Institution	Program Type	When students are formally admitted into initial teacher certification program?	Does your initial teacher certification program conditionally admit students?	Formal admissions - Other specify
Alliant International University	Traditional	Postgraduate	Yes	
Antioch University Los Angeles	Traditional	Postgraduate	Yes	N/A
Antioch University Santa Barbara	Traditional	Postgraduate	Yes	They may also be admitted provisionally during their senior year of the Antioch BA program.
Argosy University	Traditional	Postgraduate	Yes	N/A
Azusa Pacific University	Traditional	Postgraduate	Yes	
Biola University	Traditional	Other	Yes	Undergraduate or Post-graduate
Brandman University	Traditional	Postgraduate	Yes	
California Baptist University	Traditional	Other	Yes	Undergraduate and Postgraduate
California Lutheran University	Traditional	Postgraduate	Yes	
California Polytechnic State University, San Luis Obispo	Traditional	Other	Yes	Fall, Winter, Spring
California State Polytechnic University, Pomona	Traditional	Postgraduate	Yes	
California State University, Bakersfield	Traditional	Postgraduate	Yes	
California State University, Channel Islands	Traditional	Postgraduate	No	
California State University, Chico	Traditional	Postgraduate	Yes	Junior Year for Pre-Bac Program
California State University, Dominguez Hills	Traditional	Postgraduate	Yes	
California State University, East Bay	Traditional	Postgraduate	Yes	Bachelors Plus Early Pathway Program to Multiple Subjecct Teaching (BPEPMS)
California State University, Fresno	Traditional	Postgraduate	Yes	
California State University, Fullerton	Traditional	Other	No	when all requirements are met
California State University, Long Beach	Traditional	Other	Yes	Students may be admitted as juniors or higher.
California State University, Los Angeles	Traditional	Postgraduate	Yes	Undergrad - junior status
California State University, Monterey Bay	Traditional	Postgraduate	Yes	
California State University, Northridge	Traditional	Postgraduate	No	Freshman and Junior for blended programs
California State University, Sacramento	Traditional	Postgraduate	Yes	
California State University, San Bernardino	Traditional	Other	Yes	
California State University, San Marcos	Traditional	Other	Yes	Postgraduate for most programs and sophomore/junior year for ICP (see notes)
California State University, Stanislaus	Traditional	Other	Yes	Completion of prerequisites
CalState TEACH	Traditional	Postgraduate	Yes	
Chapman University	Traditional	Postgraduate	Yes	
Claremont Graduate University	Traditional	Postgraduate	Yes	

Institution	Program Type	When students are formally admitted into initial teacher certification program?	Does your initial teacher certification program conditionally admit students?	Formal admissions - Other specify
Concordia University	Traditional	Postgraduate	Yes	also, junior/senior year for undegraduate students at CUI
Dominican University of California	Traditional	Senior year	Yes	Post Graduate
Fresno Pacific University	Traditional	Postgraduate	No	
Hebrew Union College	Traditional	Postgraduate	Yes	
Holy Names University	Traditional	Postgraduate	Yes	
Hope International University	Traditional	Postgraduate	Yes	
Humboldt State University	Traditional	Senior year	No	
La Sierra University	Traditional	Sophomore year	Yes	Postgraduate
Loyola Marymount University	Traditional	Other	Yes	After completion of prerequisite courses with a grade of "B" or better
Mills College	Traditional	Other	Yes	postgraduate or graduate
Mount St. Mary’s College	Traditional	Postgraduate	Yes	Undergraduate Blended
National Hispanic University	Traditional	Postgraduate	Yes	
National University	Traditional	Other	Yes	Open enrollment any month.
Notre Dame de Namur University	Traditional	Postgraduate	Yes	
Occidental College	Traditional	Postgraduate	No	
Pacific Oaks College	Traditional	Junior year	Yes	
Pacific Union College	Traditional	Other	No	Rolling admissions for undergraduate & post-bacc applicants
Patten University	Traditional	Sophomore year	Yes	Grad program:Comletion of all admission requirements
Pepperdine University	Traditional	Junior year	Yes	Graduate Program: Post Baccalaureate degree
Point Loma Nazarene University	Traditional	Postgraduate	No	
San Diego Christian College	Traditional	Junior year	Yes	Admission interviews during ED 300 Intro to Ed(jr. yr. SDCC undergrads & postgraduate for transfers)
San Diego State University	Traditional	Postgraduate	Yes	
San Francisco State University	Traditional	Postgraduate	Yes	
San Jose State University	Traditional	Postgraduate	Yes	Fall & Spring
Santa Clara University	Traditional	Postgraduate	Yes	After BA
Simpson University	Traditional	Postgraduate	Yes	
Sonoma State University	Traditional	Postgraduate	Yes	Blended program BA level

Institution	Program Type	When students are formally admitted into initial teacher certification program?	Does your initial teacher certification program conditionally admit students?	Formal admissions - Other specify
St. Mary's College of California	Traditional	Postgraduate	Yes	
Stanford University	Traditional	Postgraduate	Yes	
Teacher's College of San Joaquin	Traditional	Postgraduate	No	
The Master’s College	Traditional	Senior year	Yes	Full admission post graduate
Touro University	Traditional	Postgraduate	Yes	
United States University	Traditional	Postgraduate	Yes	
University of California, Berkeley	Traditional	Postgraduate	No	
University of California, Davis	Traditional	Postgraduate	No	
University of California, Irvine	Traditional	Postgraduate	Yes	Fall Start Program
University of California, Los Angeles	Traditional	Postgraduate	Yes	Senior Year for Undergraduate
University of California, Riverside	Traditional	Postgraduate	Yes	
University of California, San Diego	Traditional	Senior year	Yes	
University of California, Santa Barbara	Traditional	Postgraduate	No	
University of California, Santa Cruz	Traditional	Postgraduate	No	
University of LaVerne	Traditional	Postgraduate	Yes	
University of Phoenix	Traditional	Other	Yes	Within 12 credits of program
University of Redlands	Traditional	Junior year	Yes	
University of San Diego	Traditional	Postgraduate	No	Undergraduates may be accepted in their junior year. Compl[etion is typically postgraduate.
University of San Francisco	Traditional	Postgraduate	Yes	
University of Southern California	Traditional	Postgraduate	Yes	
University of the Pacific	Traditional	Junior year	Yes	Graduate students are formally admitted after completing the prerequisite teacher education courses.
Vanguard University	Traditional	Postgraduate	Yes	
Western Governors University - CA	Traditional	Other	No	WGU follows a continuous enrollment model with new students entering monthly.
Westmont College	Traditional	Other	Yes	Junior or Senior year
Whittier College	Traditional	Postgraduate	No	
William Jessup University	Traditional	Other	Yes	Undergraduate - Junior Year / Postgraduate - upon admission to the University

Institution	Provide any additional about or exceptions to the admissions information provided.
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 the teacher credentialing program during the last part of their senior year at Antioch. Students may be admitted provisionally before they earn their BA degree, 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. 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. Candidates who are admitted under Provisional Status (cumulative GPA of 2.99 to 2.5) must follow the provisional requirements of the Education 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.

Institution	Provide any additional about or exceptions to the admissions information provided.
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.
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. No 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 conditions have been met, candidates are considered fully admitted. Conditionally admitted candidates must have met all conditions prior to reaching the Clinical Practice stage of the program. If conditions have not been met, candidates are not admitted to Clinical Practice and are stopped in the program at that time.
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. 3. Multiple Subject Integrated Liberal Studies Credential allow candidates to be admitted in their Senior year.
California State University, East Bay	California State University, East Bay offers 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 Program to Multiple Subject Teaching (BPEPMS). As part of the BPEPMS track and prior to admissions into the teaching credential program, 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 programs. Students complete 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.

Institution	Provide any additional about or exceptions to the admissions information provided.
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% annually can be admitted by special action if the majority of requirements are satisfied.
California State University, Monterey Bay	Just a clarification that "undergraduate" students refer to the few students in the integrated/blended Liberal Studies-Multiple Subject program. This program began at CSUMB in 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. Per Executive Order, the admission GPA is either a gpa of at least 2.67 in all baccalaureate and postbaccalaureate course work or a gpa of at least 2.75 in the last 60 units attempted.
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 certification 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	Prior to June 2012 the Education Specialist Credential Program was housed in the Department of Advanced Studies (www.csustan.edu/advstd/SpecialEd). This program is now located in the Department of Teacher Education along with the Multiple and Single Subject Credential Programs (www.csustan.edu/TeacherEd/).
CalState TEACH	We limit exceptional admits to 15%.

Institution	Provide any additional about or exceptions to the admissions information provided.
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.
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 220. 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.
Dominican University of California	Dominican provides two program options of graduate teacher preparation programs for students that are conditionally admitted
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 internship 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.

Institution	Provide any additional about or exceptions to the admissions information provided.
National University	Graduate Admission Exceptions: Students with an undergraduate grade point average of 2.0 to 2.49 may be accepted to National University on probation (instead of taking the above tests). Students who receive a grade below "B" during their first 4.5 quarter units while on probation are disqualified and must apply to the Committee on the Application of Standards to be considered for reinstatement. Undergraduate Admission Exceptions: Applicants with a GPA below 2.0 may be admitted on probation if the Committee on the Application of Standards judges that there is sufficient evidence of potential to complete college studies. Applicants below a 2.0 may submit a letter to CAS.
Occidental College	Addmissions fee is waived if student attended Occidental as an undergraduate.
Pacific Oaks College	BA students must have a minimum of 60 units to transfer into the college. Post-BA students can be admitted into the credential program(s) as "credential only" students, or MA degree/credential students.
Pacific Union College	Very rarely students who have passed part, but not all, of CBEST are given one quarter of provisional admission status to the methods course sequence. During this quarter they are expected to pass the full CBEST and move to regular admission status. If they do not, then they must withdraw from the methods course sequence until the next year.
Patten University	Link for 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 Statem

Institution	Provide any additional about or exceptions to the admissions information provided.
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	According to CSU Executive Order 1077, department chairs may conditionally admit up to 15% of applicants who have not met all the admissions requirements if the candidate shows other strengths. All admissions requirements must be met by a stated deadline, however. Only the Special Education program requires a resume and a graduate writing exam because the credential candidates are being admitted to a master's program at the same time.
San Jose State University	For the Multiple Subjects Program there is a one semester grace period to complete the subject matter competency exam. For Education Specialist program there is a two semester grace period to complete the subject matter competency.
Sonoma State University	The majority of our applicants are post-BA candidates. We do have some students in our blended/integrated undergraduate programs who apply for and are accepted to the credential program before they earn their BA. They combine some credential coursework with their final semester's classes and move into the credential program with one final semester to complete.
St. Mary's College of California	Students who are missing elements of the required documentation for admissions are admitted conditionally until those documents are received. Students whose grade point average is between 2.5 and 3.0 are admitted conditionally and must attain a grade point average of 3.0 for the first semester of the program in order to stay in the program.
Stanford University	Current Stanford undergraduates applying to STEP do not have to take the GRE or pay the application fee. They can apply in either their junior or senior year. All admits must pass a minimum of two CSET sub tests in their subject area to begin the program. Those that have not passed this requirement when decisions are made are accepted conditionally.
The Master’s College	Candidates may apply for the program in their Senior year as, 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 and passed the CBEST, have taken and passed the CSET, and have interviewed with an admissions panel. 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, Berkeley	Senior year for undergraduate Cal Teach program.

Institution	Provide any additional about or exceptions to the admissions information provided.
University of California, Irvine	Assuming that they meet the GPA requirements and all other items in the file are predictive of strong performance, selected applicants can be conditionally admitted pending the completion of their California Subject Exams (CSET) and/or California Basic Educational Skills Tests (CBEST). However, all exams must be passed before candidates can advance to student teaching. If all other items in the file predict strong performance in the program, selected students with undergraduate GPA between 2.9 and 3.0 can be admitted by exception. Their case is reviewed by an admissions committee comprised of faculty and directors. Historically, the performance of this particular set of students is exceptional. Occasionally, when all other items in a file predict strong performance, an applicant can be admitted pending the completion of the GRE exam.
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.
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 whose BA/BS degree will be posted prior to the start of the semester for which the individual has applied.
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.

Institution	Provide any additional about or exceptions to the admissions information provided.
Western Governors University - CA	Students are formally admitted upon completion of general admission and program-specific requirements. Candidates must pass all of the required admission assessments, including the WGU Readiness Assessment.
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.

Admission (Undergraduate and Postgraduate) Requirements - Traditional Route

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			**Undergraduate Requirements**			**Postgraduate Requirements**		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Alliant International University	Traditional	Transcript				Yes	Yes	
Alliant International University	Traditional	Fingerprint check				No	Yes	
Alliant International University	Traditional	Background check				No	No	
Alliant International University	Traditional	Credits Minimum				Yes	Yes	
Alliant International University	Traditional	GPA Minimum				Yes	Yes	
Alliant International University	Traditional	Content GPA Minimum				No	No	
Alliant International University	Traditional	Professional GPA Minimum				No	Yes	
Alliant International University	Traditional	ACT Min Score				No	No	
Alliant International University	Traditional	SAT Min score				No	No	
Alliant International University	Traditional	Basic Skills Min score				Yes	Yes	
Alliant International University	Traditional	Subject Area verification				No	Yes	
Alliant International University	Traditional	Recommendation				Yes	No	
Alliant International University	Traditional	Essay				Yes	No	
Alliant International University	Traditional	Interview				Yes	No	
Alliant International University	Traditional	Other				Yes	Yes	Bachelor's Degree
Antioch University Los Angeles	Traditional	Transcript				Yes	Yes	
Antioch University Los Angeles	Traditional	Fingerprint check				No	Yes	
Antioch University Los Angeles	Traditional	Background check				No	No	
Antioch University Los Angeles	Traditional	Credits Minimum				Yes	Yes	
Antioch University Los Angeles	Traditional	GPA Minimum				No	No	
Antioch University Los Angeles	Traditional	Content GPA Minimum				No	No	
Antioch University Los Angeles	Traditional	Professional GPA Minimum				No	No	
Antioch University Los Angeles	Traditional	ACT Min Score				No	No	
Antioch University Los Angeles	Traditional	SAT Min score				No	No	
Antioch University Los Angeles	Traditional	Basic Skills Min score				No	Yes	
Antioch University Los Angeles	Traditional	Subject Area verification				No	Yes	
Antioch University Los Angeles	Traditional	Recommendation				Yes	No	
Antioch University Los Angeles	Traditional	Essay				Yes	No	
Antioch University Los Angeles	Traditional	Interview				Yes	Yes	
Antioch University Los Angeles	Traditional	Other						
Antioch University Santa Barbara	Traditional	Transcript				Yes	Yes	
Antioch University Santa Barbara	Traditional	Fingerprint check				Yes	No	
Antioch University Santa Barbara	Traditional	Background check				Yes	No	
Antioch University Santa Barbara	Traditional	Credits Minimum				Yes	Yes	
Antioch University Santa Barbara	Traditional	GPA Minimum				Yes	No	

Admission (Undergraduate and Postgraduate) Requirements - Traditional Route

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			**Undergraduate Requirements**			**Postgraduate Requirements**		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Antioch University Santa Barbara	Traditional	Content GPA Minimum				No	No	
Antioch University Santa Barbara	Traditional	Professional GPA Minimum				No	No	
Antioch University Santa Barbara	Traditional	ACT Min Score				No	No	
Antioch University Santa Barbara	Traditional	SAT Min score				No	No	
Antioch University Santa Barbara	Traditional	Basic Skills Min score				Yes	No	
Antioch University Santa Barbara	Traditional	Subject Area verification				Yes	No	
Antioch University Santa Barbara	Traditional	Recommendation				Yes	No	
Antioch University Santa Barbara	Traditional	Essay				Yes	No	
Antioch University Santa Barbara	Traditional	Interview				Yes	No	
Antioch University Santa Barbara	Traditional	Other						
Argosy University	Traditional	Transcript				Yes	No	
Argosy University	Traditional	Fingerprint check				Yes	Yes	
Argosy University	Traditional	Background check				No	Yes	
Argosy University	Traditional	Credits Minimum				Yes	Yes	
Argosy University	Traditional	GPA Minimum				Yes	Yes	
Argosy University	Traditional	Content GPA Minimum				Yes	Yes	
Argosy University	Traditional	Professional GPA Minimum				Yes	Yes	
Argosy University	Traditional	ACT Min Score				No	No	
Argosy University	Traditional	SAT Min score				No	No	
Argosy University	Traditional	Basic Skills Min score				Yes	Yes	
Argosy University	Traditional	Subject Area verification				Yes	Yes	
Argosy University	Traditional	Recommendation				No	No	
Argosy University	Traditional	Essay				Yes	Yes	
Argosy University	Traditional	Interview				No	No	
Argosy University	Traditional	Other						
Azusa Pacific University	Traditional	Transcript				Yes	No	
Azusa Pacific University	Traditional	Fingerprint check				Yes	No	
Azusa Pacific University	Traditional	Background check				Yes	No	
Azusa Pacific University	Traditional	Credits Minimum				No	Yes	
Azusa Pacific University	Traditional	GPA Minimum				Yes	No	
Azusa Pacific University	Traditional	Content GPA Minimum				No	No	
Azusa Pacific University	Traditional	Professional GPA Minimum				No	Yes	
Azusa Pacific University	Traditional	ACT Min Score				No	No	
Azusa Pacific University	Traditional	SAT Min score				No	No	
Azusa Pacific University	Traditional	Basic Skills Min score				No	Yes	
Azusa Pacific University	Traditional	Subject Area verification				No	Yes	

Admission (Undergraduate and Postgraduate) Requirements - Traditional Route

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			**Undergraduate Requirements**			**Postgraduate Requirements**		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Azusa Pacific University	Traditional	Recommendation				Yes	No	
Azusa Pacific University	Traditional	Essay				Yes	No	
Azusa Pacific University	Traditional	Interview				Yes	No	
Azusa Pacific University	Traditional	Other				Yes	No	Candidate Disposition Statement
Biola University	Traditional	Transcript	Yes	Yes		Yes	Yes	
Biola University	Traditional	Fingerprint check	Yes	No		Yes	No	
Biola University	Traditional	Background check	Yes	No		Yes	No	
Biola University	Traditional	Credits Minimum	Yes	Yes		Yes	Yes	
Biola University	Traditional	GPA Minimum	Yes	Yes		Yes	Yes	
Biola University	Traditional	Content GPA Minimum	Yes	No		No	No	
Biola University	Traditional	Professional GPA Minimum	No	Yes		No	Yes	
Biola University	Traditional	ACT Min Score	No	No		No	No	
Biola University	Traditional	SAT Min score	No	No		No	No	
Biola University	Traditional	Basic Skills Min score	No	Yes		Yes	Yes	
Biola University	Traditional	Subject Area verification	No	Yes		Yes	Yes	
Biola University	Traditional	Recommendation	Yes	Yes		Yes	Yes	
Biola University	Traditional	Essay	Yes	No		Yes	No	
Biola University	Traditional	Interview	No	No		Yes	No	
Biola University	Traditional	Other	No	No		No	No	
Brandman University	Traditional	Transcript				Yes	Yes	
Brandman University	Traditional	Fingerprint check				No	Yes	
Brandman University	Traditional	Background check				No	Yes	
Brandman University	Traditional	Credits Minimum				Yes	Yes	
Brandman University	Traditional	GPA Minimum				Yes	Yes	
Brandman University	Traditional	Content GPA Minimum				Yes	Yes	
Brandman University	Traditional	Professional GPA Minimum				No	Yes	
Brandman University	Traditional	ACT Min Score				Yes	No	
Brandman University	Traditional	SAT Min score				No	No	
Brandman University	Traditional	Basic Skills Min score				Yes	Yes	
Brandman University	Traditional	Subject Area verification				No	Yes	
Brandman University	Traditional	Recommendation				Yes	No	
Brandman University	Traditional	Essay				Yes	No	
Brandman University	Traditional	Interview				Yes	Yes	
Brandman University	Traditional	Other						

