these regular class teachers. Candidates in TEP are required and supported to include systematic planning, implementation and evaluation of instructional designs and accommodations which insure that students with special needs, including both those with disabilities and students who are gifted and talented, can access and participate in the core academic curriculum of the classroom. The requirement that students develop these skills is embedded in the TEP Lesson Design Frame. A detailed examination of this lesson planning protocol shows that candidates are required to identify and plan for at least one specific student with special developmental needs (either a gifted/talented student or one with disabilities) for every lesson they teach while in the program. Supports to enable students to meet this rigorous requirement are embedded in all methods courses, as well as the courses focused on special education. For example, in the Reading and Language Arts course in MST (ED LA320) students are systematically taught a specific reading instructional strategy during each class session (see "Stories and Strategies" in syllabus for ED LA320). After each strategy is presented, candidates are put in small groups to discuss - -adaptations that could be used with that strategy for students with special needs. In SST, the course in Literacy (ED L321) also provides opportunities for candidates to plan accommodations for students with special needs in the context of secondary content courses,-as well as special developmental classes. Similar planning and evaluation strategies for students with special needs are embedded in every methods course in the program. In addition to these experiences, the focus courses on special education within MST (ED 362) and SST (ED 363) provide students with both general planning strategies (material on "Universal Design" are embedded in readings, Web resources, and Case Study Assignments) and specific ideas for adaptations and	

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	accommodations relative in insuring the students with widely heterogeneous abilities and needs have access to the core curriculum (e.g., Site Accommodation Assignment). TEP students begin to develop an understanding of the philosophical and theoretical rationale for social integration of children with disabilities in the Foundations of Teaching course (ED 268). In this course they read and discuss perspectives on disability as a socially constructed experience. The essence of this approach to understanding the sources of disability is recognition that, while many disabilities are associated with physical or mental "conditions", the problems people with disabilities experience in their lives are equally grounded in how other people respond to those conditions. In ED 268 TEP students consider the socio-cultural sources of those responses, and the ways in which children may learn to interpret and respond to human differences in the classroom. Perhaps most important, in ED 268 TEP students begin to explore and discuss the ways in which the well being and learning of the most vulnerable children in a public school classroom is inextricably tied to the well being of every child in the classroom. Practical strategies and tools for supporting the social integration of children with disabilities in the regular classroom are given special focus in the course in special education (ED 362 for MST, ED 363 for SST). In these courses, students read extensively about strategies for supporting the social inclusion of children with disabilities. For example, in ED362,-TEP students read and discuss Turnbull, Turnbull, & Wehmeyer (2010; especially chapter 2) on "Ensuring progress in the general education curriculum through universal design for learning and inclusion" as well as specific illustrations and recommendations for every category of disability in following chapters. Candidates also learn about how to build and implement school-wide positive behavioral support strategies in support of inclusion of all students with disabilities in general education activities. In ED 363, the entire text (Turnbull, et. al) is structured around the theme of inclusion. In addition, class session focus on strategies such as Circle of Friends, cooperative learning groups, social skills training and other approaches to promoting positive social relationships between children with disabilities and their nondisabled peers.	

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	Finally, practicum assignments from both special education coursework (see Case Study assignments for both ED 362 and ED 363) and practicum seminars require TEP students to plan lessons and other classroom experiences in consideration of the social integration of children with disabilities into both academic and non-academic activities. For example, in ED 370 students discuss and problem solve around specific classroom situations and challenges involving children with disabilities. They implement a variety of strategies to promote a general climate of respect and support for developmental differences among students, including class meetings, cooperative learning groups, and positive behavioral supports. For both General and Special Education teachers: Experiences specific to California's English Learner Population How to effectively teach English Learners is a hallmark of the program. First and foremost, all Candidates are placed in a Partner School. The partner school model insures that only schools with a diverse student body and with English Learners are sites for clinical experiences. Candidates' work with English Learners starts immediately with the beginning of their program in summer foundations courses (e.g. in "Language and Culture in Teaching and Learning", "Foundations of Teaching", "Development and Learning" and "Foundations of Academic Language") and continues throughout the entire academic year with a three-quarter course in "ELD/SDAIE Methods and Procedures". Embedded in both university coursework and in field experiences in the Partner Schools, are multiple opportunities for Multiple Subject (MST), Educational Specialist (ESC) and Single Subject (SST) credential candidates to learn purposes, goals, and content of the adopted instructional program(s) for the effective teaching and support of English Learners; and candidates understand the local and school organizational structures and resources designed to meet English Learner (EL) students' needs. In ED 360: ELD/SDAIE Methods and Procedures (MST and ESC) and ED 361: ELD/SDAIE Methods and Procedures (SST), credential candidates have a field assignment in which they investigate the EL programs at the school sites where they are placed. They interview school site and district personnel in order to determine (1) how many designated English Learners are at their school site, (2) how the English Learners are identified and (3) what services are provided for	