Admission (Undergraduate and Postgraduate) Requirements - Traditional Route

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			**Undergraduate Requirements**			**Postgraduate Requirements**		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
California Baptist University	Traditional	Transcript				Yes	Yes	
California Baptist University	Traditional	Fingerprint check				Yes	Yes	
California Baptist University	Traditional	Background check				Yes	Yes	
California Baptist University	Traditional	Credits Minimum				Yes	Yes	
California Baptist University	Traditional	GPA Minimum				Yes	Yes	
California Baptist University	Traditional	Content GPA Minimum				No	No	
California Baptist University	Traditional	Professional GPA Minimum				Yes	Yes	
California Baptist University	Traditional	ACT Min Score				No	No	
California Baptist University	Traditional	SAT Min score				No	No	
California Baptist University	Traditional	Basic Skills Min score				No	No	
California Baptist University	Traditional	Subject Area verification				No	Yes	
California Baptist University	Traditional	Recommendation				Yes	Yes	
California Baptist University	Traditional	Essay				Yes	No	
California Baptist University	Traditional	Interview				Yes	No	
California Baptist University	Traditional	Other						
California Lutheran University	Traditional	Transcript	Yes	No		Yes	No	
California Lutheran University	Traditional	Fingerprint check	Yes	No		Yes	No	
California Lutheran University	Traditional	Background check	Yes	No		Yes	No	
California Lutheran University	Traditional	Credits Minimum	No	Yes		Yes	No	
California Lutheran University	Traditional	GPA Minimum	Yes	No		Yes	No	
California Lutheran University	Traditional	Content GPA Minimum	No	Yes		No	No	
California Lutheran University	Traditional	Professional GPA Minimum	No	Yes		Yes	Yes	
California Lutheran University	Traditional	ACT Min Score	No	No		No	No	
California Lutheran University	Traditional	SAT Min score	No	No		No	No	
California Lutheran University	Traditional	Basic Skills Min score	No	Yes		No	Yes	
California Lutheran University	Traditional	Subject Area verification	No	Yes		No	Yes	
California Lutheran University	Traditional	Recommendation	No	No		Yes	No	
California Lutheran University	Traditional	Essay	No	No		Yes	No	
California Lutheran University	Traditional	Interview	Yes	No		Yes	No	
California Lutheran University	Traditional	Other	No	No				
California Polytechnic State University, San Luis Obispo	Traditional	Transcript	Yes	Yes		Yes	Yes	
California Polytechnic State University, San Luis Obispo	Traditional	Fingerprint check	Yes	No		Yes	No	
California Polytechnic State University, San Luis Obispo	Traditional	Background check	Yes	No		Yes	No	
California Polytechnic State University, San Luis Obispo	Traditional	Credits Minimum	Yes	Yes		Yes	Yes	
California Polytechnic State University, San Luis Obispo	Traditional	GPA Minimum	Yes	Yes		Yes	Yes	
California Polytechnic State University, San Luis Obispo	Traditional	Content GPA Minimum	Yes	No		Yes	No	

Admission (Undergraduate and Postgraduate) Requirements - Traditional Route

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			**Undergraduate Requirements**			**Postgraduate Requirements**		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
California Polytechnic State University, San Luis Obispo	Traditional	Professional GPA Minimum	No	Yes		Yes	Yes	
California Polytechnic State University, San Luis Obispo	Traditional	ACT Min Score	No	No		No	No	
California Polytechnic State University, San Luis Obispo	Traditional	SAT Min score	No	No		No	No	
California Polytechnic State University, San Luis Obispo	Traditional	Basic Skills Min score	Yes	No		Yes	No	
California Polytechnic State University, San Luis Obispo	Traditional	Subject Area verification	Yes	No		Yes	No	
California Polytechnic State University, San Luis Obispo	Traditional	Recommendation	Yes	No		Yes	No	
California Polytechnic State University, San Luis Obispo	Traditional	Essay	Yes	No		Yes	No	
California Polytechnic State University, San Luis Obispo	Traditional	Interview	Yes	No		Yes	No	
California Polytechnic State University, San Luis Obispo	Traditional	Other						
California State Polytechnic University, Pomona	Traditional	Transcript				Yes	Yes	
California State Polytechnic University, Pomona	Traditional	Fingerprint check				Yes	No	
California State Polytechnic University, Pomona	Traditional	Background check				Yes	No	
California State Polytechnic University, Pomona	Traditional	Credits Minimum				Yes	Yes	
California State Polytechnic University, Pomona	Traditional	GPA Minimum				Yes	Yes	
California State Polytechnic University, Pomona	Traditional	Content GPA Minimum				Yes	Yes	
California State Polytechnic University, Pomona	Traditional	Professional GPA Minimum				Yes	Yes	
California State Polytechnic University, Pomona	Traditional	ACT Min Score				No	No	
California State Polytechnic University, Pomona	Traditional	SAT Min score				No	No	
California State Polytechnic University, Pomona	Traditional	Basic Skills Min score				Yes	No	
California State Polytechnic University, Pomona	Traditional	Subject Area verification				Yes	No	
California State Polytechnic University, Pomona	Traditional	Recommendation				Yes	No	
California State Polytechnic University, Pomona	Traditional	Essay				Yes	No	
California State Polytechnic University, Pomona	Traditional	Interview				Yes	No	
California State Polytechnic University, Pomona	Traditional	Other				No	Yes	CalTPA; Adult, Child & Infant CRP, US Constitution
California State University, Bakersfield	Traditional	Transcript	Yes	Yes		Yes	Yes	
California State University, Bakersfield	Traditional	Fingerprint check	Yes	Yes		Yes	Yes	
California State University, Bakersfield	Traditional	Background check	Yes	Yes		Yes	Yes	
California State University, Bakersfield	Traditional	Credits Minimum	Yes	Yes		Yes	Yes	
California State University, Bakersfield	Traditional	GPA Minimum	Yes	Yes		Yes	Yes	
California State University, Bakersfield	Traditional	Content GPA Minimum	Yes	Yes		Yes	Yes	
California State University, Bakersfield	Traditional	Professional GPA Minimum	Yes	Yes		Yes	Yes	
California State University, Bakersfield	Traditional	ACT Min Score	No	No		No	No	
California State University, Bakersfield	Traditional	SAT Min score	No	No		No	No	

Admission (Undergraduate and Postgraduate) Requirements - Traditional Route

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			**Undergraduate Requirements**			**Postgraduate Requirements**		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
California State University, Bakersfield	Traditional	Basic Skills Min score	Yes	Yes		Yes	Yes	
California State University, Bakersfield	Traditional	Subject Area verification	No	Yes		Yes	Yes	
California State University, Bakersfield	Traditional	Recommendation	Yes	No		Yes	No	
California State University, Bakersfield	Traditional	Essay	Yes	No		Yes	No	
California State University, Bakersfield	Traditional	Interview	Yes	No		Yes	No	
California State University, Bakersfield	Traditional	Other	No	No		No	No	
California State University, Channel Islands	Traditional	Transcript				Yes	Yes	
California State University, Channel Islands	Traditional	Fingerprint check				Yes	No	
California State University, Channel Islands	Traditional	Background check				Yes	No	
California State University, Channel Islands	Traditional	Credits Minimum				Yes	Yes	
California State University, Channel Islands	Traditional	GPA Minimum				Yes	Yes	
California State University, Channel Islands	Traditional	Content GPA Minimum				No	Yes	
California State University, Channel Islands	Traditional	Professional GPA Minimum				Yes	Yes	
California State University, Channel Islands	Traditional	ACT Min Score				No	No	
California State University, Channel Islands	Traditional	SAT Min score				No	No	
California State University, Channel Islands	Traditional	Basic Skills Min score				Yes	Yes	
California State University, Channel Islands	Traditional	Subject Area verification				Yes	Yes	
California State University, Channel Islands	Traditional	Recommendation				Yes	No	
California State University, Channel Islands	Traditional	Essay				Yes	No	
California State University, Channel Islands	Traditional	Interview				Yes	No	
California State University, Channel Islands	Traditional	Other				No	Yes	Exit appointment, credential request form
California State University, Chico	Traditional	Transcript	No	Yes		Yes	Yes	
California State University, Chico	Traditional	Fingerprint check	No	Yes		Yes	Yes	
California State University, Chico	Traditional	Background check	No	Yes		Yes	Yes	
California State University, Chico	Traditional	Credits Minimum	No	Yes		Yes	Yes	
California State University, Chico	Traditional	GPA Minimum	No	Yes		Yes	Yes	
California State University, Chico	Traditional	Content GPA Minimum	No	Yes		Yes	Yes	
California State University, Chico	Traditional	Professional GPA Minimum	No	Yes		Yes	Yes	
California State University, Chico	Traditional	ACT Min Score	No	No		No	No	
California State University, Chico	Traditional	SAT Min score	No	No		No	No	
California State University, Chico	Traditional	Basic Skills Min score	No	Yes		Yes	Yes	
California State University, Chico	Traditional	Subject Area verification	No	Yes		Yes	Yes	
California State University, Chico	Traditional	Recommendation	Yes	Yes		Yes	Yes	

Admission (Undergraduate and Postgraduate) Requirements - Traditional Route

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			**Undergraduate Requirements**			**Postgraduate Requirements**		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
California State University, Chico	Traditional	Essay	Yes	Yes		Yes	No	
California State University, Chico	Traditional	Interview	No	No		Yes	No	
California State University, Chico	Traditional	Other	No	No	This is a new pathway, so no graduate GPA until 2014			
California State University, Dominguez Hills	Traditional	Transcript	Yes	Yes		Yes	Yes	
California State University, Dominguez Hills	Traditional	Fingerprint check	Yes	Yes		Yes	Yes	
California State University, Dominguez Hills	Traditional	Background check	Yes	Yes		Yes	Yes	
California State University, Dominguez Hills	Traditional	Credits Minimum	Yes	Yes		No	No	
California State University, Dominguez Hills	Traditional	GPA Minimum	Yes	Yes		Yes	Yes	
California State University, Dominguez Hills	Traditional	Content GPA Minimum	No	No		No	No	
California State University, Dominguez Hills	Traditional	Professional GPA Minimum	No	Yes		No	Yes	
California State University, Dominguez Hills	Traditional	ACT Min Score	No	No		No	No	
California State University, Dominguez Hills	Traditional	SAT Min score	No	No		No	No	
California State University, Dominguez Hills	Traditional	Basic Skills Min score	Yes	Yes		Yes	Yes	
California State University, Dominguez Hills	Traditional	Subject Area verification	Yes	Yes		Yes	Yes	
California State University, Dominguez Hills	Traditional	Recommendation	Yes	Yes		Yes	Yes	
California State University, Dominguez Hills	Traditional	Essay	No	No		No	No	
California State University, Dominguez Hills	Traditional	Interview	Yes	No		Yes	No	
California State University, Dominguez Hills	Traditional	Other						
California State University, East Bay	Traditional	Transcript	No	Yes		Yes	Yes	
California State University, East Bay	Traditional	Fingerprint check	Yes	No		Yes	No	
California State University, East Bay	Traditional	Background check	No	No		No	No	
California State University, East Bay	Traditional	Credits Minimum	No	No		No	No	
California State University, East Bay	Traditional	GPA Minimum	No	No		Yes	No	
California State University, East Bay	Traditional	Content GPA Minimum	No	No		No	No	
California State University, East Bay	Traditional	Professional GPA Minimum	No	No		No	No	
California State University, East Bay	Traditional	ACT Min Score	No	No		No	No	
California State University, East Bay	Traditional	SAT Min score	No	No		No	No	
California State University, East Bay	Traditional	Basic Skills Min score	No	No		No	No	
California State University, East Bay	Traditional	Subject Area verification	Yes	Yes		Yes	Yes	
California State University, East Bay	Traditional	Recommendation	Yes	No		Yes	No	
California State University, East Bay	Traditional	Essay	Yes	No		Yes	No	
California State University, East Bay	Traditional	Interview	Yes	No		Yes	No	

Admission (Undergraduate and Postgraduate) Requirements - Traditional Route

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			**Undergraduate Requirements**			**Postgraduate Requirements**		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
California State University, East Bay	Traditional	Other	No	Yes	Program Exit Survey	No	Yes	Program Exit Survey
California State University, Fresno	Traditional	Transcript				Yes	No	
California State University, Fresno	Traditional	Fingerprint check				Yes	No	
California State University, Fresno	Traditional	Background check				Yes	No	
California State University, Fresno	Traditional	Credits Minimum				No	No	
California State University, Fresno	Traditional	GPA Minimum				Yes	No	
California State University, Fresno	Traditional	Content GPA Minimum				No	No	
California State University, Fresno	Traditional	Professional GPA Minimum				No	Yes	
California State University, Fresno	Traditional	ACT Min Score				No	No	
California State University, Fresno	Traditional	SAT Min score				No	No	
California State University, Fresno	Traditional	Basic Skills Min score				Yes	No	
California State University, Fresno	Traditional	Subject Area verification				Yes	No	
California State University, Fresno	Traditional	Recommendation				Yes	No	
California State University, Fresno	Traditional	Essay				Yes	No	
California State University, Fresno	Traditional	Interview				Yes	No	
California State University, Fresno	Traditional	Other						
California State University, Fullerton	Traditional	Transcript	Yes	No		Yes	No	
California State University, Fullerton	Traditional	Fingerprint check	Yes	No		Yes	No	
California State University, Fullerton	Traditional	Background check	Yes	No		Yes	No	
California State University, Fullerton	Traditional	Credits Minimum	Yes	Yes		Yes	Yes	
California State University, Fullerton	Traditional	GPA Minimum	Yes	No		Yes	No	
California State University, Fullerton	Traditional	Content GPA Minimum	Yes	No		Yes	No	
California State University, Fullerton	Traditional	Professional GPA Minimum	Yes	No		Yes	No	
California State University, Fullerton	Traditional	ACT Min Score	No	No		No	No	
California State University, Fullerton	Traditional	SAT Min score	No	No		No	No	
California State University, Fullerton	Traditional	Basic Skills Min score	Yes	No		Yes	No	
California State University, Fullerton	Traditional	Subject Area verification	Yes	No		Yes	No	
California State University, Fullerton	Traditional	Recommendation	Yes	No		Yes	No	
California State University, Fullerton	Traditional	Essay	Yes	No		Yes	No	
California State University, Fullerton	Traditional	Interview	Yes	No		Yes	No	
California State University, Fullerton	Traditional	Other	Yes	No	TB, English Prof, Prereq courses, CPR training, US Constitution	Yes	No	TB, English Prof, Prereq courses, CPR training, US Constitution
California State University, Long Beach	Traditional	Transcript	Yes	Yes		Yes	Yes	

Admission (Undergraduate and Postgraduate) Requirements - Traditional Route

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			**Undergraduate Requirements**			**Postgraduate Requirements**		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
California State University, Long Beach	Traditional	Fingerprint check	Yes	Yes		Yes	Yes	
California State University, Long Beach	Traditional	Background check	Yes	Yes		Yes	Yes	
California State University, Long Beach	Traditional	Credits Minimum	Yes	Yes		Yes	Yes	
California State University, Long Beach	Traditional	GPA Minimum	Yes	Yes		Yes	Yes	
California State University, Long Beach	Traditional	Content GPA Minimum	No	No		No	No	
California State University, Long Beach	Traditional	Professional GPA Minimum	Yes	Yes		Yes	Yes	
California State University, Long Beach	Traditional	ACT Min Score	No	No		No	No	
California State University, Long Beach	Traditional	SAT Min score	No	No		No	No	
California State University, Long Beach	Traditional	Basic Skills Min score	Yes	Yes		Yes	Yes	
California State University, Long Beach	Traditional	Subject Area verification	Yes	Yes		Yes	Yes	
California State University, Long Beach	Traditional	Recommendation	Yes	Yes		Yes	No	
California State University, Long Beach	Traditional	Essay	Yes	Yes		Yes	Yes	
California State University, Long Beach	Traditional	Interview	Yes	No		Yes	No	
California State University, Long Beach	Traditional	Other				No	No	
California State University, Los Angeles	Traditional	Transcript	Yes	Yes		Yes	Yes	
California State University, Los Angeles	Traditional	Fingerprint check	Yes	Yes		Yes	Yes	
California State University, Los Angeles	Traditional	Background check	Yes	Yes		Yes	Yes	
California State University, Los Angeles	Traditional	Credits Minimum	Yes	Yes		No	No	
California State University, Los Angeles	Traditional	GPA Minimum	Yes	Yes		Yes	No	
California State University, Los Angeles	Traditional	Content GPA Minimum	No	No		No	No	
California State University, Los Angeles	Traditional	Professional GPA Minimum	No	Yes		No	Yes	
California State University, Los Angeles	Traditional	ACT Min Score	No	No		No	No	
California State University, Los Angeles	Traditional	SAT Min score	No	No		No	No	
California State University, Los Angeles	Traditional	Basic Skills Min score	Yes	Yes		Yes	Yes	
California State University, Los Angeles	Traditional	Subject Area verification	No	Yes		Yes	Yes	
California State University, Los Angeles	Traditional	Recommendation	Yes	No		Yes	No	
California State University, Los Angeles	Traditional	Essay	Yes	No		Yes	No	
California State University, Los Angeles	Traditional	Interview	Yes	No		Yes	No	
California State University, Los Angeles	Traditional	Other	Yes	No	writing and speech proficiency	Yes	No	speech and writing proficiency
California State University, Monterey Bay	Traditional	Transcript	Yes	Yes		Yes	Yes	
California State University, Monterey Bay	Traditional	Fingerprint check	Yes	Yes		Yes	Yes	
California State University, Monterey Bay	Traditional	Background check	Yes	Yes		Yes	Yes	
California State University, Monterey Bay	Traditional	Credits Minimum	Yes	Yes		Yes	Yes	
California State University, Monterey Bay	Traditional	GPA Minimum	Yes	Yes		Yes	Yes	

Admission (Undergraduate and Postgraduate) Requirements - Traditional Route

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			**Undergraduate Requirements**			**Postgraduate Requirements**		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
California State University, Monterey Bay	Traditional	Content GPA Minimum	Yes	Yes		Yes	Yes	
California State University, Monterey Bay	Traditional	Professional GPA Minimum	Yes	Yes		No	Yes	
California State University, Monterey Bay	Traditional	ACT Min Score	No	No		No	No	
California State University, Monterey Bay	Traditional	SAT Min score	No	No		No	No	
California State University, Monterey Bay	Traditional	Basic Skills Min score	No	Yes		Yes	Yes	
California State University, Monterey Bay	Traditional	Subject Area verification	No	Yes		Yes	Yes	
California State University, Monterey Bay	Traditional	Recommendation	Yes	Yes		Yes	Yes	
California State University, Monterey Bay	Traditional	Essay	Yes	Yes		Yes	Yes	
California State University, Monterey Bay	Traditional	Interview	Yes	Yes		Yes	Yes	
California State University, Monterey Bay	Traditional	Other				No	Yes	PACT & RICA Scores reqd. for exit in some programs
California State University, Northridge	Traditional	Transcript	Yes	No		Yes	No	
California State University, Northridge	Traditional	Fingerprint check	Yes	Yes		Yes	Yes	
California State University, Northridge	Traditional	Background check	Yes	Yes		Yes	Yes	
California State University, Northridge	Traditional	Credits Minimum	No	Yes		No	Yes	
California State University, Northridge	Traditional	GPA Minimum	Yes	Yes		Yes	Yes	
California State University, Northridge	Traditional	Content GPA Minimum	Yes	Yes		Yes	Yes	
California State University, Northridge	Traditional	Professional GPA Minimum	Yes	Yes		Yes	Yes	
California State University, Northridge	Traditional	ACT Min Score	No	No		No	No	
California State University, Northridge	Traditional	SAT Min score	No	No		No	No	
California State University, Northridge	Traditional	Basic Skills Min score	Yes	Yes		Yes	Yes	
California State University, Northridge	Traditional	Subject Area verification	Yes	Yes		Yes	Yes	
California State University, Northridge	Traditional	Recommendation	Yes	No		Yes	No	
California State University, Northridge	Traditional	Essay	Yes	No		Yes	No	
California State University, Northridge	Traditional	Interview	Yes	No		Yes	No	
California State University, Northridge	Traditional	Other	No	Yes	Passage of PACT (MS and SS Programs), Passage of RICA (MS and SPED Programs)	No	Yes	Passage of PACT (MS and SS Programs) , Passage of RICA (MS and SPED Programs)
California State University, Sacramento	Traditional	Transcript				Yes	Yes	
California State University, Sacramento	Traditional	Fingerprint check				Yes	Yes	
California State University, Sacramento	Traditional	Background check				Yes	Yes	