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	these students. They then schedule observations to determine which of the program models are being employed at the site (e.g., Content-Based ELD, push-in or pull-out ELD, Transitional Bilingual, Newcomer, etc.). Specifically, candidates investigate the demographics of the school site in regard to English Language learners, the English language proficiency levels of students, and the various ELD programs offered at the school site (e.g., push-in, pull out, in class small group ELD instruction, whole group "leveled" programs by EL proficiency levels, and newcomer program). Candidates document where they obtained the demographic information and EL proficiency levels (e.g., SARC, school web site, interviews with teacher or principal) so as to navigate how to obtain important information regarding the student population at their school sites in order to meet the specific needs. As part of the TEP Lesson Design Frame, required for all course-embedded lesson assignments and for formal lessons, credential candidates must articulate the context for which they are designing the instruction. They therefore must be apprised of local school organizational structures and resources designed to meet the needs of designated English Learners with whom they are working (hence the assignment described in the preceding paragraph). Articulation of context is also required of credential candidates on the Performance Assessment for California Teachers (PACT) Teaching Event. While this is not scored, it is required that credential candidates identify locally situated resources to support optimal learning for designated English Learners. In the elementary "Reading/Language Arts Teaching Methods" and the secondary "Literacy Field Experiences" courses, credential candidates examine different program components that address the needs of English Learners: Alternative Waiver Programs (Bilingual Education), English Language Development (ELD), Content-Based ELD, and Specially Designed Academic Instruction in English (SDAIE). They participate in an in-class assignment whereby they learn the distinguishing characteristics of ELD, Content-Based ELD and SDAIE, and apply the new learning to case profiles of English Learners, determining which approach or approaches would be most appropriate for each case. They also must provide the justification for their recommendation.	

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	In this way, instructors and peers can confirm or clarify the decisions and thus deepen their understandings of philosophy, design, goals and characteristics of school-based organizational structures designed to meet the needs of English Learners. On-site Coordinators (school-based supervisors) and university supervisors work together to assist credential candidates to observe a variety of practices and programs, which they may not see otherwise. The fundamental concept is that a placement is at a school, not just in a specific classroom. For example, as might be expected, not every Partner School classroom includes the services of instructional aides, specialists and parent volunteers. On-site Coordinators are able to assist candidates to observe and discuss issues that arise related to management of support personnel, pull-out programs, and other specific practices that may not be used in their own classroom placement. Moreover, the clustering of student teachers at Partner Schools allows candidates opportunities to work in one another's field placement classrooms for the purpose of gaining experiences that may not be available in all classroom settings.	
University of California, Santa Cruz	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.	

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	Limited English Proficient Students •Identify levels of English language acquisition •Understanding how English language learners are assessed from initial identification to redesignation. •Identify language demands in the Single Subject and Multiple Subject classroom. •Identify examples of academic English and strategies to teach it. •Identify and apply English language development strategies and how to scaffold language. •Plan, video tape and present group English learner strategy lesion. •Plan lesson using Sheltered Instructional Observational Protocol.	
University of LaVerne	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.	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	University of Phoenix's teacher preparation program prepares general education teachers to effectively teach students with disabilities and students who are limited English proficient, in multiple ways. Every course in the program includes content, assignments, and activities that address diverse learners and differentiating instruction and assessments to meet the needs of every learner. In addition, a program course, SPE/514, Survey of Special Populations, provides an overview of the categories of exceptionality for P-12 students with special needs and familiarizes teachers with terminology. The course focuses on differentiated methods used for the identification, placement, assessment, and instruction of diverse populations. The program also includes two Structured English Immersion (SEI) courses: SEI/500, Structured English Immersion, and SEI/503, Advanced Structured English Immersion Methods. In these courses, teachers are introduced to the concept of and methods for instructing in a structured English immersion environment. They learn about assessment of K-12 students, state standards, research-based instructional activities, and lesson planning and implementation models.	