Admission (Undergraduate and Postgraduate) Requirements - Traditional Route

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			**Undergraduate Requirements**			**Postgraduate Requirements**		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
California State University, Sacramento	Traditional	Credits Minimum				Yes	Yes	
California State University, Sacramento	Traditional	GPA Minimum				Yes	Yes	
California State University, Sacramento	Traditional	Content GPA Minimum				No	Yes	
California State University, Sacramento	Traditional	Professional GPA Minimum				Yes	Yes	
California State University, Sacramento	Traditional	ACT Min Score				No	No	
California State University, Sacramento	Traditional	SAT Min score				No	No	
California State University, Sacramento	Traditional	Basic Skills Min score				Yes	Yes	
California State University, Sacramento	Traditional	Subject Area verification				Yes	Yes	
California State University, Sacramento	Traditional	Recommendation				Yes	No	
California State University, Sacramento	Traditional	Essay				Yes	No	
California State University, Sacramento	Traditional	Interview				Yes	No	
California State University, Sacramento	Traditional	Other				No	Yes	Teacher Performance Assessment
California State University, San Bernardino	Traditional	Transcript	Yes	Yes		Yes	Yes	
California State University, San Bernardino	Traditional	Fingerprint check	Yes	Yes		Yes	Yes	
California State University, San Bernardino	Traditional	Background check	Yes	Yes		Yes	Yes	
California State University, San Bernardino	Traditional	Credits Minimum	Yes	Yes		Yes	Yes	
California State University, San Bernardino	Traditional	GPA Minimum	Yes	Yes		Yes	Yes	
California State University, San Bernardino	Traditional	Content GPA Minimum	Yes	Yes		Yes	Yes	
California State University, San Bernardino	Traditional	Professional GPA Minimum	Yes	Yes		Yes	Yes	
California State University, San Bernardino	Traditional	ACT Min Score	No	No		No	No	
California State University, San Bernardino	Traditional	SAT Min score	No	No		No	No	
California State University, San Bernardino	Traditional	Basic Skills Min score	Yes	Yes		Yes	Yes	
California State University, San Bernardino	Traditional	Subject Area verification	Yes	Yes		Yes	Yes	
California State University, San Bernardino	Traditional	Recommendation	Yes	Yes		Yes	Yes	
California State University, San Bernardino	Traditional	Essay	Yes	Yes		Yes	Yes	
California State University, San Bernardino	Traditional	Interview	Yes	Yes		Yes	Yes	
California State University, San Bernardino	Traditional	Other						
California State University, San Marcos	Traditional	Transcript	Yes	No		Yes	No	
California State University, San Marcos	Traditional	Fingerprint check	Yes	No		Yes	No	
California State University, San Marcos	Traditional	Background check	Yes	No		Yes	No	
California State University, San Marcos	Traditional	Credits Minimum	Yes	Yes		Yes	Yes	
California State University, San Marcos	Traditional	GPA Minimum	Yes	Yes		Yes	Yes	
California State University, San Marcos	Traditional	Content GPA Minimum	Yes	Yes		Yes	No	
California State University, San Marcos	Traditional	Professional GPA Minimum	Yes	Yes		Yes	Yes	

Admission (Undergraduate and Postgraduate) Requirements - Traditional Route

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			**Undergraduate Requirements**			**Postgraduate Requirements**		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
California State University, San Marcos	Traditional	ACT Min Score	No	No		No	No	
California State University, San Marcos	Traditional	SAT Min score	No	No		No	No	
California State University, San Marcos	Traditional	Basic Skills Min score	Yes	Yes		Yes	No	
California State University, San Marcos	Traditional	Subject Area verification	No	Yes		Yes	No	
California State University, San Marcos	Traditional	Recommendation	Yes	No		Yes	No	
California State University, San Marcos	Traditional	Essay	Yes	No		Yes	No	
California State University, San Marcos	Traditional	Interview	Yes	No		Yes	No	
California State University, San Marcos	Traditional	Other	No	No		No	No	
California State University, Stanislaus	Traditional	Transcript	Yes	No		Yes	No	
California State University, Stanislaus	Traditional	Fingerprint check	Yes	No		Yes	No	
California State University, Stanislaus	Traditional	Background check	Yes	No		Yes	No	
California State University, Stanislaus	Traditional	Credits Minimum	Yes	Yes		Yes	Yes	
California State University, Stanislaus	Traditional	GPA Minimum	Yes	Yes		Yes	Yes	
California State University, Stanislaus	Traditional	Content GPA Minimum	No	Yes		No	Yes	
California State University, Stanislaus	Traditional	Professional GPA Minimum	No	Yes		Yes	Yes	
California State University, Stanislaus	Traditional	ACT Min Score	No	No		No	No	
California State University, Stanislaus	Traditional	SAT Min score	No	No		No	No	
California State University, Stanislaus	Traditional	Basic Skills Min score	Yes	Yes		Yes	Yes	
California State University, Stanislaus	Traditional	Subject Area verification	Yes	Yes		Yes	Yes	
California State University, Stanislaus	Traditional	Recommendation	Yes	Yes		Yes	Yes	
California State University, Stanislaus	Traditional	Essay	Yes	No		Yes	No	
California State University, Stanislaus	Traditional	Interview	Yes	Yes		Yes	Yes	
California State University, Stanislaus	Traditional	Other	No	Yes	B.A./B.S.; RICA for ESCP & MSCP; TPA for MSCP & SSCP	No	Yes	RICA for ESCP & MSCP; TPA for MSCP & SSCP
CalState TEACH	Traditional	Transcript	Yes	Yes		Yes	Yes	
CalState TEACH	Traditional	Fingerprint check	Yes	No		Yes	No	
CalState TEACH	Traditional	Background check	Yes	No		Yes	No	
CalState TEACH	Traditional	Credits Minimum	Yes	Yes		No	Yes	
CalState TEACH	Traditional	GPA Minimum	Yes	Yes		Yes	Yes	
CalState TEACH	Traditional	Content GPA Minimum	No	No		No	No	
CalState TEACH	Traditional	Professional GPA Minimum	No	Yes		No	Yes	
CalState TEACH	Traditional	ACT Min Score	No	No		No	No	
CalState TEACH	Traditional	SAT Min score	No	No		No	No	

Admission (Undergraduate and Postgraduate) Requirements - Traditional Route

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			Undergraduate Requirements			Postgraduate Requirements		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
CalState TEACH	Traditional	Basic Skills Min score	Yes	Yes		Yes	No	
CalState TEACH	Traditional	Subject Area verification	Yes	No		Yes	No	
CalState TEACH	Traditional	Recommendation	Yes	No		Yes	No	
CalState TEACH	Traditional	Essay	Yes	No		Yes	No	
CalState TEACH	Traditional	Interview	Yes	No		Yes	No	
CalState TEACH	Traditional	Other						
Chapman University	Traditional	Transcript				Yes	Yes	
Chapman University	Traditional	Fingerprint check				No	No	
Chapman University	Traditional	Background check				No	No	
Chapman University	Traditional	Credits Minimum				Yes	Yes	
Chapman University	Traditional	GPA Minimum				Yes	No	
Chapman University	Traditional	Content GPA Minimum				No	No	
Chapman University	Traditional	Professional GPA Minimum				No	Yes	
Chapman University	Traditional	ACT Min Score				No	No	
Chapman University	Traditional	SAT Min score				No	No	
Chapman University	Traditional	Basic Skills Min score				Yes	Yes	
Chapman University	Traditional	Subject Area verification				Yes	Yes	
Chapman University	Traditional	Recommendation				Yes	Yes	
Chapman University	Traditional	Essay				Yes	No	
Chapman University	Traditional	Interview				Yes	Yes	
Chapman University	Traditional	Other						
Claremont Graduate University	Traditional	Transcript				Yes	Yes	
Claremont Graduate University	Traditional	Fingerprint check				Yes	No	
Claremont Graduate University	Traditional	Background check				Yes	No	
Claremont Graduate University	Traditional	Credits Minimum				Yes	Yes	
Claremont Graduate University	Traditional	GPA Minimum				No	Yes	
Claremont Graduate University	Traditional	Content GPA Minimum				No	Yes	
Claremont Graduate University	Traditional	Professional GPA Minimum				No	Yes	
Claremont Graduate University	Traditional	ACT Min Score				No	No	
Claremont Graduate University	Traditional	SAT Min score				No	No	
Claremont Graduate University	Traditional	Basic Skills Min score				Yes	Yes	
Claremont Graduate University	Traditional	Subject Area verification				Yes	Yes	
Claremont Graduate University	Traditional	Recommendation				Yes	Yes	
Claremont Graduate University	Traditional	Essay				Yes	Yes	
Claremont Graduate University	Traditional	Interview				Yes	Yes	
Claremont Graduate University	Traditional	Other				No	Yes	Passed CATPA

Admission (Undergraduate and Postgraduate) Requirements - Traditional Route

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			**Undergraduate Requirements**			**Postgraduate Requirements**		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Concordia University	Traditional	Transcript	No	Yes		Yes	Yes	
Concordia University	Traditional	Fingerprint check	Yes	No		Yes	Yes	
Concordia University	Traditional	Background check	Yes	No		No	No	
Concordia University	Traditional	Credits Minimum	Yes	Yes		No	Yes	
Concordia University	Traditional	GPA Minimum	Yes	Yes		Yes	Yes	
Concordia University	Traditional	Content GPA Minimum	Yes	Yes		Yes	Yes	
Concordia University	Traditional	Professional GPA Minimum	Yes	Yes		Yes	Yes	
Concordia University	Traditional	ACT Min Score	No	No		No	No	
Concordia University	Traditional	SAT Min score	No	No		No	No	
Concordia University	Traditional	Basic Skills Min score	Yes	Yes		Yes	Yes	
Concordia University	Traditional	Subject Area verification	No	Yes		Yes	Yes	
Concordia University	Traditional	Recommendation	Yes	Yes		Yes	Yes	
Concordia University	Traditional	Essay	Yes	Yes		Yes	No	
Concordia University	Traditional	Interview	Yes	Yes		Yes	Yes	
Concordia University	Traditional	Other	No	No				
Dominican University of California	Traditional	Transcript	Yes	Yes		Yes	Yes	
Dominican University of California	Traditional	Fingerprint check	No	Yes		Yes	Yes	
Dominican University of California	Traditional	Background check	No	Yes		Yes	Yes	
Dominican University of California	Traditional	Credits Minimum	No	Yes		Yes	Yes	
Dominican University of California	Traditional	GPA Minimum	No	Yes		Yes	Yes	
Dominican University of California	Traditional	Content GPA Minimum	No	No		Yes	Yes	
Dominican University of California	Traditional	Professional GPA Minimum	No	Yes		No	Yes	
Dominican University of California	Traditional	ACT Min Score	No	No		No	No	
Dominican University of California	Traditional	SAT Min score	No	No		No	No	
Dominican University of California	Traditional	Basic Skills Min score	Yes	Yes		Yes	Yes	
Dominican University of California	Traditional	Subject Area verification	No	Yes		Yes	Yes	
Dominican University of California	Traditional	Recommendation	Yes	Yes		Yes	Yes	
Dominican University of California	Traditional	Essay	Yes	Yes		Yes	Yes	
Dominican University of California	Traditional	Interview	No	No		No	No	
Dominican University of California	Traditional	Other	No	Yes	TB test	Yes	Yes	TB Test
Fresno Pacific University	Traditional	Transcript				Yes	Yes	
Fresno Pacific University	Traditional	Fingerprint check				Yes	No	
Fresno Pacific University	Traditional	Background check				Yes	No	
Fresno Pacific University	Traditional	Credits Minimum				No	Yes	
Fresno Pacific University	Traditional	GPA Minimum				Yes	Yes	
Fresno Pacific University	Traditional	Content GPA Minimum				No	No	

Admission (Undergraduate and Postgraduate) Requirements - Traditional Route

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			**Undergraduate Requirements**			**Postgraduate Requirements**		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Fresno Pacific University	Traditional	Professional GPA Minimum				No	Yes	
Fresno Pacific University	Traditional	ACT Min Score				No	No	
Fresno Pacific University	Traditional	SAT Min score				No	No	
Fresno Pacific University	Traditional	Basic Skills Min score				Yes	No	
Fresno Pacific University	Traditional	Subject Area verification				Yes	Yes	
Fresno Pacific University	Traditional	Recommendation				Yes	No	
Fresno Pacific University	Traditional	Essay				Yes	No	
Fresno Pacific University	Traditional	Interview				Yes	Yes	
Fresno Pacific University	Traditional	Other				Yes	No	Current Negative TB Test
Hebrew Union College	Traditional	Transcript				Yes	Yes	
Hebrew Union College	Traditional	Fingerprint check				No	Yes	
Hebrew Union College	Traditional	Background check				No	Yes	
Hebrew Union College	Traditional	Credits Minimum				Yes	Yes	
Hebrew Union College	Traditional	GPA Minimum				No	No	
Hebrew Union College	Traditional	Content GPA Minimum				No	No	
Hebrew Union College	Traditional	Professional GPA Minimum				No	No	
Hebrew Union College	Traditional	ACT Min Score				No	No	
Hebrew Union College	Traditional	SAT Min score				No	No	
Hebrew Union College	Traditional	Basic Skills Min score				No	Yes	
Hebrew Union College	Traditional	Subject Area verification				No	Yes	
Hebrew Union College	Traditional	Recommendation				Yes	Yes	
Hebrew Union College	Traditional	Essay				Yes	Yes	
Hebrew Union College	Traditional	Interview				Yes	Yes	
Hebrew Union College	Traditional	Other						
Holy Names University	Traditional	Transcript				Yes	Yes	
Holy Names University	Traditional	Fingerprint check				No	No	
Holy Names University	Traditional	Background check				No	No	
Holy Names University	Traditional	Credits Minimum				No	Yes	
Holy Names University	Traditional	GPA Minimum				Yes	No	
Holy Names University	Traditional	Content GPA Minimum				No	No	
Holy Names University	Traditional	Professional GPA Minimum				No	No	
Holy Names University	Traditional	ACT Min Score				No	No	
Holy Names University	Traditional	SAT Min score				No	No	
Holy Names University	Traditional	Basic Skills Min score				No	Yes	

Admission (Undergraduate and Postgraduate) Requirements - Traditional Route

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			**Undergraduate Requirements**			**Postgraduate Requirements**		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Holy Names University	Traditional	Subject Area verification				No	Yes	
Holy Names University	Traditional	Recommendation				Yes	No	
Holy Names University	Traditional	Essay				Yes	No	
Holy Names University	Traditional	Interview				Yes	No	
Holy Names University	Traditional	Other				No	No	
Hope International University	Traditional	Transcript				Yes	Yes	
Hope International University	Traditional	Fingerprint check				No	Yes	
Hope International University	Traditional	Background check				No	Yes	
Hope International University	Traditional	Credits Minimum				No	Yes	
Hope International University	Traditional	GPA Minimum				Yes	Yes	
Hope International University	Traditional	Content GPA Minimum				No	Yes	
Hope International University	Traditional	Professional GPA Minimum				No	Yes	
Hope International University	Traditional	ACT Min Score				No	No	
Hope International University	Traditional	SAT Min score				No	No	
Hope International University	Traditional	Basic Skills Min score				No	Yes	
Hope International University	Traditional	Subject Area verification				No	Yes	
Hope International University	Traditional	Recommendation				Yes	Yes	
Hope International University	Traditional	Essay				Yes	No	
Hope International University	Traditional	Interview				No	Yes	
Hope International University	Traditional	Other						
Humboldt State University	Traditional	Transcript				Yes	No	
Humboldt State University	Traditional	Fingerprint check				Yes	No	
Humboldt State University	Traditional	Background check				Yes	No	
Humboldt State University	Traditional	Credits Minimum				Yes	Yes	
Humboldt State University	Traditional	GPA Minimum				Yes	Yes	
Humboldt State University	Traditional	Content GPA Minimum				Yes	No	
Humboldt State University	Traditional	Professional GPA Minimum				No	Yes	
Humboldt State University	Traditional	ACT Min Score				No	No	
Humboldt State University	Traditional	SAT Min score				No	No	
Humboldt State University	Traditional	Basic Skills Min score				Yes	No	
Humboldt State University	Traditional	Subject Area verification				Yes	No	
Humboldt State University	Traditional	Recommendation				Yes	No	
Humboldt State University	Traditional	Essay				Yes	No	
Humboldt State University	Traditional	Interview				Yes	No	
Humboldt State University	Traditional	Other				No	Yes	Performance Assessment

Admission (Undergraduate and Postgraduate) Requirements - Traditional Route

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			**Undergraduate Requirements**			**Postgraduate Requirements**		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
La Sierra University	Traditional	Transcript	Yes	Yes		Yes	Yes	
La Sierra University	Traditional	Fingerprint check	Yes	Yes		Yes	Yes	
La Sierra University	Traditional	Background check	Yes	Yes		Yes	Yes	
La Sierra University	Traditional	Credits Minimum	Yes	Yes		Yes	Yes	
La Sierra University	Traditional	GPA Minimum	Yes	Yes		Yes	Yes	
La Sierra University	Traditional	Content GPA Minimum	Yes	Yes		Yes	Yes	
La Sierra University	Traditional	Professional GPA Minimum	Yes	Yes		Yes	Yes	
La Sierra University	Traditional	ACT Min Score	No	No		No	No	
La Sierra University	Traditional	SAT Min score	No	No		No	No	
La Sierra University	Traditional	Basic Skills Min score	Yes	Yes		Yes	Yes	
La Sierra University	Traditional	Subject Area verification	Yes	Yes		Yes	Yes	
La Sierra University	Traditional	Recommendation	Yes	No		Yes	No	
La Sierra University	Traditional	Essay	Yes	No		Yes	No	
La Sierra University	Traditional	Interview	Yes	No		Yes	No	
La Sierra University	Traditional	Other	Yes	No	CPR, TB Skin Test	Yes	No	CPR, TB Skin Test
Loyola Marymount University	Traditional	Transcript	Yes	Yes		Yes	Yes	
Loyola Marymount University	Traditional	Fingerprint check	Yes	No		Yes	No	
Loyola Marymount University	Traditional	Background check	Yes	No		Yes	No	
Loyola Marymount University	Traditional	Credits Minimum	Yes	Yes		Yes	Yes	
Loyola Marymount University	Traditional	GPA Minimum	Yes	Yes		Yes	Yes	
Loyola Marymount University	Traditional	Content GPA Minimum	No	No		No	No	
Loyola Marymount University	Traditional	Professional GPA Minimum	Yes	Yes		Yes	Yes	
Loyola Marymount University	Traditional	ACT Min Score	No	No		No	No	
Loyola Marymount University	Traditional	SAT Min score	No	No		No	No	
Loyola Marymount University	Traditional	Basic Skills Min score	Yes	No		Yes	No	
Loyola Marymount University	Traditional	Subject Area verification	No	Yes		No	Yes	
Loyola Marymount University	Traditional	Recommendation	Yes	No		Yes	No	
Loyola Marymount University	Traditional	Essay	Yes	No		Yes	No	
Loyola Marymount University	Traditional	Interview	Yes	Yes		Yes	Yes	
Loyola Marymount University	Traditional	Other	Yes	No	TB test	Yes	No	TB Test
Mills College	Traditional	Transcript				Yes	Yes	
Mills College	Traditional	Fingerprint check				No	No	
Mills College	Traditional	Background check				No	No	
Mills College	Traditional	Credits Minimum				Yes	Yes	
Mills College	Traditional	GPA Minimum				No	No	

Admission (Undergraduate and Postgraduate) Requirements - Traditional Route

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			**Undergraduate Requirements**			**Postgraduate Requirements**		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Mills College	Traditional	Content GPA Minimum				No	No	
Mills College	Traditional	Professional GPA Minimum				No	No	
Mills College	Traditional	ACT Min Score				No	No	
Mills College	Traditional	SAT Min score				No	No	
Mills College	Traditional	Basic Skills Min score				Yes	Yes	
Mills College	Traditional	Subject Area verification				Yes	Yes	
Mills College	Traditional	Recommendation				Yes	No	
Mills College	Traditional	Essay				Yes	No	
Mills College	Traditional	Interview				Yes	No	
Mills College	Traditional	Other						
Mount St. Mary's College	Traditional	Transcript	Yes	Yes		Yes	Yes	
Mount St. Mary's College	Traditional	Fingerprint check	No	Yes		Yes	Yes	
Mount St. Mary's College	Traditional	Background check	No	Yes		Yes	Yes	
Mount St. Mary's College	Traditional	Credits Minimum	Yes	Yes		Yes	Yes	
Mount St. Mary's College	Traditional	GPA Minimum	Yes	Yes		Yes	Yes	
Mount St. Mary's College	Traditional	Content GPA Minimum	Yes	Yes		Yes	Yes	
Mount St. Mary's College	Traditional	Professional GPA Minimum	Yes	Yes		Yes	Yes	
Mount St. Mary's College	Traditional	ACT Min Score	No	No		No	No	
Mount St. Mary's College	Traditional	SAT Min score	No	No		No	No	
Mount St. Mary's College	Traditional	Basic Skills Min score	Yes	Yes		Yes	Yes	
Mount St. Mary's College	Traditional	Subject Area verification	No	Yes		Yes	Yes	
Mount St. Mary's College	Traditional	Recommendation	Yes	No		Yes	No	
Mount St. Mary's College	Traditional	Essay	Yes	No		Yes	No	
Mount St. Mary's College	Traditional	Interview	Yes	No		Yes	No	
Mount St. Mary's College	Traditional	Other						
National Hispanic University	Traditional	Transcript				Yes	Yes	
National Hispanic University	Traditional	Fingerprint check				Yes	Yes	
National Hispanic University	Traditional	Background check				No	No	
National Hispanic University	Traditional	Credits Minimum				No	Yes	
National Hispanic University	Traditional	GPA Minimum				Yes	Yes	
National Hispanic University	Traditional	Content GPA Minimum				No	No	
National Hispanic University	Traditional	Professional GPA Minimum				No	No	
National Hispanic University	Traditional	ACT Min Score				No	No	
National Hispanic University	Traditional	SAT Min score				No	No	
National Hispanic University	Traditional	Basic Skills Min score				Yes	Yes	
National Hispanic University	Traditional	Subject Area verification				Yes	Yes	