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University of Redlands	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.	
University of San Diego	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. Two foundations courses, EDUC 384/584 and EDSP 389/589, include field experience components that specifically target working with students with disabilities. Student Teaching placements with classrooms including special needs students provide IEP experience for students. The Performance Assessment of California Teachers (PACT) assessment that elementary and secondary teacher candidates must take for successful program completion requires that students to include thorough adaptations for special education in their lesson development, implementation, and assessment. Funding from the Johnson Family Foundation has supported two faculty conferences specifically addressing inclusive education and supporting the needs of all learners. The first event was Feb 2011 and the second was part of our kick off event Oct. 2011. These events were attended by all of our faculty and students. Additionally, the Advisory board meeting in Dec. 2011 addressed strategies for strengthening the preparation of both special ed and general ed teachers to support special needs students in the mainstream classroom. Our Teacher Education Network (TEN) held a meeting in Spring 2012 regarding how faculty can improve the skills of both elementary and special education teacher candidates related to supporting special need students in the mainstream classroom. TEN is comprised of faculty from the College of Science and Arts as	First, we have a CTC approved Preliminary Education Specialist Credential with English Learner Authorization in the mild/moderate disability and deaf and hard of hearing specializations. Our Special Education programs have Council for Exceptional Children (CEC) 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 case study 5 hours EDSP 579 Cultural, Legal & Ethical Aspects/2 units/na EDUC 500 Research Design/3 units/na METHODS BLOCK (may be taken concurrently with the Foundations Block

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	well as SOLES's Department of Learning and Teaching who teach elementary education candidates.	and in any order; must be completed before beginning Student Teaching) Course title/Units/ Field requirement EDSP 571 Management Behavior and Instruction/3 units/na EDUC 575 Elementary Curriculum Methods for Special Educators/3 units/ 20 hour practicum EDUC 583 Methods of Teaching Reading and Language Arts in Elementary Schools/3 units/50 hour practicum. EDUC 584 Methods of Teaching English Language and Academic Development/ 3 units/20 hours EDSP 570 Assessment in Special Education/3 units/na EDSP 572 Typical & Atypical Language Development/3 units/Shadow Speech Language Teacher 5 hours EDSP 575 Curriculum and Instruction Mild to Moderate/ 3 units/ 20 hour practicum STUDENT TEACHING BLOCK (courses taken concurrently) Course title/ Units/Field requirement EDSP 590P Practicum Mild Moderate/ 6 unit/Full-day, full-time assignment in K-12 school Student Teaching Seminar/0 units/3 Saturdays
University of San Francisco	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 Teaching Performance Assessment (CalTPA/PACT) also requires candidates to focus on a student with special needs as part of the teaching performance assessment tasks. All teacher candidates participate in a course (Education of the Bilingual Children) designed to help them understand the experiences and needs of English Language Learners in their classrooms. The course offers training in lesson adaptations/modifications for these students to support English Language	Our current Special Education program is an intern-only model. Details about the program appear in the separate Alternative IHE-based Program report.

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	Development and in analyzing student progress as a result of the adaptations/modifications. Throughout the program candidates continue to develop adaptations/modifications for limited English proficient students in subject-specific content areas. The TEaching Performance Assessment (CalTPA/PACT) also requires candidates to focus on limited English proficient students throughout the teaching performance tasks.	
University of Southern California	During the 2010-11 academic year in course work completed before the practicum experience (EDUC 519, Human Differences and EDUC 501, Teaching English as a New Language), in methods concurrent with the practicum experience (EDUC 534, 566, 567, 542, 535) and during the practicum experience (EDUC 568AB Practicum) Candidates participated in seminars, wrote assignments, participated in 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.	
University of the Pacific	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 organized. 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.	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.
Vanguard University	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:	

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	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) referral, 12)instructional materials and technology, 13)differentiated teaching strategies, 14) access to core curriculum, and 15)social integration. For teaching candidates in our program, working with limited English proficient students is the norm, not the exception. Although knowledge, skills, and abilities to deliver comprehensive instruction to English learners are included in every module, five courses are especially designed to provide candidates with a deeper understanding of the issues related to language minority students. These courses are ANTH/ENGL 453, Language, Culture and Linguistics; EDUG 543/544, Language Acquisition; EDUG 545/546 Specially Designed Academic Instruction in English (SDAIE); EDUG 547/548, Metacongition and Reading Strategies; and EDUG 550/551 Literacy in the Content Areas. Field experiences and coursework throughout the program emphasize that classroom teachers must consider two types of English learners when designing instruction and programs. They must consider students in grades K through 12 who are literate in their own language. They must also consider the students in grades K through 12 who have limited prior academic experiences or limited literacy in their primary language. Since our candidates spend considerable time in classrooms with English learners, they immediately identify the need to assess their students, to monitor their progress, and to report their progress in meaningful ways to their parents	