Admission (Undergraduate and Postgraduate) Requirements - Traditional Route

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			**Undergraduate Requirements**			**Postgraduate Requirements**		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
National Hispanic University	Traditional	Recommendation				Yes	No	
National Hispanic University	Traditional	Essay				Yes	No	
National Hispanic University	Traditional	Interview				No	Yes	
National Hispanic University	Traditional	Other						
National University	Traditional	Transcript	Yes	No		Yes	No	
National University	Traditional	Fingerprint check	Yes	No		Yes	No	
National University	Traditional	Background check	Yes	No		Yes	No	
National University	Traditional	Credits Minimum	No	Yes		No	Yes	
National University	Traditional	GPA Minimum	Yes	Yes		Yes	Yes	
National University	Traditional	Content GPA Minimum	No	Yes		Yes	Yes	
National University	Traditional	Professional GPA Minimum	No	No		No	No	
National University	Traditional	ACT Min Score	No	No		No	No	
National University	Traditional	SAT Min score	No	No		No	No	
National University	Traditional	Basic Skills Min score	No	Yes		No	Yes	
National University	Traditional	Subject Area verification	No	Yes		No	Yes	
National University	Traditional	Recommendation	No	No		No	No	
National University	Traditional	Essay	No	No		No	No	
National University	Traditional	Interview	Yes	No		Yes	No	
National University	Traditional	Other						
Notre Dame de Namur University	Traditional	Transcript				Yes	Yes	
Notre Dame de Namur University	Traditional	Fingerprint check				No	Yes	
Notre Dame de Namur University	Traditional	Background check				No	Yes	
Notre Dame de Namur University	Traditional	Credits Minimum				No	Yes	
Notre Dame de Namur University	Traditional	GPA Minimum				Yes	Yes	
Notre Dame de Namur University	Traditional	Content GPA Minimum				No	Yes	
Notre Dame de Namur University	Traditional	Professional GPA Minimum				No	Yes	
Notre Dame de Namur University	Traditional	ACT Min Score				No	No	
Notre Dame de Namur University	Traditional	SAT Min score				No	No	
Notre Dame de Namur University	Traditional	Basic Skills Min score				No	Yes	
Notre Dame de Namur University	Traditional	Subject Area verification				No	Yes	
Notre Dame de Namur University	Traditional	Recommendation				Yes	Yes	
Notre Dame de Namur University	Traditional	Essay				Yes	No	
Notre Dame de Namur University	Traditional	Interview				Yes	No	
Notre Dame de Namur University	Traditional	Other						
Occidental College	Traditional	Transcript				Yes	Yes	
Occidental College	Traditional	Fingerprint check				No	Yes	

Admission (Undergraduate and Postgraduate) Requirements - Traditional Route

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			**Undergraduate Requirements**			**Postgraduate Requirements**		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Occidental College	Traditional	Background check				No	Yes	
Occidental College	Traditional	Credits Minimum				No	Yes	
Occidental College	Traditional	GPA Minimum				Yes	Yes	
Occidental College	Traditional	Content GPA Minimum				Yes	Yes	
Occidental College	Traditional	Professional GPA Minimum				Yes	Yes	
Occidental College	Traditional	ACT Min Score				No	No	
Occidental College	Traditional	SAT Min score				No	No	
Occidental College	Traditional	Basic Skills Min score				No	Yes	
Occidental College	Traditional	Subject Area verification				No	Yes	
Occidental College	Traditional	Recommendation				Yes	Yes	
Occidental College	Traditional	Essay				Yes	No	
Occidental College	Traditional	Interview				Yes	No	
Occidental College	Traditional	Other				No	No	
Pacific Oaks College	Traditional	Transcript	Yes	No		Yes	No	
Pacific Oaks College	Traditional	Fingerprint check	Yes	No		Yes	No	
Pacific Oaks College	Traditional	Background check	Yes	No		Yes	No	
Pacific Oaks College	Traditional	Credits Minimum	Yes	Yes		No	Yes	
Pacific Oaks College	Traditional	GPA Minimum	No	Yes		Yes	Yes	
Pacific Oaks College	Traditional	Content GPA Minimum	No	Yes		Yes	Yes	
Pacific Oaks College	Traditional	Professional GPA Minimum	No	Yes		No	Yes	
Pacific Oaks College	Traditional	ACT Min Score	No	No		No	No	
Pacific Oaks College	Traditional	SAT Min score	No	No		No	No	
Pacific Oaks College	Traditional	Basic Skills Min score	Yes	No		Yes	Yes	
Pacific Oaks College	Traditional	Subject Area verification	No	Yes		No	Yes	
Pacific Oaks College	Traditional	Recommendation	Yes	No		Yes	No	
Pacific Oaks College	Traditional	Essay	Yes	No		Yes	No	
Pacific Oaks College	Traditional	Interview	No	No		No	No	
Pacific Oaks College	Traditional	Other						
Pacific Union College	Traditional	Transcript	Yes	Yes		Yes	Yes	
Pacific Union College	Traditional	Fingerprint check	Yes	No		Yes	No	
Pacific Union College	Traditional	Background check	Yes	No		Yes	No	
Pacific Union College	Traditional	Credits Minimum	Yes	Yes		Yes	Yes	
Pacific Union College	Traditional	GPA Minimum	Yes	Yes		Yes	Yes	
Pacific Union College	Traditional	Content GPA Minimum	No	No		No	No	
Pacific Union College	Traditional	Professional GPA Minimum	Yes	Yes		Yes	Yes	
Pacific Union College	Traditional	ACT Min Score	No	No		No	No	

Admission (Undergraduate and Postgraduate) Requirements - Traditional Route

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			**Undergraduate Requirements**			**Postgraduate Requirements**		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Pacific Union College	Traditional	SAT Min score	No	No		No	No	
Pacific Union College	Traditional	Basic Skills Min score	Yes	Yes		Yes	Yes	
Pacific Union College	Traditional	Subject Area verification	No	Yes		Yes	Yes	
Pacific Union College	Traditional	Recommendation	Yes	No		Yes	No	
Pacific Union College	Traditional	Essay	Yes	No		Yes	No	
Pacific Union College	Traditional	Interview	Yes	Yes		Yes	Yes	
Pacific Union College	Traditional	Other	No	Yes	Exit: RICA, TPA	No	Yes	RICA, TPA
Patten University	Traditional	Transcript	Yes	Yes		Yes	Yes	
Patten University	Traditional	Fingerprint check	Yes	Yes		Yes	Yes	
Patten University	Traditional	Background check	Yes	Yes		Yes	Yes	
Patten University	Traditional	Credits Minimum	Yes	Yes		Yes	Yes	
Patten University	Traditional	GPA Minimum	Yes	Yes		Yes	Yes	
Patten University	Traditional	Content GPA Minimum	Yes	Yes		Yes	Yes	
Patten University	Traditional	Professional GPA Minimum	Yes	Yes		Yes	Yes	
Patten University	Traditional	ACT Min Score	No	No		No	No	
Patten University	Traditional	SAT Min score	No	No		No	No	
Patten University	Traditional	Basic Skills Min score	Yes	Yes		Yes	Yes	
Patten University	Traditional	Subject Area verification	Yes	Yes		Yes	Yes	
Patten University	Traditional	Recommendation	Yes	Yes		Yes	Yes	
Patten University	Traditional	Essay	Yes	Yes		Yes	Yes	
Patten University	Traditional	Interview	Yes	Yes		Yes	Yes	
Patten University	Traditional	Other	No	Yes	Final Evaluation	No	Yes	Final Evaluation
Pepperdine University	Traditional	Transcript	No	No		Yes	Yes	
Pepperdine University	Traditional	Fingerprint check	Yes	Yes		Yes	Yes	
Pepperdine University	Traditional	Background check	Yes	Yes		Yes	Yes	
Pepperdine University	Traditional	Credits Minimum	Yes	Yes		Yes	Yes	
Pepperdine University	Traditional	GPA Minimum	Yes	Yes		Yes	Yes	
Pepperdine University	Traditional	Content GPA Minimum	Yes	Yes		Yes	Yes	
Pepperdine University	Traditional	Professional GPA Minimum	No	No		Yes	Yes	
Pepperdine University	Traditional	ACT Min Score	No	No		No	No	
Pepperdine University	Traditional	SAT Min score	No	No		No	No	
Pepperdine University	Traditional	Basic Skills Min score	No	Yes		Yes	Yes	
Pepperdine University	Traditional	Subject Area verification	No	Yes		No	Yes	
Pepperdine University	Traditional	Recommendation	Yes	Yes		Yes	Yes	

Admission (Undergraduate and Postgraduate) Requirements - Traditional Route

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			**Undergraduate Requirements**			**Postgraduate Requirements**		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Pepperdine University	Traditional	Essay	Yes	No		Yes	No	
Pepperdine University	Traditional	Interview	No	No		No	No	
Pepperdine University	Traditional	Other	Yes	No	Proof of attempt of Basic Skills test			
Point Loma Nazarene University	Traditional	Transcript				Yes	Yes	
Point Loma Nazarene University	Traditional	Fingerprint check				Yes	No	
Point Loma Nazarene University	Traditional	Background check				No	No	
Point Loma Nazarene University	Traditional	Credits Minimum				No	Yes	
Point Loma Nazarene University	Traditional	GPA Minimum				Yes	Yes	
Point Loma Nazarene University	Traditional	Content GPA Minimum				No	No	
Point Loma Nazarene University	Traditional	Professional GPA Minimum				No	No	
Point Loma Nazarene University	Traditional	ACT Min Score				No	No	
Point Loma Nazarene University	Traditional	SAT Min score				No	No	
Point Loma Nazarene University	Traditional	Basic Skills Min score				No	Yes	
Point Loma Nazarene University	Traditional	Subject Area verification				No	Yes	
Point Loma Nazarene University	Traditional	Recommendation				Yes	No	
Point Loma Nazarene University	Traditional	Essay				Yes	No	
Point Loma Nazarene University	Traditional	Interview				Yes	Yes	
Point Loma Nazarene University	Traditional	Other				No	No	
San Diego Christian College	Traditional	Transcript	No	No		Yes	Yes	
San Diego Christian College	Traditional	Fingerprint check	No	No		No	Yes	
San Diego Christian College	Traditional	Background check	No	No		No	Yes	
San Diego Christian College	Traditional	Credits Minimum	No	No		Yes	Yes	
San Diego Christian College	Traditional	GPA Minimum	No	No		Yes	Yes	
San Diego Christian College	Traditional	Content GPA Minimum	No	No		Yes	Yes	
San Diego Christian College	Traditional	Professional GPA Minimum	No	No		Yes	Yes	
San Diego Christian College	Traditional	ACT Min Score	No	No		No	No	
San Diego Christian College	Traditional	SAT Min score	No	No		No	No	
San Diego Christian College	Traditional	Basic Skills Min score	No	No		Yes	Yes	
San Diego Christian College	Traditional	Subject Area verification	No	No		No	Yes	
San Diego Christian College	Traditional	Recommendation	No	No		Yes	Yes	
San Diego Christian College	Traditional	Essay	No	No		Yes	Yes	
San Diego Christian College	Traditional	Interview	No	No		Yes	Yes	
San Diego Christian College	Traditional	Other						
San Diego State University	Traditional	Transcript				Yes	Yes	

Admission (Undergraduate and Postgraduate) Requirements - Traditional Route

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			**Undergraduate Requirements**			**Postgraduate Requirements**		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
San Diego State University	Traditional	Fingerprint check				Yes	No	
San Diego State University	Traditional	Background check				Yes	No	
San Diego State University	Traditional	Credits Minimum				No	Yes	
San Diego State University	Traditional	GPA Minimum				Yes	Yes	
San Diego State University	Traditional	Content GPA Minimum				No	No	
San Diego State University	Traditional	Professional GPA Minimum				Yes	Yes	
San Diego State University	Traditional	ACT Min Score				No	No	
San Diego State University	Traditional	SAT Min score				No	No	
San Diego State University	Traditional	Basic Skills Min score				Yes	Yes	
San Diego State University	Traditional	Subject Area verification				Yes	Yes	
San Diego State University	Traditional	Recommendation				Yes	No	
San Diego State University	Traditional	Essay				Yes	No	
San Diego State University	Traditional	Interview				Yes	No	
San Diego State University	Traditional	Other						
San Francisco State University	Traditional	Transcript				Yes	Yes	
San Francisco State University	Traditional	Fingerprint check				Yes	No	
San Francisco State University	Traditional	Background check				Yes	No	
San Francisco State University	Traditional	Credits Minimum				Yes	Yes	
San Francisco State University	Traditional	GPA Minimum				Yes	Yes	
San Francisco State University	Traditional	Content GPA Minimum				No	No	
San Francisco State University	Traditional	Professional GPA Minimum				No	Yes	
San Francisco State University	Traditional	ACT Min Score				No	No	
San Francisco State University	Traditional	SAT Min score				No	No	
San Francisco State University	Traditional	Basic Skills Min score				Yes	No	
San Francisco State University	Traditional	Subject Area verification				Yes	No	
San Francisco State University	Traditional	Recommendation				Yes	No	
San Francisco State University	Traditional	Essay				Yes	No	
San Francisco State University	Traditional	Interview				Yes	No	
San Francisco State University	Traditional	Other						
San Jose State University	Traditional	Transcript				Yes	Yes	
San Jose State University	Traditional	Fingerprint check				Yes	No	
San Jose State University	Traditional	Background check				Yes	No	
San Jose State University	Traditional	Credits Minimum				Yes	Yes	
San Jose State University	Traditional	GPA Minimum				Yes	Yes	
San Jose State University	Traditional	Content GPA Minimum				Yes	Yes	
San Jose State University	Traditional	Professional GPA Minimum				Yes	Yes	

Admission (Undergraduate and Postgraduate) Requirements - Traditional Route

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			**Undergraduate Requirements**			**Postgraduate Requirements**		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
San Jose State University	Traditional	ACT Min Score				No	No	
San Jose State University	Traditional	SAT Min score				No	No	
San Jose State University	Traditional	Basic Skills Min score				Yes	No	
San Jose State University	Traditional	Subject Area verification				Yes	No	
San Jose State University	Traditional	Recommendation				Yes	Yes	
San Jose State University	Traditional	Essay				Yes	Yes	
San Jose State University	Traditional	Interview				Yes	Yes	
San Jose State University	Traditional	Other						
Santa Clara University	Traditional	Transcript				Yes	Yes	
Santa Clara University	Traditional	Fingerprint check				No	No	
Santa Clara University	Traditional	Background check				No	Yes	
Santa Clara University	Traditional	Credits Minimum				No	Yes	
Santa Clara University	Traditional	GPA Minimum				Yes	Yes	
Santa Clara University	Traditional	Content GPA Minimum				No	No	
Santa Clara University	Traditional	Professional GPA Minimum				No	No	
Santa Clara University	Traditional	ACT Min Score				No	No	
Santa Clara University	Traditional	SAT Min score				No	No	
Santa Clara University	Traditional	Basic Skills Min score				No	Yes	
Santa Clara University	Traditional	Subject Area verification				No	Yes	
Santa Clara University	Traditional	Recommendation				Yes	No	
Santa Clara University	Traditional	Essay				Yes	No	
Santa Clara University	Traditional	Interview				No	No	
Santa Clara University	Traditional	Other						
Simpson University	Traditional	Transcript				Yes	Yes	
Simpson University	Traditional	Fingerprint check				Yes	Yes	
Simpson University	Traditional	Background check				No	No	
Simpson University	Traditional	Credits Minimum				No	Yes	
Simpson University	Traditional	GPA Minimum				Yes	Yes	
Simpson University	Traditional	Content GPA Minimum				Yes	Yes	
Simpson University	Traditional	Professional GPA Minimum				Yes	Yes	
Simpson University	Traditional	ACT Min Score				No	No	
Simpson University	Traditional	SAT Min score				No	No	
Simpson University	Traditional	Basic Skills Min score				Yes	Yes	
Simpson University	Traditional	Subject Area verification				No	Yes	
Simpson University	Traditional	Recommendation				Yes	Yes	
Simpson University	Traditional	Essay				Yes	No	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			Undergraduate Requirements			Postgraduate Requirements		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Simpson University	Traditional	Interview				Yes	Yes	
Simpson University	Traditional	Other				Yes	Yes	Must have registered for subject matter content test
Sonoma State University	Traditional	Transcript				Yes	Yes	
Sonoma State University	Traditional	Fingerprint check				Yes	Yes	
Sonoma State University	Traditional	Background check				Yes	Yes	
Sonoma State University	Traditional	Credits Minimum				Yes	Yes	
Sonoma State University	Traditional	GPA Minimum				Yes	Yes	
Sonoma State University	Traditional	Content GPA Minimum				Yes	Yes	
Sonoma State University	Traditional	Professional GPA Minimum				Yes	Yes	
Sonoma State University	Traditional	ACT Min Score				No	No	
Sonoma State University	Traditional	SAT Min score				No	No	
Sonoma State University	Traditional	Basic Skills Min score				Yes	Yes	
Sonoma State University	Traditional	Subject Area verification				Yes	Yes	
Sonoma State University	Traditional	Recommendation				Yes	No	
Sonoma State University	Traditional	Essay				Yes	No	
Sonoma State University	Traditional	Interview				Yes	No	
Sonoma State University	Traditional	Other						
St. Mary's College of California	Traditional	Transcript				Yes	No	
St. Mary's College of California	Traditional	Fingerprint check				Yes	No	
St. Mary's College of California	Traditional	Background check				Yes	Yes	
St. Mary's College of California	Traditional	Credits Minimum				No	Yes	
St. Mary's College of California	Traditional	GPA Minimum				Yes	Yes	
St. Mary's College of California	Traditional	Content GPA Minimum				No	No	
St. Mary's College of California	Traditional	Professional GPA Minimum				No	Yes	
St. Mary's College of California	Traditional	ACT Min Score				No	No	
St. Mary's College of California	Traditional	SAT Min score				No	No	
St. Mary's College of California	Traditional	Basic Skills Min score				No	Yes	
St. Mary's College of California	Traditional	Subject Area verification				No	Yes	
St. Mary's College of California	Traditional	Recommendation				Yes	No	
St. Mary's College of California	Traditional	Essay				Yes	No	
St. Mary's College of California	Traditional	Interview				Yes	No	
St. Mary's College of California	Traditional	Other						
Stanford University	Traditional	Transcript				Yes	Yes	
Stanford University	Traditional	Fingerprint check				Yes	No	

Admission (Undergraduate and Postgraduate) Requirements - Traditional Route

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			**Undergraduate Requirements**			**Postgraduate Requirements**		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Stanford University	Traditional	Background check				Yes	No	
Stanford University	Traditional	Credits Minimum				Yes	Yes	
Stanford University	Traditional	GPA Minimum				No	Yes	
Stanford University	Traditional	Content GPA Minimum				No	Yes	
Stanford University	Traditional	Professional GPA Minimum				No	No	
Stanford University	Traditional	ACT Min Score				No	No	
Stanford University	Traditional	SAT Min score				No	No	
Stanford University	Traditional	Basic Skills Min score				Yes	Yes	
Stanford University	Traditional	Subject Area verification				Yes	Yes	
Stanford University	Traditional	Recommendation				Yes	No	
Stanford University	Traditional	Essay				Yes	Yes	
Stanford University	Traditional	Interview				No	No	
Stanford University	Traditional	Other				Yes	No	Transcript Summary
Teacher's College of San Joaquin	Traditional	Transcript				Yes	No	
Teacher's College of San Joaquin	Traditional	Fingerprint check				No	No	
Teacher's College of San Joaquin	Traditional	Background check				No	No	
Teacher's College of San Joaquin	Traditional	Credits Minimum				Yes	Yes	
Teacher's College of San Joaquin	Traditional	GPA Minimum				No	Yes	
Teacher's College of San Joaquin	Traditional	Content GPA Minimum				No	Yes	
Teacher's College of San Joaquin	Traditional	Professional GPA Minimum				No	No	
Teacher's College of San Joaquin	Traditional	ACT Min Score				No	No	
Teacher's College of San Joaquin	Traditional	SAT Min score				No	No	
Teacher's College of San Joaquin	Traditional	Basic Skills Min score				No	Yes	
Teacher's College of San Joaquin	Traditional	Subject Area verification				No	Yes	
Teacher's College of San Joaquin	Traditional	Recommendation				No	No	
Teacher's College of San Joaquin	Traditional	Essay				No	No	
Teacher's College of San Joaquin	Traditional	Interview				No	No	
Teacher's College of San Joaquin	Traditional	Other				No	No	
The Master’s College	Traditional	Transcript				Yes	Yes	
The Master’s College	Traditional	Fingerprint check				Yes	Yes	
The Master’s College	Traditional	Background check				Yes	Yes	
The Master’s College	Traditional	Credits Minimum				Yes	Yes	
The Master’s College	Traditional	GPA Minimum				No	No	
The Master’s College	Traditional	Content GPA Minimum				Yes	Yes	
The Master’s College	Traditional	Professional GPA Minimum				Yes	Yes	