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	and to the school community. Faculty instructors explain the purposes, the content, and the uses of the California English Language Development Testing (CELDT) and provide public domain samples for the candidates to use with their students so they can get a feel for administering the CELDT. Candidates learn a variety of methods to teach reading and writing to English learners. Candidates focus on how to plan multiple ways to develop oral language and speaking activities so that their English learners hear and develop the English sound system and lexicon and concurrently develop reading and writing. Beginning instruction in reading, phonemic awareness, concepts about print, vocabulary development, English phonology and initial language structures are stressed in the reading courses (EDUG 543/544 Language Acquisition, EDUG 547/548 Reading Strategies, and EDUG 550/551 Literacy Classrooms).	
Western Governors University - CA	In its goal to prepare exemplary candidates for the role of teachers, WGU 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 secondary language learners are addressed in all courses. 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 Human Development and Learning course addresses content related to various dimensions of child development (e.g., cognitive, social, emotional, physical, cultural). This also includes learning theory and conditions of learning, the influences on learning, and the impact of various developmental influences on instruction. The Diversity and Inclusion subdomain addresses causes, symptoms, and challenges to learning caused by various exceptionalities; legal requirements for providing a free appropriate public education and implementing Individual Education Plans of exceptional students; and the special learning needs of English language learners. Graduates understand and are sensitive to differences in cultural values, norms and mores of the families of culturally diverse students, with a commitment to respecting these differences, and can recognize signs of emotional distress, child abuse, neglect, substance abuse, parental divorce, homelessness, and hunger. Furthermore, they can address student language learning needs.	

Program name	**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 the three elements listed above are not currently in place.**	**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 the three elements listed above are not currently in place.**
Westmont College	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 Santa Barbara-area schools, where over half the student body is classified Latino and significant numbers of students with limited English proficiency are present in all schools where candidates are assigned to student teach. All teacher candidates complete a course on theories and practices relevant to working with students for whom English is a Second Language. All methods courses incorporate additional input on this topic, and incorporate assessment measures related to working with students for whom English is Second Language. Among other evidence considered, all candidates demonstrate their preparedness to work with students with LEP on the California Teaching Performance Assessment.	
Whittier College	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.	Whittier College candidates for the Education Specialist Mild/Moderate Authorization complete both coursework and corresponding fieldwork in creating positive classroom management and behavior systems, assessment, and instructional practices that prepare them to effectively teach students with disabilities. In addition, the legalities associated with the IFSP/IEP/Transitional planning process are explored and candidates learn how to design instruction that is aligned with IEP goals and objectives and supports students' ability to access the core curriculum. All coursework in the program requires that candidates conduct fieldwork in settings that prepare them to effectively teach English Learners and specific coursework prepares candidates

Program name	**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 the three elements listed above are not currently in place.**	**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 the three elements listed above are not currently in place.**
	In addition, all elementary and secondary candidates complete a comprehensive course dealing directly with teaching students who are English Language Proficient. This specialized course examines native and second language development in theory and as applied to multicultural/multilingual educational contexts; helping prospective teachers develop a sound understanding of first (L1) and second language (L2) processes. It focuses on the socio-cultural, historical, political nature of language learning in the classroom and how the education system addresses the needs of English Language (EL) learners. This knowledge and skills is also reinforced in all curriculum and pedagogy courses, and in student- teaching in the form of lesson planning. One key element of effective lesson planning is consistently adapting plans for English Language Learners.	to develop a sound understanding of first and second language processes and researched-based strategies for working with English Learners.
William Jessup University	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.	

Institution	Contextual Information
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. The Biennial Report was submitted to the California Commission on Credentialing and represents our plans for all aspects of assessment.
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 clinical practice is emphasized; student teacher supervisors look for application of coursework during observations. Antioch is known for its social justice education and both multiple subject and education specialist M/M 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 the 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 other locations.
Brandman University	In the summer of 2010, Brandman University appointed a new Dean of Education whose primary focus has been on continuous improvement of all programs in the School of Education. Because Chapman University College has a long and distinguished history in teacher and administrator preparation with two National Teachers of the Year, Dr. Zeppos decided to highlight those achievements as well as the quality of the programming by initiating national accreditation (NCATE) and Specialized Professional Association recognition in addition to CTC re-accreditation. Achieving these accreditation goals ensure that employers and candidates are confident that Brandman programs represent the “gold standard” in education.
California Baptist University	In our 2009-10 report, we provided "yes" answers in the undergraduate column of the admission requirements matrix. Upon further review, it was determined that we do not have an undergraduate program. The courses we offer at the undergraduate level of cross-listed with graduate courses. Furthermore, student teaching is only available at the graduate level. Based on this review we provided "no" answers for this submission. 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 classes.