Admission (Undergraduate and Postgraduate) Requirements - Traditional Route

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			**Undergraduate Requirements**			**Postgraduate Requirements**		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
The Master's College	Traditional	ACT Min Score				No	No	
The Master's College	Traditional	SAT Min score				No	No	
The Master's College	Traditional	Basic Skills Min score				Yes	Yes	
The Master's College	Traditional	Subject Area verification				Yes	Yes	
The Master's College	Traditional	Recommendation				Yes	Yes	
The Master's College	Traditional	Essay				Yes	Yes	
The Master's College	Traditional	Interview				Yes	Yes	
The Master's College	Traditional	Other				No	Yes	CPR
Touro University	Traditional	Transcript				Yes	Yes	
Touro University	Traditional	Fingerprint check				Yes	Yes	
Touro University	Traditional	Background check				Yes	Yes	
Touro University	Traditional	Credits Minimum				Yes	Yes	
Touro University	Traditional	GPA Minimum				Yes	Yes	
Touro University	Traditional	Content GPA Minimum				Yes	Yes	
Touro University	Traditional	Professional GPA Minimum				Yes	Yes	
Touro University	Traditional	ACT Min Score				No	No	
Touro University	Traditional	SAT Min score				No	No	
Touro University	Traditional	Basic Skills Min score				Yes	Yes	
Touro University	Traditional	Subject Area verification				Yes	Yes	
Touro University	Traditional	Recommendation				Yes	No	
Touro University	Traditional	Essay				Yes	Yes	
Touro University	Traditional	Interview				Yes	Yes	
Touro University	Traditional	Other				No	Yes	Reading Instruction Competence Assessment
United States University	Traditional	Transcript				Yes	Yes	
United States University	Traditional	Fingerprint check				Yes	Yes	
United States University	Traditional	Background check				Yes	Yes	
United States University	Traditional	Credits Minimum				No	Yes	
United States University	Traditional	GPA Minimum				Yes	Yes	
United States University	Traditional	Content GPA Minimum				No	Yes	
United States University	Traditional	Professional GPA Minimum				No	Yes	
United States University	Traditional	ACT Min Score				No	No	
United States University	Traditional	SAT Min score				No	No	
United States University	Traditional	Basic Skills Min score				Yes	Yes	

Admission (Undergraduate and Postgraduate) Requirements - Traditional Route

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			**Undergraduate Requirements**			**Postgraduate Requirements**		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
United States University	Traditional	Subject Area verification				Yes	Yes	
United States University	Traditional	Recommendation				Yes	Yes	
United States University	Traditional	Essay				Yes	Yes	
United States University	Traditional	Interview				Yes	Yes	
United States University	Traditional	Other				No	Yes	Exit survey
University of California, Berkeley	Traditional	Transcript	Yes	Yes		Yes	Yes	
University of California, Berkeley	Traditional	Fingerprint check	Yes	No		No	Yes	
University of California, Berkeley	Traditional	Background check	Yes	No		No	Yes	
University of California, Berkeley	Traditional	Credits Minimum	Yes	Yes		No	Yes	
University of California, Berkeley	Traditional	GPA Minimum	Yes	Yes		Yes	Yes	
University of California, Berkeley	Traditional	Content GPA Minimum	No	No		No	No	
University of California, Berkeley	Traditional	Professional GPA Minimum	No	No		No	No	
University of California, Berkeley	Traditional	ACT Min Score	No	No		No	No	
University of California, Berkeley	Traditional	SAT Min score	No	No		No	No	
University of California, Berkeley	Traditional	Basic Skills Min score	Yes	No		Yes	No	
University of California, Berkeley	Traditional	Subject Area verification	Yes	No		Yes	No	
University of California, Berkeley	Traditional	Recommendation	Yes	No		Yes	No	
University of California, Berkeley	Traditional	Essay	Yes	No		Yes	No	
University of California, Berkeley	Traditional	Interview	No	No		Yes	No	
University of California, Berkeley	Traditional	Other						
University of California, Davis	Traditional	Transcript				Yes	Yes	
University of California, Davis	Traditional	Fingerprint check				Yes	No	
University of California, Davis	Traditional	Background check				Yes	No	
University of California, Davis	Traditional	Credits Minimum				Yes	Yes	
University of California, Davis	Traditional	GPA Minimum				Yes	Yes	
University of California, Davis	Traditional	Content GPA Minimum				No	No	
University of California, Davis	Traditional	Professional GPA Minimum				No	Yes	
University of California, Davis	Traditional	ACT Min Score				No	No	
University of California, Davis	Traditional	SAT Min score				No	No	
University of California, Davis	Traditional	Basic Skills Min score				Yes	Yes	
University of California, Davis	Traditional	Subject Area verification				Yes	Yes	
University of California, Davis	Traditional	Recommendation				No	No	
University of California, Davis	Traditional	Essay				Yes	No	
University of California, Davis	Traditional	Interview				Yes	No	
University of California, Davis	Traditional	Other						
University of California, Irvine	Traditional	Transcript	Yes	Yes		Yes	Yes	

Admission (Undergraduate and Postgraduate) Requirements - Traditional Route

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			**Undergraduate Requirements**			**Postgraduate Requirements**		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
University of California, Irvine	Traditional	Fingerprint check	Yes	Yes		Yes	Yes	
University of California, Irvine	Traditional	Background check	Yes	Yes		Yes	Yes	
University of California, Irvine	Traditional	Credits Minimum	No	Yes		Yes	Yes	
University of California, Irvine	Traditional	GPA Minimum	Yes	Yes		Yes	Yes	
University of California, Irvine	Traditional	Content GPA Minimum	No	Yes		Yes	Yes	
University of California, Irvine	Traditional	Professional GPA Minimum	No	Yes		Yes	Yes	
University of California, Irvine	Traditional	ACT Min Score	Yes	No		No	No	
University of California, Irvine	Traditional	SAT Min score	Yes	No		No	No	
University of California, Irvine	Traditional	Basic Skills Min score	No	Yes		Yes	Yes	
University of California, Irvine	Traditional	Subject Area verification	No	Yes		Yes	Yes	
University of California, Irvine	Traditional	Recommendation	Yes	No		Yes	No	
University of California, Irvine	Traditional	Essay	Yes	No		Yes	No	
University of California, Irvine	Traditional	Interview	No	Yes		No	Yes	
University of California, Irvine	Traditional	Other						
University of California, Los Angeles	Traditional	Transcript	Yes	Yes		Yes	Yes	
University of California, Los Angeles	Traditional	Fingerprint check	Yes	Yes		Yes	Yes	
University of California, Los Angeles	Traditional	Background check	Yes	Yes		Yes	Yes	
University of California, Los Angeles	Traditional	Credits Minimum	Yes	Yes		Yes	Yes	
University of California, Los Angeles	Traditional	GPA Minimum	Yes	Yes		Yes	Yes	
University of California, Los Angeles	Traditional	Content GPA Minimum	Yes	Yes		Yes	Yes	
University of California, Los Angeles	Traditional	Professional GPA Minimum	Yes	Yes		Yes	Yes	
University of California, Los Angeles	Traditional	ACT Min Score	No	No		No	No	
University of California, Los Angeles	Traditional	SAT Min score	No	No		No	No	
University of California, Los Angeles	Traditional	Basic Skills Min score	No	No		Yes	Yes	
University of California, Los Angeles	Traditional	Subject Area verification	Yes	Yes		Yes	Yes	
University of California, Los Angeles	Traditional	Recommendation	Yes	Yes		Yes	Yes	
University of California, Los Angeles	Traditional	Essay	Yes	Yes		Yes	Yes	
University of California, Los Angeles	Traditional	Interview	Yes	No		Yes	Yes	
University of California, Los Angeles	Traditional	Other						
University of California, Riverside	Traditional	Transcript				Yes	Yes	
University of California, Riverside	Traditional	Fingerprint check				Yes	Yes	
University of California, Riverside	Traditional	Background check				Yes	Yes	
University of California, Riverside	Traditional	Credits Minimum				No	Yes	
University of California, Riverside	Traditional	GPA Minimum				Yes	Yes	
University of California, Riverside	Traditional	Content GPA Minimum				No	No	
University of California, Riverside	Traditional	Professional GPA Minimum				No	Yes	

Admission (Undergraduate and Postgraduate) Requirements - Traditional Route

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			**Undergraduate Requirements**			**Postgraduate Requirements**		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
University of California, Riverside	Traditional	ACT Min Score				No	No	
University of California, Riverside	Traditional	SAT Min score				No	No	
University of California, Riverside	Traditional	Basic Skills Min score				Yes	Yes	
University of California, Riverside	Traditional	Subject Area verification				Yes	Yes	
University of California, Riverside	Traditional	Recommendation				Yes	No	
University of California, Riverside	Traditional	Essay				Yes	No	
University of California, Riverside	Traditional	Interview				Yes	No	
University of California, Riverside	Traditional	Other				No	No	
University of California, San Diego	Traditional	Transcript				Yes	Yes	
University of California, San Diego	Traditional	Fingerprint check				Yes	Yes	
University of California, San Diego	Traditional	Background check				Yes	Yes	
University of California, San Diego	Traditional	Credits Minimum				Yes	Yes	
University of California, San Diego	Traditional	GPA Minimum				Yes	Yes	
University of California, San Diego	Traditional	Content GPA Minimum				Yes	Yes	
University of California, San Diego	Traditional	Professional GPA Minimum				Yes	Yes	
University of California, San Diego	Traditional	ACT Min Score				No	No	
University of California, San Diego	Traditional	SAT Min score				No	No	
University of California, San Diego	Traditional	Basic Skills Min score				Yes	Yes	
University of California, San Diego	Traditional	Subject Area verification				Yes	Yes	
University of California, San Diego	Traditional	Recommendation				Yes	Yes	
University of California, San Diego	Traditional	Essay				Yes	No	
University of California, San Diego	Traditional	Interview				No	Yes	
University of California, San Diego	Traditional	Other				Yes	Yes	2nd language acquisition, U.S. Constitution, TB test, GRE, TPA
University of California, Santa Barbara	Traditional	Transcript				Yes	Yes	
University of California, Santa Barbara	Traditional	Fingerprint check				Yes	No	
University of California, Santa Barbara	Traditional	Background check				Yes	No	
University of California, Santa Barbara	Traditional	Credits Minimum				No	Yes	
University of California, Santa Barbara	Traditional	GPA Minimum				Yes	Yes	
University of California, Santa Barbara	Traditional	Content GPA Minimum				No	Yes	
University of California, Santa Barbara	Traditional	Professional GPA Minimum				No	Yes	
University of California, Santa Barbara	Traditional	ACT Min Score				No	No	

Admission (Undergraduate and Postgraduate) Requirements - Traditional Route

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			**Undergraduate Requirements**			**Postgraduate Requirements**		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
University of California, Santa Barbara	Traditional	SAT Min score				No	No	
University of California, Santa Barbara	Traditional	Basic Skills Min score				Yes	No	
University of California, Santa Barbara	Traditional	Subject Area verification				Yes	No	
University of California, Santa Barbara	Traditional	Recommendation				Yes	No	
University of California, Santa Barbara	Traditional	Essay				Yes	No	
University of California, Santa Barbara	Traditional	Interview				Yes	No	
University of California, Santa Barbara	Traditional	Other				No	Yes	Teacher Performance Assessment
University of California, Santa Cruz	Traditional	Transcript				Yes	No	
University of California, Santa Cruz	Traditional	Fingerprint check				Yes	No	
University of California, Santa Cruz	Traditional	Background check				Yes	No	
University of California, Santa Cruz	Traditional	Credits Minimum				No	Yes	
University of California, Santa Cruz	Traditional	GPA Minimum				Yes	Yes	
University of California, Santa Cruz	Traditional	Content GPA Minimum				No	Yes	
University of California, Santa Cruz	Traditional	Professional GPA Minimum				No	Yes	
University of California, Santa Cruz	Traditional	ACT Min Score				No	No	
University of California, Santa Cruz	Traditional	SAT Min score				No	No	
University of California, Santa Cruz	Traditional	Basic Skills Min score				Yes	No	
University of California, Santa Cruz	Traditional	Subject Area verification				Yes	No	
University of California, Santa Cruz	Traditional	Recommendation				Yes	No	
University of California, Santa Cruz	Traditional	Essay				Yes	No	
University of California, Santa Cruz	Traditional	Interview				No	No	
University of California, Santa Cruz	Traditional	Other				Yes	No	Academic Writing Sample
University of LaVerne	Traditional	Transcript				Yes	No	
University of LaVerne	Traditional	Fingerprint check				Yes	Yes	
University of LaVerne	Traditional	Background check				No	No	
University of LaVerne	Traditional	Credits Minimum				Yes	Yes	
University of LaVerne	Traditional	GPA Minimum				Yes	Yes	
University of LaVerne	Traditional	Content GPA Minimum				Yes	Yes	
University of LaVerne	Traditional	Professional GPA Minimum				Yes	Yes	
University of LaVerne	Traditional	ACT Min Score				No	No	
University of LaVerne	Traditional	SAT Min score				No	No	
University of LaVerne	Traditional	Basic Skills Min score				Yes	Yes	
University of LaVerne	Traditional	Subject Area verification				Yes	Yes	

Admission (Undergraduate and Postgraduate) Requirements - Traditional Route

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			**Undergraduate Requirements**			**Postgraduate Requirements**		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
University of LaVerne	Traditional	Recommendation				Yes	No	
University of LaVerne	Traditional	Essay				Yes	No	
University of LaVerne	Traditional	Interview				Yes	No	
University of LaVerne	Traditional	Other						
University of Phoenix	Traditional	Transcript	Yes	No		Yes	No	
University of Phoenix	Traditional	Fingerprint check	Yes	No		Yes	No	
University of Phoenix	Traditional	Background check	Yes	No		Yes	No	
University of Phoenix	Traditional	Credits Minimum	Yes	Yes		Yes	Yes	
University of Phoenix	Traditional	GPA Minimum	No	Yes		Yes	Yes	
University of Phoenix	Traditional	Content GPA Minimum	Yes	Yes		No	No	
University of Phoenix	Traditional	Professional GPA Minimum	Yes	Yes		No	Yes	
University of Phoenix	Traditional	ACT Min Score	No	No		No	No	
University of Phoenix	Traditional	SAT Min score	No	No		No	No	
University of Phoenix	Traditional	Basic Skills Min score	Yes	No		Yes	No	
University of Phoenix	Traditional	Subject Area verification	No	Yes		No	Yes	
University of Phoenix	Traditional	Recommendation	No	No		No	No	
University of Phoenix	Traditional	Essay	No	No		No	No	
University of Phoenix	Traditional	Interview	No	No		No	No	
University of Phoenix	Traditional	Other						
University of Redlands	Traditional	Transcript	Yes	Yes		Yes	Yes	
University of Redlands	Traditional	Fingerprint check	Yes	Yes		Yes	Yes	
University of Redlands	Traditional	Background check	Yes	Yes		Yes	Yes	
University of Redlands	Traditional	Credits Minimum	Yes	Yes		Yes	Yes	
University of Redlands	Traditional	GPA Minimum	Yes	Yes		Yes	Yes	
University of Redlands	Traditional	Content GPA Minimum	Yes	Yes		Yes	Yes	
University of Redlands	Traditional	Professional GPA Minimum	Yes	Yes		Yes	Yes	
University of Redlands	Traditional	ACT Min Score	No	No		No	No	
University of Redlands	Traditional	SAT Min score	No	No		No	No	
University of Redlands	Traditional	Basic Skills Min score	Yes	Yes		Yes	Yes	
University of Redlands	Traditional	Subject Area verification	No	Yes		No	Yes	
University of Redlands	Traditional	Recommendation	Yes	Yes		Yes	Yes	
University of Redlands	Traditional	Essay	No	No		No	No	
University of Redlands	Traditional	Interview	No	Yes		No	Yes	
University of Redlands	Traditional	Other	No	No		No	No	
University of San Diego	Traditional	Transcript				Yes	No	
University of San Diego	Traditional	Fingerprint check				Yes	No	

Admission (Undergraduate and Postgraduate) Requirements - Traditional Route

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			Undergraduate Requirements			Postgraduate Requirements		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
University of San Diego	Traditional	Background check				Yes	Yes	
University of San Diego	Traditional	Credits Minimum				Yes	Yes	
University of San Diego	Traditional	GPA Minimum				Yes	Yes	
University of San Diego	Traditional	Content GPA Minimum				Yes	Yes	
University of San Diego	Traditional	Professional GPA Minimum				No	Yes	
University of San Diego	Traditional	ACT Min Score				No	No	
University of San Diego	Traditional	SAT Min score				No	No	
University of San Diego	Traditional	Basic Skills Min score				Yes	No	
University of San Diego	Traditional	Subject Area verification				Yes	Yes	
University of San Diego	Traditional	Recommendation				Yes	No	
University of San Diego	Traditional	Essay				Yes	No	
University of San Diego	Traditional	Interview				Yes	No	
University of San Diego	Traditional	Other			PACT	No	Yes	PACT
University of San Francisco	Traditional	Transcript				Yes	No	
University of San Francisco	Traditional	Fingerprint check				No	Yes	
University of San Francisco	Traditional	Background check				No	Yes	
University of San Francisco	Traditional	Credits Minimum				No	Yes	
University of San Francisco	Traditional	GPA Minimum				Yes	Yes	
University of San Francisco	Traditional	Content GPA Minimum				No	No	
University of San Francisco	Traditional	Professional GPA Minimum				No	No	
University of San Francisco	Traditional	ACT Min Score				No	No	
University of San Francisco	Traditional	SAT Min score				No	No	
University of San Francisco	Traditional	Basic Skills Min score				Yes	Yes	
University of San Francisco	Traditional	Subject Area verification				Yes	Yes	
University of San Francisco	Traditional	Recommendation				Yes	No	
University of San Francisco	Traditional	Essay				Yes	No	
University of San Francisco	Traditional	Interview				No	No	
University of San Francisco	Traditional	Other						
University of Southern California	Traditional	Transcript				Yes	No	
University of Southern California	Traditional	Fingerprint check				No	No	
University of Southern California	Traditional	Background check				No	No	
University of Southern California	Traditional	Credits Minimum				Yes	Yes	
University of Southern California	Traditional	GPA Minimum				No	Yes	
University of Southern California	Traditional	Content GPA Minimum				Yes	No	
University of Southern California	Traditional	Professional GPA Minimum				No	No	
University of Southern California	Traditional	ACT Min Score				No	No	

Admission (Undergraduate and Postgraduate) Requirements - Traditional Route

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			**Undergraduate Requirements**			**Postgraduate Requirements**		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
University of Southern California	Traditional	SAT Min score				No	No	
University of Southern California	Traditional	Basic Skills Min score				Yes	No	
University of Southern California	Traditional	Subject Area verification				Yes	No	
University of Southern California	Traditional	Recommendation				Yes	No	
University of Southern California	Traditional	Essay				Yes	No	
University of Southern California	Traditional	Interview				No	No	
University of Southern California	Traditional	Other				No	No	
University of the Pacific	Traditional	Transcript	Yes	Yes		Yes	Yes	
University of the Pacific	Traditional	Fingerprint check	Yes	Yes		Yes	Yes	
University of the Pacific	Traditional	Background check	Yes	Yes		No	No	
University of the Pacific	Traditional	Credits Minimum	Yes	Yes		Yes	Yes	
University of the Pacific	Traditional	GPA Minimum	Yes	Yes		Yes	Yes	
University of the Pacific	Traditional	Content GPA Minimum	No	No		No	No	
University of the Pacific	Traditional	Professional GPA Minimum	Yes	Yes		No	Yes	
University of the Pacific	Traditional	ACT Min Score	No	No		No	No	
University of the Pacific	Traditional	SAT Min score	No	No		No	No	
University of the Pacific	Traditional	Basic Skills Min score	Yes	Yes		No	Yes	
University of the Pacific	Traditional	Subject Area verification	Yes	Yes		No	Yes	
University of the Pacific	Traditional	Recommendation	Yes	Yes		Yes	Yes	
University of the Pacific	Traditional	Essay	Yes	Yes		Yes	Yes	
University of the Pacific	Traditional	Interview	Yes	Yes		No	Yes	
University of the Pacific	Traditional	Other	Yes	Yes	Complete PACT Teaching Event and Program Assessments	No	Yes	Completion of PACT Assessments and Teaching Event
Vanguard University	Traditional	Transcript				Yes	Yes	
Vanguard University	Traditional	Fingerprint check				No	Yes	
Vanguard University	Traditional	Background check				No	Yes	
Vanguard University	Traditional	Credits Minimum				Yes	Yes	
Vanguard University	Traditional	GPA Minimum				Yes	Yes	
Vanguard University	Traditional	Content GPA Minimum				No	Yes	
Vanguard University	Traditional	Professional GPA Minimum				No	Yes	
Vanguard University	Traditional	ACT Min Score				No	No	
Vanguard University	Traditional	SAT Min score				No	No	
Vanguard University	Traditional	Basic Skills Min score				No	Yes	