Institution	Contextual Information
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).
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).
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.
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 Two cohorts of RTR residents have now completed the program. ITEC has successfully completed year i of the first cohort and has accepted candidates for the second cohort.
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.

Institution	Contextual Information
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. Meetings continued in 2010-11 with further customization of the data collection system. 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.
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.
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 students 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 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, 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. 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).

Institution	Contextual Information
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 Standards.
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 has a staff of 48 (35 faculty), enrolls nearly 700 students each.
Claremont Graduate University	In 2010-11, 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, however, for the first time, a few candidates in traditionally high need areas such as special education also needed to do student teaching. The student teaching or Residency Program is identical in terms of coursework and graduation requirements, other than the fact that they are not teachers of record but have been placed with a CGU Master Teacher. These students have both a CGU Advisor 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.

Institution	Contextual Information
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.
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.
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 Accreditatation.
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.
National Hispanic University	National Hispanic University's Teacher Education Department is a trimester system that offers classes in six-week modules. Students average 18 months to complete the program.

Institution	Contextual Information
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 competency in knowledge, skills and professional dispositions necessary for California schools. In general education, these knowledge, skills and professional dispositions are articulated as Teaching Performance Expectations (TPE's). There are 13 TPE's. Each course has been designed to build instruction in and provide evidence of gaining mastery in the TPE's. Student teaching observations and assessments are aligned to the TPE's.
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 12 Multiple Subject and 11 for Single Subjects for 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 withdrawing the program as of June 30th, 2012.
Pacific Union College	Founded in 1882, Pacific Union College is a fully accredited private Seventh-day Adventist Christian liberal arts 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.
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.
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.

Institution	Contextual Information
San Francisco State University	The Graduate College of Education at SF State is NCATE-accredited. The program assessment system 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.
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.
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.
United States University	Please note: United States University was previously IAC and is under new ownership. The new web address will be http://www.usuniversity.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 (SLOs) which are assessed through its Signature Assignment (SA). USU's objective is to focus on a clear understanding and use of Student Learning Outcomes (SLOs) 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.

Institution	Contextual Information
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 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 second language learners 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 teachers; and participating in the screening and assessment of program applicants
University of California, Irvine	Teacher education programs at the University of California, Irvine are fully accredited and approved through the California Commission on Teacher Credentialing. They 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. 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 the students they teach and informed by the knowledge and realities of classroom practice, subject matter standards, professional and ethical considerations. As proactive educators, teachers need to understand their own cultural and pedagogical references and develop sensitivity to the multicultural and multi linguistic context
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
University of California, Santa Barbara	On February 1, 2012, the Committee on Accreditation, on behalf of the California Commission on Teacher Credentialing, assigned the status of Accreditation to the University of California, Santa Barbara and all of its credential programs. The accreditation report is available at: https://info.ctc.ca.gov/fmi/xsl/accreditation/accreditation_reports.html
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
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.

Institution	Contextual Information
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, reading certificate, 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
University of Southern California	In June 2009 the MAT program entered a partnership with an online technology company which allowed us to present the course content both online and on ground. The program has now grown to enroll approximately 1200 students across the country. Approximately 40% of the students continue to come from the state of California.
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 was changed due to new California standards for the Education Specialist programs. A new program in Special Education was submitted in February 2011 and was approved. All programs were successfully reviewed by NCATE and the California Commission on Teacher Credentialing in April 2011. "Full Approval" for accreditation was granted by both agencies. The faculty continue to review our program assessment plans and results from our PACT
Western Governors University - CA	WGU’s teacher preparation programs are state approved in UT, are NCATE and NWCCU accredited, and have been nationally recognized by the SPAs associated with NCATE. Program descriptions can be found on the WGU web site at www.wgu.edu/degrees_and_programs. Additional information is available on the WGU web site www.wgu.edu/education/teacher_certification, and in the uploaded NWCCU Year One Peer Evaluation Report (November 2011), based on the WGU Self-Evaluation Report and an onsite visit by the NWCCU evaluators.