Admission (Undergraduate and Postgraduate) Requirements - Traditional Route

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			**Undergraduate Requirements**			**Postgraduate Requirements**		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Vanguard University	Traditional	Subject Area verification				No	Yes	
Vanguard University	Traditional	Recommendation				Yes	Yes	
Vanguard University	Traditional	Essay				Yes	Yes	
Vanguard University	Traditional	Interview				Yes	Yes	
Vanguard University	Traditional	Other						
Western Governors University - CA	Traditional	Transcript	Yes	No		Yes	No	
Western Governors University - CA	Traditional	Fingerprint check	Yes	No		Yes	No	
Western Governors University - CA	Traditional	Background check	Yes	No		Yes	No	
Western Governors University - CA	Traditional	Credits Minimum	Yes	Yes		Yes	Yes	
Western Governors University - CA	Traditional	GPA Minimum	No	No		No	No	
Western Governors University - CA	Traditional	Content GPA Minimum	No	No		No	No	
Western Governors University - CA	Traditional	Professional GPA Minimum	No	No		No	No	
Western Governors University - CA	Traditional	ACT Min Score	No	No		No	No	
Western Governors University - CA	Traditional	SAT Min score	No	No		No	No	
Western Governors University - CA	Traditional	Basic Skills Min score	Yes	No		Yes	No	
Western Governors University - CA	Traditional	Subject Area verification	Yes	Yes		Yes	Yes	
Western Governors University - CA	Traditional	Recommendation	Yes	No		Yes	No	
Western Governors University - CA	Traditional	Essay	Yes	No		No	No	
Western Governors University - CA	Traditional	Interview	Yes	No		Yes	No	
Western Governors University - CA	Traditional	Other	No	No		No	No	
Westmont College	Traditional	Transcript	Yes	No		Yes	No	
Westmont College	Traditional	Fingerprint check	No	No		No	No	
Westmont College	Traditional	Background check	No	No		No	No	
Westmont College	Traditional	Credits Minimum	Yes	Yes		Yes	Yes	
Westmont College	Traditional	GPA Minimum	Yes	No		Yes	No	
Westmont College	Traditional	Content GPA Minimum	No	No		No	No	
Westmont College	Traditional	Professional GPA Minimum	No	Yes		No	No	
Westmont College	Traditional	ACT Min Score	No	No		No	No	
Westmont College	Traditional	SAT Min score	No	No		No	No	
Westmont College	Traditional	Basic Skills Min score	Yes	No		Yes	No	
Westmont College	Traditional	Subject Area verification	Yes	No		Yes	No	
Westmont College	Traditional	Recommendation	Yes	No		Yes	No	
Westmont College	Traditional	Essay	Yes	No		Yes	No	
Westmont College	Traditional	Interview	Yes	No		Yes	No	
Westmont College	Traditional	Other						
Whittier College	Traditional	Transcript				Yes	Yes	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			**Undergraduate Requirements**			**Postgraduate Requirements**		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Whittier College	Traditional	Fingerprint check				Yes	Yes	
Whittier College	Traditional	Background check				Yes	Yes	
Whittier College	Traditional	Credits Minimum				Yes	Yes	
Whittier College	Traditional	GPA Minimum				Yes	Yes	
Whittier College	Traditional	Content GPA Minimum				Yes	Yes	
Whittier College	Traditional	Professional GPA Minimum				Yes	Yes	
Whittier College	Traditional	ACT Min Score				No	No	
Whittier College	Traditional	SAT Min score				No	No	
Whittier College	Traditional	Basic Skills Min score				Yes	Yes	
Whittier College	Traditional	Subject Area verification				Yes	Yes	
Whittier College	Traditional	Recommendation				Yes	Yes	
Whittier College	Traditional	Essay				Yes	Yes	
Whittier College	Traditional	Interview				Yes	Yes	
Whittier College	Traditional	Other						
William Jessup University	Traditional	Transcript	Yes	No		Yes	No	
William Jessup University	Traditional	Fingerprint check	Yes	No		Yes	No	
William Jessup University	Traditional	Background check	No	No		No	No	
William Jessup University	Traditional	Credits Minimum	Yes	No		Yes	No	
William Jessup University	Traditional	GPA Minimum	Yes	No		Yes	No	
William Jessup University	Traditional	Content GPA Minimum	Yes	No		No	No	
William Jessup University	Traditional	Professional GPA Minimum	Yes	No		No	No	
William Jessup University	Traditional	ACT Min Score	No	No		No	No	
William Jessup University	Traditional	SAT Min score	No	No		No	No	
William Jessup University	Traditional	Basic Skills Min score	Yes	No		Yes	No	
William Jessup University	Traditional	Subject Area verification	Yes	No		Yes	No	
William Jessup University	Traditional	Recommendation	Yes	No		Yes	No	
William Jessup University	Traditional	Essay	Yes	No		Yes	No	
William Jessup University	Traditional	Interview	Yes	No		Yes	No	
William Jessup University	Traditional	Other	No	Yes	Must maintain a 3.0 GPA, pass CBEST, CSET, and TPA's as well as approval of University Supervisors a	No	Yes	Must maintain a 3.0 GPA, pass CBEST, CSET, and TPA's as well as approval of University Supervisors a

Grade Point Average (GPA) Requirements - Traditional Route

	Undergraduate Program					Postgraduate Program				
Institution	**Are there initial certification programs at the under-graduate level?**	**Minimum GPA required for admission into the program**	**Minimum GPA required for completing the program**	**Median GPA of individuals accepted into the program in 2011-12**	**Median GPA of individuals completing the program in 2011-12**	**Are there initial certification programs at the post-graduate level?**	**Minimum GPA required for admission into the program**	**Minimum GPA required for completing the program**	**Median GPA of individuals accepted into the program in 2011-12**	**Median GPA of individuals completing the program in 2011-12**
Alliant International University	No					Yes	2.5	3	3.24	3.86
Antioch University Los Angeles	No					Yes			not applicable	not applicable
Antioch University Santa Barbara	No					Yes	2.8		3.01	not applicable
Argosy University	No					Yes	3	3	3	3.2
Azusa Pacific University	No					Yes	3		3.03	3.875
Biola University	Yes	2.75	2.75	3.459	3.911	Yes	2.75	2.75	3.246	3.911
Brandman University	No					Yes	2.75	3	2.74	3.84
California Baptist University	No					Yes	2.75	2.75	3.275	3.455
California Lutheran University	Yes	3	3	3.4	3.4	Yes	2.7	3	3.4	3.4
California Polytechnic State University, San Luis Obispo	Yes	2.67	3	3.5	3.75	Yes	2.75	3	3.25	3.75
California State Polytechnic University, Pomona	No					Yes	2.67	3	3.13	3.83
California State University, Bakersfield	Yes	2.67	3	2.91	3.24	Yes	2.67	3	2.95	3.61
California State University, Channel Islands	No					Yes	2.67	3	3.35	3.78
California State University, Chico	Yes		3	3.6		Yes	2.67	3	3.224	3.82
California State University, Dominguez Hills	Yes	2.67	3	3.19	3.4	Yes	2.67	3	3.24	3.88
California State University, East Bay	Yes			3.19	3.85	Yes	2.67		3.19	3.92
California State University, Fresno	No					Yes	2.75	3	3.22	3.84
California State University, Fullerton	Yes	2.75		3.22	3.21	Yes	2.75		3.17	3.96
California State University, Long Beach	Yes	2.67	3	3.12	3	Yes	2.67	3	3.12	3
California State University, Los Angeles	Yes	2.75	3	3.2	3.64	Yes	2.75	3	3.174	3.83
California State University, Monterey Bay	Yes	2.67	3	3.48	3	Yes	2.67	3	3.23	3.76
California State University, Northridge	Yes	2.67	3	3.31	3.74	Yes	2.67	3	3.24	3.75
California State University, Sacramento	No					Yes	2.67	3	3.24	3.89
California State University, San Bernardino	Yes	2.67	3	3	4	Yes	2.67	3	3.2	4
California State University, San Marcos	Yes	2.67	3	3.13	3.89	Yes	2.67	3	3.24	3.92
California State University, Stanislaus	Yes	2.67	3	3.2	3.9	Yes	2.67	3	3.22	3.9
CalState TEACH	Yes	2.75	3	3.1	3.8	Yes	2.75	3	3.1	3.81
Chapman University	No					Yes	2.75	3	3.31	3.4

Grade Point Average (GPA) Requirements - Traditional Route

	Undergraduate Program					Postgraduate Program				
Institution	**Are there initial certification programs at the under-graduate level?**	**Minimum GPA required for admission into the program**	**Minimum GPA required for completing the program**	**Median GPA of individuals accepted into the program in 2011-12**	**Median GPA of individuals completing the program in 2011-12**	**Are there initial certification programs at the post-graduate level?**	**Minimum GPA required for admission into the program**	**Minimum GPA required for completing the program**	**Median GPA of individuals accepted into the program in 2011-12**	**Median GPA of individuals completing the program in 2011-12**
Claremont Graduate University	No					Yes		3	3.1	3.74
Concordia University	Yes	2.7	2.7	3	3.25	Yes	2.7	2.7	3.25	3.86
Dominican University of California	Yes		3	3.55	3.75	Yes	3	3	3	3
Fresno Pacific University	No					Yes	2.75	3	3.07	3.79
Hebrew Union College	No					Yes			2.5	3
Holy Names University	No					Yes	2.6		3.01	3.95
Hope International University	No					Yes	3	3	3.28	4
Humboldt State University	No					Yes	2.67	3	3.36	3.7
La Sierra University	Yes	2.75	3	2.75	3.5	Yes	2.75	3	2.75	3.5
Loyola Marymount University	Yes	3	3	3.44	3.64	Yes	2.8	3	3.2	3.91
Mills College	No					Yes			3.893	3.915
Mount St. Mary’s College	Yes	2.5	3	3.05	3.221	Yes	2.5	3	3	3.947
National Hispanic University	No					Yes	3	3	2.93	3.9
National University	Yes	2	2		3.8	Yes	2.5	3		3.8
Notre Dame de Namur University	No					Yes	2.5	3	3.2	3.72
Occidental College	No					Yes	3	3	3	3.98
Pacific Oaks College	Yes		3	2.96	4	Yes	2.5	3	3.07	4
Pacific Union College	Yes	2.5	2.5	3.29	3.71	Yes	2.5	2.5		3.88
Patten University	Yes	2.5	3	3.2	3.9	Yes	2.5	3	3.3	3.9
Pepperdine University	Yes	2.5	2.5	2.5	2.5	Yes	3	3	3.03	3.92
Point Loma Nazarene University	No					Yes	3	3	3.86	3.74
San Diego Christian College	No					Yes	2.5	3	3.07	3.5
San Diego State University	No					Yes	2.67	3	3.18	3.25
San Francisco State University	No					Yes	2.67	3	3.11	3.49
San Jose State University	No					Yes	2.75	3	3.2	3
Santa Clara University	No					Yes	3	3	2.5	2.9
Simpson University	No					Yes	3	3	3.4	3.9
Sonoma State University	No					Yes	3	3	3.39	3.41

Grade Point Average (GPA) Requirements - Traditional Route

	Undergraduate Program					Postgraduate Program				
Institution	**Are there initial certification programs at the under-graduate level?**	**Minimum GPA required for admission into the program**	**Minimum GPA required for completing the program**	**Median GPA of individuals accepted into the program in 2011-12**	**Median GPA of individuals completing the program in 2011-12**	**Are there initial certification programs at the post-graduate level?**	**Minimum GPA required for admission into the program**	**Minimum GPA required for completing the program**	**Median GPA of individuals accepted into the program in 2011-12**	**Median GPA of individuals completing the program in 2011-12**
St. Mary's College of California	No					Yes	2.7	3	3.2	3.926
Stanford University	No					Yes		3	3.6	3.97
Teacher's College of San Joaquin	No					Yes		3		0
The Master’s College	No					Yes		2.75	3	3.5
Touro University	No					Yes	3	3	3.2	3
United States University	No					Yes	2.5	2.5	2.5	3
University of California, Berkeley	Yes	2	2	2.93	2.97	Yes	3	3	3.67	3.98
University of California, Davis	No					Yes	3	3	3.34	3.93
University of California, Irvine	Yes	3	2	3	3.14	Yes	3	3	3.39	3.95
University of California, Los Angeles	Yes	3	3	3.15	3.24	Yes	3	3	3.37	3.86
University of California, Riverside	No					Yes	3	3	3.362	3.859
University of California, San Diego	No					Yes	3	3	3.32	3.94
University of California, Santa Barbara	No					Yes	3	3	3.33	3.8
University of California, Santa Cruz	No					Yes	3	3	3.4	3
University of LaVerne	No					Yes	2.75	3	3.2	3.2
University of Phoenix	Yes		2.5		3.73	Yes	2.5	3	2.81	3.87
University of Redlands	Yes	2.75	3	3.51	3.55	Yes	2.75	3	2.98	3.9
University of San Diego	No					Yes	2.75	3	3.141	3.79
University of San Francisco	No					Yes	2.75	3	3.45	3.75
University of Southern California	No					Yes		3	3.15	3.78
University of the Pacific	Yes	2.5	2.5	3.2	3.26	Yes	3	3	3.67	3.58
Vanguard University	No					Yes	2.7	3	3.1	3.8
Western Governors University - CA	Yes			3	3	Yes			3	3
Westmont College	Yes	2.75	2.75	2.75	3.52	Yes	2.75	2.75	2.75	3.22
Whittier College	No					Yes	2.8	3	3.2	3.81
William Jessup University	Yes	3	3	3.05	3.22	Yes	3	3	3.2	3.6

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Institution	Program Type	Total Enrollment	Male	Female	Hispanic	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races
Alliant International University	Traditional	8	3	5	1	0	3	0	0	4	0
Antioch University Los Angeles	Traditional	55	16	39	8	0	1	5	0	31	1
Antioch University Santa Barbara	Traditional	30	5	25	9	0	2	0	0	17	1
Argosy University	Traditional	5	0	1	0	0	0	0	0	1	0
Azusa Pacific University	Traditional	503	142	361	131	1	27	24	3	234	0
Biola University	Traditional	257	35	222	32	2	31	5	2	170	15
Brandman University	Traditional	1072	289	783	251	9	27	47	5	664	27
California Baptist University	Traditional	170	29	141	48	2	5	10	1	93	0
California Lutheran University	Traditional	109	20	89	22	0	10	0	0	69	4
California Polytechnic State University, San Luis Obispo	Traditional	266	61	205	23	4	8	2	0	205	9
California State Polytechnic University, Pomona	Traditional	146	46	100	50	1	19	3	0	58	6
California State University, Bakersfield	Traditional	1092	284	808	444	10	19	41	8	431	51
California State University, Channel Islands	Traditional	83	27	56	15	0	6	1	0	49	4
California State University, Chico	Traditional	276	74	202	21	3	13	2	2	211	14
California State University, Dominguez Hills	Traditional	467	146	321	194	2	33	55	2	117	15
California State University, East Bay	Traditional	167	64	103	12	1	21	3	0	96	34
California State University, Fresno	Traditional	378	122	256	121	5	32	4	0	171	45
California State University, Fullerton	Traditional	509	122	387	149	1	55	7	0	227	19
California State University, Long Beach	Traditional	1250	467	783	347	4	152	25	13	571	66
California State University, Los Angeles	Traditional	538	143	395	325	0	76	19	0	80	12
California State University, Monterey Bay	Traditional	100	26	74	24	0	5	1	1	46	10
California State University, Northridge	Traditional	947	211	736	294	5	94	22	10	420	102
California State University, Sacramento	Traditional	431	91	340	47	6	45	8	0	288	28
California State University, San Bernardino	Traditional	234	56	178	62	2	3	7	0	38	0
California State University, San Marcos	Traditional	400	56	344	88	1	22	4	4	249	13
California State University, Stanislaus	Traditional	237	45	192	104	1	16	4	0	112	7
CalState TEACH	Traditional	687	113	574	143	28	67	34	3	423	26
Chapman University	Traditional	83	15	68	12	1	6	2	0	60	6
Claremont Graduate University	Traditional	43	9	34	13	0	8	6	0	16	0

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Institution	Program Type	Total Enrollment	Male	Female	Hispanic	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races
Concordia University	Traditional	120	21	99	14	0	3	1	0	99	2
Dominican University of California	Traditional	61	18	43	8	1	1	2	1	44	0
Fresno Pacific University	Traditional	258	63	195	75	1	6	6	0	148	5
Hebrew Union College	Traditional	12	2	10	0	0	0	0	0	12	0
Holy Names University	Traditional	126	97	29	17	0	10	29	5	34	3
Hope International University	Traditional	57	10	47	10	2	2	1	0	35	1
Humboldt State University	Traditional	98	29	69	4	2	3	2	0	70	17
La Sierra University	Traditional	56	13	43	15	2	8	6	1	30	3
Loyola Marymount University	Traditional	224	46	178	78	2	18	8	0	103	13
Mills College	Traditional	68	9	59	3	0	9	4	0	32	4
Mount St. Mary’s College	Traditional	86	21	65	46	0	6	5	3	10	3
National Hispanic University	Traditional	225	75	146	101	5	24	18	3	51	9
National University	Traditional	2706	877	1817	565	14	98	168	21	1351	49
Notre Dame de Namur University	Traditional	329	86	243	28	1	20	2	1	185	2
Occidental College	Traditional	11	3	8	6	0	0	0	0	5	0
Pacific Oaks College	Traditional	44	3	41	12	0	3	5	3	18	3
Pacific Union College	Traditional	35	4	31	8	0	3	0	1	18	2
Patten University	Traditional	23	7	16	6	0	4	4	0	10	0
Pepperdine University	Traditional	172	26	146	18	1	17	14	4	111	0
Point Loma Nazarene University	Traditional	136	35	101	24	0	3	4	2	48	64
San Diego Christian College	Traditional	18	6	12	1	0	0	0	0	17	0
San Diego State University	Traditional	416	85	331	142	3	28	10	0	189	16
San Francisco State University	Traditional	272	63	209	30	2	46	7	4	131	32
San Jose State University	Traditional	406	122	284	186	3	239	23	0	203	181
Santa Clara University	Traditional	65	14	51	10	1	9	0	1	23	0
Simpson University	Traditional	149	45	104	3	1	1	4	0	112	1
Sonoma State University	Traditional	312	79	233	12	1	7	3	1	224	19
St. Mary's College of California	Traditional	182	28	154	9	1	8	6	0	125	0
Stanford University	Traditional	89	14	75	19	0	16	3	1	47	3

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Institution	Program Type	Total Enrollment	Male	Female	Hispanic	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races
The Master's College	Traditional	13	1	12	3	0	1	0	0	9	0
Touro University	Traditional	174	57	117	16	2	9	28	3	108	8
United States University	Traditional	5	1	4	4	0	0	0	0	1	0
University of California, Berkeley	Traditional	69	20	49	8	0	13	3	0	30	3
University of California, Davis	Traditional	131	32	99	8	0	22	3	1	92	0
University of California, Irvine	Traditional	184	40	144	19	4	61	0	0	43	0
University of California, Los Angeles	Traditional	137	36	101	37	1	35	5	3	41	15
University of California, Riverside	Traditional	152	32	120	65	1	19	4	0	57	0
University of California, San Diego	Traditional	79	17	62	7	0	22	0	0	44	6
University of California, Santa Barbara	Traditional	99	22	77	18	1	6	0	0	63	0
University of California, Santa Cruz	Traditional	87	21	66	14	3	8	1	0	55	0
University of LaVerne	Traditional	494	116	378	168	4	24	28	0	234	0
University of Phoenix	Traditional	1414	399	1015	412	10	56	210	25	664	37
University of Redlands	Traditional	471	125	346	146	4	14	10	1	222	12
University of San Diego	Traditional	138	20	118	26	0	2	9	1	84	10
University of San Francisco	Traditional	240	61	179	41	0	37	10	0	128	4
University of Southern California	Traditional	1633	489	1144	257	16	228	214	11	800	23
University of the Pacific	Traditional	201	50	151	40	0	29	10	0	119	3
Vanguard University	Traditional	79	26	53	21	0	3	0	0	50	3
Western Governors University - CA	Traditional	643	173	470	88	6	27	37	1	455	29
Westmont College	Traditional	30	5	25	4	0	1	0	1	0	2
Whittier College	Traditional	50	21	29	21	1	0	1	0	22	5
William Jessup University	Traditional	142	19	123	9	1	4	1	0	115	8
	Total	**23964**	**6401**	**17543**	**5872**	**186**	**2019**	**1250**	**153**	**12072**	**1115**

Provide the following information about supervised clinical experience in 2011-12							
Institution	**Program Type**	**Average number of clock hours of supervised clinical experience required prior to student teaching**	**Average number of clock hours required for student teaching**	**Average number of clock hours required for mentoring/ induction support**	**Number of FTE faculty supervising clinical experience during this academic year**	**Number of adjunct faculty supervising clinical experience during this academic year (IHE and Pre K-12 staff)**	**Number of students in supervised clinical experience during this academic year**
Alliant International University	Traditional	45	720	0	0	6	7
Antioch University Los Angeles	Traditional	90	720	0	2	31.5	24
Antioch University Santa Barbara	Traditional	270	480	0	0	24	10
Argosy University	Traditional	140	450	0	0	0	0
Azusa Pacific University	Traditional	60	720	0	23	41	297
Biola University	Traditional	120	653	0	3	122	64
Brandman University	Traditional	90	480	0	4	99	862
California Baptist University	Traditional	123	420	40	5	11	69
California Lutheran University	Traditional	45	680	0	1	5.35	123
California Polytechnic State University, San Luis Obispo	Traditional	70	400	20	5	267	167
California State Polytechnic University, Pomona	Traditional	60	800	40	10	57	210
California State University, Bakersfield	Traditional	150	400	0	5	29	232
California State University, Channel Islands	Traditional	48	384	18	0	15	100
California State University, Chico	Traditional	200	375	192	2.8	5.8	276
California State University, Dominguez Hills	Traditional	76.8	440	0	11	21	172
California State University, East Bay	Traditional	120	576	10	10	22	167
California State University, Fresno	Traditional	45	880	0	4.6	6.6	632
California State University, Fullerton	Traditional	138	425	0	29	57	965
California State University, Long Beach	Traditional	76	612	0	30	19	630
California State University, Los Angeles	Traditional	95	318	0	17	231	753
California State University, Monterey Bay	Traditional	50	592	6	9	8	94
California State University, Northridge	Traditional	97	486	12	20	64	707

Institution	Program Type	Average number of clock hours of supervised clinical experience required prior to student teaching	Average number of clock hours required for student teaching	Average number of clock hours required for mentoring/ induction support	Number of FTE faculty supervising clinical experience during this academic year	Number of adjunct faculty supervising clinical experience during this academic year (IHE and Pre K-12 staff)	Number of students in supervised clinical experience during this academic year
California State University, Sacramento	Traditional	50	550	0	20	450	318
California State University, San Bernardino	Traditional	175	700	0	27	126	359
California State University, San Marcos	Traditional	135	640	0	14	296	234
California State University, Stanislaus	Traditional	65	450	0	16	5	272
CalState TEACH	Traditional	270	525	0	30	250	687
Chapman University	Traditional	60	480	0	0	15	70
Claremont Graduate University	Traditional	80	770	0	0	5	43
Concordia University	Traditional	45	680	0	8	8	47
Dominican University of California	Traditional	60	560	0	5	11	81
Fresno Pacific University	Traditional	120	450	30	18	56	135
Hebrew Union College	Traditional	224	700	50	8	32	12
Holy Names University	Traditional	45	140	12	4	6	28
Hope International University	Traditional	40	640	0	0	4	13
Humboldt State University	Traditional	45	836	40	1.5	5.25	98
La Sierra University	Traditional	100	800	0	5	5	7
Loyola Marymount University	Traditional	0	1600	377	0	144	239
Mills College	Traditional	40	450	0	7	92	55
Mount St. Mary’s College	Traditional	45	560	0	6	89	123
National Hispanic University	Traditional	135	480	21	1	64	48
National University	Traditional	30	594	0	20	209	790
Notre Dame de Namur University	Traditional	40	500	32	1	5	154
Occidental College	Traditional	140	570	12	1	1	11
Pacific Oaks College	Traditional	75	300	0	1	1	15
Pacific Union College	Traditional	110	385	0	2	37	18
Patten University	Traditional	100	640	0	0	2	7
Pepperdine University	Traditional	168	640	0	3	0	172
Point Loma Nazarene University	Traditional	60	480	80	0	6.86	124
San Diego Christian College	Traditional	50	510	0	0	3	8
San Diego State University	Traditional	100	450	0	28	621	337

Institution	Program Type	Average number of clock hours of supervised clinical experience required prior to student teaching	Average number of clock hours required for student teaching	Average number of clock hours required for mentoring/ induction support	Number of FTE faculty supervising clinical experience during this academic year	Number of adjunct faculty supervising clinical experience during this academic year (IHE and Pre K-12 staff)	Number of students in supervised clinical experience during this academic year
San Francisco State University	Traditional	190	303	0	18	278	260
San Jose State University	Traditional	68	521	0	12	41	572
Santa Clara University	Traditional	250	650	0	2	85	44
Simpson University	Traditional	50	680	0	1	25	149
Sonoma State University	Traditional	168	525	318	2.88	5.07	186
St. Mary's College of California	Traditional	48	306	0	0	2	112
Stanford University	Traditional	0	780	0	0	134	89
Teacher's College of San Joaquin	Traditional	0	540	0	0	98	0
The Master’s College	Traditional	240	560	0	3	0	12
Touro University	Traditional	405	450	120	5	36	29
United States University	Traditional	480	400	0	1	2	2
University of California, Berkeley	Traditional	104	398	0	3	1.7	60
University of California, Davis	Traditional	30	750	0	8.5	8	131
University of California, Irvine	Traditional	107.5	490	0	6	21	383
University of California, Los Angeles	Traditional	60	432	0	12	8	137
University of California, Riverside	Traditional	90	540	0	9	0	87
University of California, San Diego	Traditional	120	450	0	9	0	83
University of California, Santa Barbara	Traditional	60	1000	0	0	85	98
University of California, Santa Cruz	Traditional	10	550	0	5.5	0	86
University of LaVerne	Traditional	300	135	0	10	20	122
University of Phoenix	Traditional	100	600	0	5	86	380
University of Redlands	Traditional	75	560	0	8	20	130
University of San Diego	Traditional	143	397	0	6.6	0	130
University of San Francisco	Traditional	36	800	0	5	9	210
University of Southern California	Traditional	56	480	0	15	132	1383
University of the Pacific	Traditional	148	640	0	3.5	12	201
Vanguard University	Traditional	75	500	0	4	84.5	44
Western Governors University - CA	Traditional	120	480	0	0	0	99
Westmont College	Traditional	70	525	0	3	1	20
Whittier College	Traditional	125	480	0	0	8	25
William Jessup University	Traditional	60	560	0	1	3	33

Institution	Provide any additional information about or descriptions of the supervised clinical experience.
Azusa Pacific University	Candidates are placed in a public school setting with a Master Teacher for two 9-week terms and must have access to English Language Learners and Special needs students. Single Subject candidates have at least two types of classes in their subject matter area in two different grade levels. Multiple Subjects candidates spend one term in lower grade level (K-3) and one upper grade level (4-8). Education Specialist candidates are in their assignment the entire 18-week term. Mild to Moderate candidates require a Special Day Class or a Resource setting/class. Moderate to Severe candidates require a Severely Handicapped or Mentally Handicapped setting and can include functional skills or life skills programs. Each Master Teacher needs to be fully credentialed and have taught for a total of at least three years, including one year at the current grade level or subject area of the student teaching assignment and be recommended by an administrator or principal as being 'master teacher' quality.
Biola University	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. The number of adjunct faculty increased from last year's report because master teachers were included in this report in the adjunct faculty category as PreK-12 staff. IHE Adjunct Faculty total 8 and Master Teachers total 114, giving the final total of 122.
Brandman University	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 Lutheran University	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 State Polytechnic University, Pomona	Average number of clock hours required prior to admission is 45 clock hours with an additional 15 hours for candidates in special education. Fifteen separate clock hours are required for reading/language arts. Clinical Practice requires a minimum of 800 clock hours of supervised experience in the classroom.
California State University, Channel Islands	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.

Institution	Provide any additional information about or descriptions of the supervised clinical experience.
California State University, East Bay	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, Los Angeles	Clock hours of clinical experiences vary between general education and special education.
California State University, Monterey Bay	This is the first year that the Co-Teaching model was implemented.
California State University, Northridge	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. The number of clock hours for mentoring/induction support varies widely within and across programs. Only the Education Specialist program has an induction program approved by the CTC. That program involves 12 units or 36 hours. Mentoring ranges from 36 to 4 hours per semester across the Elementary, Secondary, and Special Education departments.
California State University, San Bernardino	The response to the prompt, "Aaverage number of clock hours required for mentoring/induction support" is "0" as in California Student Teachers (traditional route) are not considered the "classroom teacher of record."
California State University, San Marcos	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	The clinical model used by CSU Stanislaus Single Subject Credential Program involves cooperating teachers in the field observing during the first semester and university supervisors combined with cooperating teachers supervising in the second semester.
CalState TEACH	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. We only offer the preliminary credential for pre-service teachers who do not complete induction.

Institution	Provide any additional information about or descriptions of the supervised clinical experience.
Claremont Graduate University	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.
Hebrew Union College	We have one part time education director, a part time academic director, and a clinical instructor collaborate with the five clinical educators who visit and advise the "fellows" on a weekly basis.
National Hispanic University	All supervisors receive training and inservice a minimum of three times a year in order to maintain their skill set. The large number of adjunct faculty providing supervision reflects the addition of the master teachers who receive a stipend. The actual number of supervisors
Notre Dame de Namur University	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.
Pacific Oaks College	Candidates take three 1-unit practicum courses (requiring 25 hours in a classroom per course) prior to taking a 15-week student teaching placement.
Pacific Union College	Prior to full-time student teaching 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. The full-time student teaching experience is completed over an 11-week quarter and is supervised by a college supervisor and the cooperating teacher.
Patten University	
Pepperdine University	Candidates complete three terms of clinical experience. Term 1 is observation and small group work supervised by the Master Teacher. Clinical 2 & 3 experiences are full-time student teaching which include small and whole group teaching culminating in the completion of a Performance Assessment Teaching Event.
Point Loma Nazarene University	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 State University	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.
San Francisco State University	The "number of adjunct faculty" above includes the number of cooperating teachers, per Title II instructions.

Institution	Provide any additional information about or descriptions of the supervised clinical experience.
San Jose State University	All students engaged in a 2 semester clinical experience that enables them to student-teach at two different grades. They must choose grades within two of the three possible grade cohorts (K-2, or 3-5, or 6-8). Student teachers are supervised by the teacher (Master Teacher/Faculty Associate) and the university supervisor.Data is collected on their performance.
Sonoma State University	Duplicate of Alternative, IHE-based Program.
St. Mary's College of California	The Single Subject Program at Saint Mary's College employs college supervisors to oversee student teacher candidates in the field. College supervisors work closely with master teachers and student teachers alike. The college supervisors conduct placement meetings, respond to Fieldwork Journals, and observe and report on candidate progress in the field while providing encouraging, honest, and constructive feedback to each student teacher during post-observation meetings. College supervisors conduct formal evaluations at the mid-semester point and at the end of each placement. The assessment data is collected on Taskstream and is used to measure the health of the single subject program. Additionally, each supervisor reports observation dates and a summary of progress to the Coordinator of Supervision and Placements. College supervisors are retired credentialed teachers who are paired with student teachers in the same content area. Our supervisors experience coupled with subject matter competency and CLA
Stanford University	Students in the Stanford Teacher Education Program participate in a year long clinical placement along side a cooperating teacher. Students work in an elementary, middle, or high school classroom for about twenty hours a week during the twelve-month program (summer term plus academic year).
The Master's College	The candidates have some practical experience in the classroom their first semester which is also their coursework semester. They average 15 hours per week in the classroom. Their second semester is all student teaching.
Touro University	The adjunct faculty are not considered full time at Touro University California, Graduate School of Education, they work between 45-90 hours per semester.
University of California, Irvine	In UCI teacher preparation programs, there are differing amounts of supervised clinical practice hours depending on the program. Although it may vary slightly from person to person, for example, in the multiple subject post-baccalaureate program, students attend fieldwork virtually full time for at least two weeks and then for at least eight hours a week for the remainder of the quarter. This amounts to at least 150 hours of supervised clinical experience prior to student teaching. Once student teaching begins, the same student would spend 630 hours in student teaching. In the single subject post-baccalaureate program, students complete a minimum of ninety hours of supervised clinical experience prior to student teaching, and 600 hours of student teaching. In the blended undergraduate pre-service program, candidates spend at least 105 hours in fieldwork and 400 hours in student teaching.
University of California, Los Angeles	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, San Diego	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 San Diego	A small number of candidates were enrolled in more than one practicum experience or student teaching experience and are counted more than once above. In addition to USD full time faculty, we hire clinical supervisors who hold the credential in the appropriate disciplines. We do not consider them to be adjunct faculty.

Institution	Provide any additional information about or descriptions of the supervised clinical experience.
University of San Francisco	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 the Pacific	Number of full-time equivalent faculty includes those who supervise early field-work experiences and student teaching. Number of adjunct faculty supervising includes student teacher supervisors and early fieldwork supervisors. This year, the number of students in supervised clinical experience during the academic year includes those in early field experiences and those who were student teaching, and, therefore, were program completers.
Vanguard University	*The new method of calculatation required by Title II IPRC instructions has changed our numbers greatly from last year. 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.
Western Governors University - CA	Demonstration teaching (supervised clinical experience) 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 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	All candidates are supervised at least 50% or more by full-time Westmont faculty.

Provide the number of teachers prepared by subject area for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Program Type	Record Type	Category	Prepared
Alliant International University	Traditional	Subject	Education - General	2
Antioch University Los Angeles	Traditional	Subject	Teacher Education - Special Education	5
Antioch University Los Angeles	Traditional	Subject	Teacher Education - Elementary Education	9
Antioch University Santa Barbara	Traditional	Subject	Teacher Education - Special Education	5
Antioch University Santa Barbara	Traditional	Subject	Teacher Education - Elementary Education	8
Argosy University	Traditional	Subject	Teacher Education - Elementary Education	3
Argosy University	Traditional	Subject	Teacher Education - Foreign Language	1
Argosy University	Traditional	Subject	Teacher Education - Mathematics	1
Azusa Pacific University	Traditional	Subject	Teacher Education - Special Education	52
Azusa Pacific University	Traditional	Subject	Teacher Education - Elementary Education	145
Azusa Pacific University	Traditional	Subject	Teacher Education - Junior High/Intermediate/Middle School Education	235
Azusa Pacific University	Traditional	Subject	Teacher Education - Secondary Education	142
Azusa Pacific University	Traditional	Subject	Teacher Education - Multiple Levels	145
Azusa Pacific University	Traditional	Subject	Teacher Education - English/Language Arts	21
Azusa Pacific University	Traditional	Subject	Teacher Education - Foreign Language	4
Azusa Pacific University	Traditional	Subject	Teacher Education - Mathematics	8
Azusa Pacific University	Traditional	Subject	Teacher Education - Music	7
Azusa Pacific University	Traditional	Subject	Teacher Education - Physical Education and Coaching	16
Azusa Pacific University	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	13
Azusa Pacific University	Traditional	Subject	Teacher Education - Social Science	22
Azusa Pacific University	Traditional	Subject	Teacher Education - Biology	11
Azusa Pacific University	Traditional	Subject	Teacher Education - Chemistry	1
Azusa Pacific University	Traditional	Subject	Teacher Education - French	1
Azusa Pacific University	Traditional	Subject	Teacher Education- History	21
Azusa Pacific University	Traditional	Subject	Teacher Education - Spanish	3
Azusa Pacific University	Traditional	Subject	Teacher Education - Earth Science	1
Biola University	Traditional	Subject	Teacher Education - Elementary Education	42
Biola University	Traditional	Subject	Teacher Education - Secondary Education	25
Biola University	Traditional	Subject	Teacher Education - English/Language Arts	9
Biola University	Traditional	Subject	Teacher Education - Mathematics	6
Biola University	Traditional	Subject	Teacher Education - Music	3
Biola University	Traditional	Subject	Teacher Education - Physical Education and Coaching	1
Biola University	Traditional	Subject	Teacher Education - Social Science	6
Brandman University	Traditional	Subject	Teacher Education - Special Education	102
Brandman University	Traditional	Subject	Teacher Education - Elementary Education	115
Brandman University	Traditional	Subject	Teacher Education - Secondary Education	85
California Baptist University	Traditional	Subject	Education - General	52

Provide the number of teachers prepared by subject area for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Program Type	Record Type	Category	Prepared
California Baptist University	Traditional	Subject	Teacher Education - English/Language Arts	5
California Baptist University	Traditional	Subject	Teacher Education - Health	1
California Baptist University	Traditional	Subject	Teacher Education - Mathematics	5
California Baptist University	Traditional	Subject	Teacher Education - Physical Education and Coaching	3
California Baptist University	Traditional	Subject	Teacher Education - Social Science	1
California Baptist University	Traditional	Subject	Teacher Education - Biology	1
California Lutheran University	Traditional	Subject	Teacher Education - Special Education	13
California Lutheran University	Traditional	Subject	Teacher Education - Elementary Education	28
California Lutheran University	Traditional	Subject	Teacher Education - Secondary Education	28
California Lutheran University	Traditional	Subject	Teacher Education - Art	1
California Lutheran University	Traditional	Subject	Teacher Education - English/Language Arts	6
California Lutheran University	Traditional	Subject	Teacher Education - Foreign Language	2
California Lutheran University	Traditional	Subject	Teacher Education - Music	1
California Lutheran University	Traditional	Subject	Teacher Education - Physical Education and Coaching	6
California Lutheran University	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	2
California Lutheran University	Traditional	Subject	Teacher Education - Social Science	9
California Lutheran University	Traditional	Subject	Teacher Education - Chemistry	2
California Lutheran University	Traditional	Subject	Teacher Education - Spanish	2
California Polytechnic State University, San Luis Obispo	Traditional	Subject	Teacher Education - Special Education	21
California Polytechnic State University, San Luis Obispo	Traditional	Subject	Teacher Education - Elementary Education	94
California Polytechnic State University, San Luis Obispo	Traditional	Subject	Teacher Education - Secondary Education	36
California Polytechnic State University, San Luis Obispo	Traditional	Subject	Teacher Education - Agriculture	28
California Polytechnic State University, San Luis Obispo	Traditional	Subject	Teacher Education - English/Language Arts	11
California Polytechnic State University, San Luis Obispo	Traditional	Subject	Teacher Education - Mathematics	7
California Polytechnic State University, San Luis Obispo	Traditional	Subject	Teacher Education - Social Science	8
California Polytechnic State University, San Luis Obispo	Traditional	Subject	Teacher Education - Biology	6
California Polytechnic State University, San Luis Obispo	Traditional	Subject	Teacher Education - Chemistry	1
California Polytechnic State University, San Luis Obispo	Traditional	Subject	Teacher Education - Physics	3
California State Polytechnic University, Pomona	Traditional	Subject	Teacher Education - Special Education	12
California State Polytechnic University, Pomona	Traditional	Subject	Teacher Education - Elementary Education	43
California State Polytechnic University, Pomona	Traditional	Subject	Teacher Education - Agriculture	4
California State Polytechnic University, Pomona	Traditional	Subject	Teacher Education - Art	1
California State Polytechnic University, Pomona	Traditional	Subject	Teacher Education - English/Language Arts	16
California State Polytechnic University, Pomona	Traditional	Subject	Teacher Education - Mathematics	15
California State Polytechnic University, Pomona	Traditional	Subject	Teacher Education - Music	1
California State Polytechnic University, Pomona	Traditional	Subject	Teacher Education - Physical Education and Coaching	9
California State Polytechnic University, Pomona	Traditional	Subject	Teacher Education - Social Science	18

Provide the number of teachers prepared by subject area for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Program Type	Record Type	Category	Prepared
California State Polytechnic University, Pomona	Traditional	Subject	Teacher Education - Biology	4
California State Polytechnic University, Pomona	Traditional	Subject	Teacher Education - Physics	1
California State University, Bakersfield	Traditional	Subject	Teacher Education - Special Education	27
California State University, Bakersfield	Traditional	Subject	Teacher Education - Elementary Education	116
California State University, Bakersfield	Traditional	Subject	Teacher Education - Art	3
California State University, Bakersfield	Traditional	Subject	Teacher Education - Business	2
California State University, Bakersfield	Traditional	Subject	Teacher Education - English/Language Arts	23
California State University, Bakersfield	Traditional	Subject	Teacher Education - Foreign Language	2
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	1
California State University, Bakersfield	Traditional	Subject	Teacher Education - Physical Education and Coaching	4
California State University, Bakersfield	Traditional	Subject	Teacher Education - Social Science	9
California State University, Bakersfield	Traditional	Subject	Teacher Education - Biology	3
California State University, Bakersfield	Traditional	Subject	Teacher Education - Chemistry	4
California State University, Bakersfield	Traditional	Subject	Teacher Education - Physics	1
California State University, Bakersfield	Traditional	Subject	Teacher Education - Spanish	12
California State University, Bakersfield	Traditional	Subject	Teacher Education - Earth Science	2
California State University, Channel Islands	Traditional	Subject	Teacher Education - Special Education	13
California State University, Channel Islands	Traditional	Subject	Teacher Education - Elementary Education	32
California State University, Channel Islands	Traditional	Subject	Teacher Education - English/Language Arts	7
California State University, Channel Islands	Traditional	Subject	Teacher Education - Mathematics	7
California State University, Channel Islands	Traditional	Subject	Teacher Education - Social Science	6
California State University, Channel Islands	Traditional	Subject	Teacher Education - Biology	4
California State University, Chico	Traditional	Subject	Teacher Education - Special Education	29
California State University, Chico	Traditional	Subject	Teacher Education - Elementary Education	86
California State University, Chico	Traditional	Subject	Teacher Education - Secondary Education	86
California State University, Chico	Traditional	Subject	Teacher Education - Agriculture	10
California State University, Chico	Traditional	Subject	Teacher Education - Art	4
California State University, Chico	Traditional	Subject	Teacher Education - English/Language Arts	16
California State University, Chico	Traditional	Subject	Teacher Education - Mathematics	11
California State University, Chico	Traditional	Subject	Teacher Education - Music	1
California State University, Chico	Traditional	Subject	Teacher Education - Physical Education and Coaching	18
California State University, Chico	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	2
California State University, Chico	Traditional	Subject	Teacher Education - Social Studies	16
California State University, Chico	Traditional	Subject	Teacher Education - Biology	2
California State University, Chico	Traditional	Subject	Teacher Education - Chemistry	1

Provide the number of teachers prepared by subject area for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Program Type	Record Type	Category	Prepared
California State University, Chico	Traditional	Subject	Teacher Education - Spanish	4
California State University, Chico	Traditional	Subject	Teacher Education - Earth Science	1
California State University, Dominguez Hills	Traditional	Subject	Education - General	76
California State University, Dominguez Hills	Traditional	Subject	Teacher Education - Special Education	26
California State University, Dominguez Hills	Traditional	Subject	Teacher Education - English/Language Arts	12
California State University, Dominguez Hills	Traditional	Subject	Teacher Education - Mathematics	25
California State University, Dominguez Hills	Traditional	Subject	Teacher Education - Physical Education and Coaching	9
California State University, Dominguez Hills	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	3
California State University, Dominguez Hills	Traditional	Subject	Teacher Education - Social Science	13
California State University, Dominguez Hills	Traditional	Subject	Teacher Education - Biology	6
California State University, Dominguez Hills	Traditional	Subject	Teacher Education - Chemistry	1
California State University, Dominguez Hills	Traditional	Subject	Teacher Education - Earth Science	2
California State University, East Bay	Traditional	Subject	Teacher Education - Elementary Education	89
California State University, East Bay	Traditional	Subject	Teacher Education - Art	2
California State University, East Bay	Traditional	Subject	Teacher Education - English/Language Arts	13
California State University, East Bay	Traditional	Subject	Teacher Education - Mathematics	22
California State University, East Bay	Traditional	Subject	Teacher Education - Music	6
California State University, East Bay	Traditional	Subject	Teacher Education - Physical Education and Coaching	11
California State University, East Bay	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	1
California State University, East Bay	Traditional	Subject	Teacher Education - Social Science	16
California State University, East Bay	Traditional	Subject	Teacher Education - Biology	4
California State University, East Bay	Traditional	Subject	Teacher Education - Chemistry	3
California State University, Fresno	Traditional	Subject	Teacher Education - Special Education	34
California State University, Fresno	Traditional	Subject	Teacher Education - Early Childhood Education	18
California State University, Fresno	Traditional	Subject	Teacher Education - Elementary Education	154
California State University, Fresno	Traditional	Subject	Teacher Education - Agriculture	10
California State University, Fresno	Traditional	Subject	Teacher Education - Art	1
California State University, Fresno	Traditional	Subject	Teacher Education - Business	2
California State University, Fresno	Traditional	Subject	Teacher Education - English/Language Arts	27
California State University, Fresno	Traditional	Subject	Teacher Education - Foreign Language	12
California State University, Fresno	Traditional	Subject	Teacher Education - Technology Teacher Education/Industrial Arts	1
California State University, Fresno	Traditional	Subject	Teacher Education - Mathematics	16
California State University, Fresno	Traditional	Subject	Teacher Education - Music	20
California State University, Fresno	Traditional	Subject	Teacher Education - Physical Education and Coaching	23
California State University, Fresno	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	1
California State University, Fresno	Traditional	Subject	Teacher Education - Social Science	30
California State University, Fresno	Traditional	Subject	Teacher Education - Biology	7

Provide the number of teachers prepared by subject area for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Program Type	Record Type	Category	Prepared
California State University, Fresno	Traditional	Subject	Teacher Education - Chemistry	2
California State University, Fullerton	Traditional	Subject	Teacher Education - Special Education	76
California State University, Fullerton	Traditional	Subject	Teacher Education - Early Childhood Education	19
California State University, Fullerton	Traditional	Subject	Teacher Education - Elementary Education	218
California State University, Fullerton	Traditional	Subject	Teacher Education - Secondary Education	184
California State University, Fullerton	Traditional	Subject	Teacher Education - Art	8
California State University, Fullerton	Traditional	Subject	Teacher Education - English/Language Arts	35
California State University, Fullerton	Traditional	Subject	Teacher Education - Foreign Language	12
California State University, Fullerton	Traditional	Subject	Teacher Education - Mathematics	17
California State University, Fullerton	Traditional	Subject	Teacher Education - Music	14
California State University, Fullerton	Traditional	Subject	Teacher Education - Physical Education and Coaching	15
California State University, Fullerton	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	4
California State University, Fullerton	Traditional	Subject	Teacher Education - Social Science	39
California State University, Fullerton	Traditional	Subject	Teacher Education - Biology	12
California State University, Fullerton	Traditional	Subject	Teacher Education - Chemistry	5
California State University, Fullerton	Traditional	Subject	Teacher Education - Drama and Dance	1
California State University, Fullerton	Traditional	Subject	Teacher Education - French	1
California State University, Fullerton	Traditional	Subject	Teacher Education - German	1
California State University, Fullerton	Traditional	Subject	Teacher Education - Spanish	8
California State University, Long Beach	Traditional	Subject	Teacher Education - Special Education	31
California State University, Long Beach	Traditional	Subject	Teacher Education - Elementary Education	284
California State University, Long Beach	Traditional	Subject	Teacher Education - Art	27
California State University, Long Beach	Traditional	Subject	Teacher Education - Business	6
California State University, Long Beach	Traditional	Subject	Teacher Education - English/Language Arts	68
California State University, Long Beach	Traditional	Subject	Teacher Education - Foreign Language	3
California State University, Long Beach	Traditional	Subject	Teacher Education - Health	9
California State University, Long Beach	Traditional	Subject	Teacher Education - Family and Consumer Sciences/Home Economics	2
California State University, Long Beach	Traditional	Subject	Teacher Education - Technology Teacher Education/Industrial Arts	3
California State University, Long Beach	Traditional	Subject	Teacher Education - Mathematics	50
California State University, Long Beach	Traditional	Subject	Teacher Education - Music	14
California State University, Long Beach	Traditional	Subject	Teacher Education - Physical Education and Coaching	27
California State University, Long Beach	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	3
California State University, Long Beach	Traditional	Subject	Teacher Education - Social Science	49
California State University, Long Beach	Traditional	Subject	Teacher Education - Biology	19
California State University, Long Beach	Traditional	Subject	Teacher Education - Chemistry	8
California State University, Long Beach	Traditional	Subject	Teacher Education - French	1
California State University, Long Beach	Traditional	Subject	Teacher Education- History	4

Provide the number of teachers prepared by subject area for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Program Type	Record Type	Category	Prepared
California State University, Long Beach	Traditional	Subject	Teacher Education - Physics	6
California State University, Long Beach	Traditional	Subject	Teacher Education - Spanish	22
California State University, Long Beach	Traditional	Subject	Teacher Education - Latin	2
California State University, Long Beach	Traditional	Subject	Teacher Education - Psychology	5
California State University, Long Beach	Traditional	Subject	Teacher Education - Earth Science	5
California State University, Long Beach	Traditional	Subject	Teacher Education - Bilingual, Multilingual, and Multicultural Education	18
California State University, Long Beach	Traditional	Subject	Education - Other	2
California State University, Los Angeles	Traditional	Subject	Education - General	76
California State University, Los Angeles	Traditional	Subject	Teacher Education - Special Education	44
California State University, Los Angeles	Traditional	Subject	Teacher Education - Early Childhood Education	10
California State University, Los Angeles	Traditional	Subject	Teacher Education - Multiple Levels	205
California State University, Los Angeles	Traditional	Subject	Teacher Education - Art	2
California State University, Los Angeles	Traditional	Subject	Teacher Education - English/Language Arts	11
California State University, Los Angeles	Traditional	Subject	Teacher Education - Foreign Language	10
California State University, Los Angeles	Traditional	Subject	Teacher Education - Technology Teacher Education/Industrial Arts	1
California State University, Los Angeles	Traditional	Subject	Teacher Education - Mathematics	29
California State University, Los Angeles	Traditional	Subject	Teacher Education - Music	4
California State University, Los Angeles	Traditional	Subject	Teacher Education - Physical Education and Coaching	13
California State University, Los Angeles	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	11
California State University, Los Angeles	Traditional	Subject	Teacher Education - Social Science	13
California State University, Los Angeles	Traditional	Subject	Teacher Education - Biology	9
California State University, Los Angeles	Traditional	Subject	Teacher Education - Chemistry	2
California State University, Los Angeles	Traditional	Subject	Teacher Education - Physics	1
California State University, Monterey Bay	Traditional	Subject	Teacher Education - Special Education	53
California State University, Monterey Bay	Traditional	Subject	Teacher Education - Elementary Education	25
California State University, Monterey Bay	Traditional	Subject	Teacher Education - Secondary Education	22
California State University, Monterey Bay	Traditional	Subject	Teacher Education - English/Language Arts	5
California State University, Monterey Bay	Traditional	Subject	Teacher Education - Foreign Language	1
California State University, Monterey Bay	Traditional	Subject	Teacher Education - Mathematics	6
California State University, Monterey Bay	Traditional	Subject	Teacher Education - Social Science	5
California State University, Monterey Bay	Traditional	Subject	Teacher Education - Spanish	5
California State University, Northridge	Traditional	Subject	Teacher Education - Special Education	81
California State University, Northridge	Traditional	Subject	Teacher Education - Elementary Education	134
California State University, Northridge	Traditional	Subject	Teacher Education - Secondary Education	136
California State University, Northridge	Traditional	Subject	Teacher Education - Art	5
California State University, Northridge	Traditional	Subject	Teacher Education - English/Language Arts	28
California State University, Northridge	Traditional	Subject	Teacher Education - Foreign Language	9

Provide the number of teachers prepared by subject area for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Program Type	Record Type	Category	Prepared
California State University, Northridge	Traditional	Subject	Teacher Education - Health	1
California State University, Northridge	Traditional	Subject	Teacher Education - Mathematics	32
California State University, Northridge	Traditional	Subject	Teacher Education - Music	10
California State University, Northridge	Traditional	Subject	Teacher Education - Physical Education and Coaching	12
California State University, Northridge	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	2
California State University, Northridge	Traditional	Subject	Teacher Education - Social Studies	18
California State University, Northridge	Traditional	Subject	Teacher Education - Biology	14
California State University, Northridge	Traditional	Subject	Teacher Education - Chemistry	2
California State University, Northridge	Traditional	Subject	Teacher Education - French	1
California State University, Northridge	Traditional	Subject	Teacher Education - Physics	1
California State University, Northridge	Traditional	Subject	Teacher Education - Earth Science	2
California State University, Sacramento	Traditional	Subject	Teacher Education - Special Education	41
California State University, Sacramento	Traditional	Subject	Teacher Education - Elementary Education	98
California State University, Sacramento	Traditional	Subject	Teacher Education - Secondary Education	115
California State University, Sacramento	Traditional	Subject	Teacher Education - Art	3
California State University, Sacramento	Traditional	Subject	Teacher Education - English/Language Arts	15
California State University, Sacramento	Traditional	Subject	Teacher Education - Foreign Language	9
California State University, Sacramento	Traditional	Subject	Teacher Education - Family and Consumer Sciences/Home Economics	3
California State University, Sacramento	Traditional	Subject	Teacher Education - Mathematics	20
California State University, Sacramento	Traditional	Subject	Teacher Education - Music	7
California State University, Sacramento	Traditional	Subject	Teacher Education - Physical Education and Coaching	22
California State University, Sacramento	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	1
California State University, Sacramento	Traditional	Subject	Teacher Education - Social Science	22
California State University, Sacramento	Traditional	Subject	Teacher Education - Biology	8
California State University, Sacramento	Traditional	Subject	Teacher Education - French	2
California State University, Sacramento	Traditional	Subject	Teacher Education - German	2
California State University, Sacramento	Traditional	Subject	Teacher Education - Physics	2
California State University, Sacramento	Traditional	Subject	Teacher Education - Spanish	5
California State University, Sacramento	Traditional	Subject	Teacher Education - Earth Science	4
California State University, Sacramento	Traditional	Subject	Teacher Education - Bilingual, Multilingual, and Multicultural Education	31
California State University, San Bernardino	Traditional	Subject	Teacher Education - Early Childhood Education	4
California State University, San Bernardino	Traditional	Subject	Teacher Education - Elementary Education	123
California State University, San Bernardino	Traditional	Subject	Teacher Education - Art	1
California State University, San Bernardino	Traditional	Subject	Teacher Education - English/Language Arts	18
California State University, San Bernardino	Traditional	Subject	Teacher Education - Foreign Language	2
California State University, San Bernardino	Traditional	Subject	Teacher Education - Mathematics	19
California State University, San Bernardino	Traditional	Subject	Teacher Education - Music	2

Provide the number of teachers prepared by subject area for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Program Type	Record Type	Category	Prepared
California State University, San Bernardino	Traditional	Subject	Teacher Education - Physical Education and Coaching	14
California State University, San Bernardino	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	1
California State University, San Bernardino	Traditional	Subject	Teacher Education - Social Science	14
California State University, San Bernardino	Traditional	Subject	Teacher Education - Biology	5
California State University, San Bernardino	Traditional	Subject	Teacher Education - Chemistry	2
California State University, San Bernardino	Traditional	Subject	Teacher Education - Physics	2
California State University, San Marcos	Traditional	Subject	Education - General	144
California State University, San Marcos	Traditional	Subject	Teacher Education - Special Education	3
California State University, San Marcos	Traditional	Subject	Teacher Education - English/Language Arts	8
California State University, San Marcos	Traditional	Subject	Teacher Education - Mathematics	7
California State University, San Marcos	Traditional	Subject	Teacher Education - Physical Education and Coaching	2
California State University, San Marcos	Traditional	Subject	Teacher Education - Social Science	7
California State University, San Marcos	Traditional	Subject	Teacher Education - Biology	6
California State University, San Marcos	Traditional	Subject	Teacher Education - Chemistry	2
California State University, San Marcos	Traditional	Subject	Teacher Education - Physics	1
California State University, San Marcos	Traditional	Subject	Teacher Education - Earth Science	2
California State University, Stanislaus	Traditional	Subject	Teacher Education - Special Education	10
California State University, Stanislaus	Traditional	Subject	Teacher Education - Elementary Education	126
California State University, Stanislaus	Traditional	Subject	Teacher Education - Secondary Education	57
California State University, Stanislaus	Traditional	Subject	Teacher Education - English/Language Arts	8
California State University, Stanislaus	Traditional	Subject	Teacher Education - Foreign Language	8
California State University, Stanislaus	Traditional	Subject	Teacher Education - Mathematics	12
California State University, Stanislaus	Traditional	Subject	Teacher Education - Music	9
California State University, Stanislaus	Traditional	Subject	Teacher Education - Physical Education and Coaching	6
California State University, Stanislaus	Traditional	Subject	Teacher Education - Social Science	10
California State University, Stanislaus	Traditional	Subject	Teacher Education - Biology	4
CalState TEACH	Traditional	Subject	Teacher Education - Elementary Education	167
Chapman University	Traditional	Subject	Teacher Education - Special Education	4
Chapman University	Traditional	Subject	Teacher Education - Elementary Education	23
Chapman University	Traditional	Subject	Teacher Education - Secondary Education	15
Chapman University	Traditional	Subject	Teacher Education - Art	1
Chapman University	Traditional	Subject	Teacher Education - English/Language Arts	7
Chapman University	Traditional	Subject	Teacher Education - Mathematics	2
Chapman University	Traditional	Subject	Teacher Education - Music	2
Chapman University	Traditional	Subject	Teacher Education - Physical Education and Coaching	1
Chapman University	Traditional	Subject	Teacher Education - Social Science	1
Chapman University	Traditional	Subject	Teacher Education - Biology	1

Provide the number of teachers prepared by subject area for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Program Type	Record Type	Category	Prepared
Claremont Graduate University	Traditional	Subject	Teacher Education - Special Education	2
Claremont Graduate University	Traditional	Subject	Teacher Education - Elementary Education	6
Claremont Graduate University	Traditional	Subject	Teacher Education - Secondary Education	7
Claremont Graduate University	Traditional	Subject	Teacher Education - English/Language Arts	1
Claremont Graduate University	Traditional	Subject	Teacher Education - Mathematics	4
Claremont Graduate University	Traditional	Subject	Teacher Education - Social Science	1
Claremont Graduate University	Traditional	Subject	Teacher Education - Biology	1
Claremont Graduate University	Traditional	Subject	Teacher Education - Bilingual, Multilingual, and Multicultural Education	15
Concordia University	Traditional	Subject	Education - General	73
Concordia University	Traditional	Subject	Teacher Education - Elementary Education	73
Concordia University	Traditional	Subject	Teacher Education - Multiple Levels	73
Concordia University	Traditional	Subject	Teacher Education - Art	4
Concordia University	Traditional	Subject	Teacher Education - English/Language Arts	13
Concordia University	Traditional	Subject	Teacher Education - Mathematics	7
Concordia University	Traditional	Subject	Teacher Education - Music	2
Concordia University	Traditional	Subject	Teacher Education - Physical Education and Coaching	3
Concordia University	Traditional	Subject	Teacher Education - Social Science	15
Concordia University	Traditional	Subject	Teacher Education - Biology	1
Concordia University	Traditional	Subject	Teacher Education - Chemistry	1
Concordia University	Traditional	Subject	Teacher Education - Earth Science	1
Dominican University of California	Traditional	Subject	Teacher Education - Special Education	14
Dominican University of California	Traditional	Subject	Teacher Education - Elementary Education	30
Dominican University of California	Traditional	Subject	Teacher Education - Secondary Education	28
Dominican University of California	Traditional	Subject	Teacher Education - Art	3
Dominican University of California	Traditional	Subject	Teacher Education - English/Language Arts	6
Dominican University of California	Traditional	Subject	Teacher Education - Mathematics	4
Dominican University of California	Traditional	Subject	Teacher Education - Physical Education and Coaching	2
Dominican University of California	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	2
Dominican University of California	Traditional	Subject	Teacher Education - Social Science	4
Dominican University of California	Traditional	Subject	Teacher Education - Biology	1
Dominican University of California	Traditional	Subject	Teacher Education - Chemistry	1
Dominican University of California	Traditional	Subject	Teacher Education - French	2
Dominican University of California	Traditional	Subject	Teacher Education - Spanish	1
Dominican University of California	Traditional	Subject	Teacher Education - Earth Science	2
Fresno Pacific University	Traditional	Subject	Teacher Education - Special Education	11
Fresno Pacific University	Traditional	Subject	Teacher Education - Elementary Education	61
Fresno Pacific University	Traditional	Subject	Teacher Education - Art	2

Provide the number of teachers prepared by subject area for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Program Type	Record Type	Category	Prepared
Fresno Pacific University	Traditional	Subject	Teacher Education - English/Language Arts	5
Fresno Pacific University	Traditional	Subject	Teacher Education - Mathematics	4
Fresno Pacific University	Traditional	Subject	Teacher Education - Music	3
Fresno Pacific University	Traditional	Subject	Teacher Education - Physical Education and Coaching	4
Fresno Pacific University	Traditional	Subject	Teacher Education - Biology	3
Fresno Pacific University	Traditional	Subject	Teacher Education - Chemistry	1
Fresno Pacific University	Traditional	Subject	Teacher Education - Physics	1
Hebrew Union College	Traditional	Subject	Teacher Education - Elementary Education	12
Holy Names University	Traditional	Subject	Teacher Education - Special Education	3
Holy Names University	Traditional	Subject	Teacher Education - Elementary Education	8
Holy Names University	Traditional	Subject	Teacher Education - Art	1
Hope International University	Traditional	Subject	Teacher Education - Elementary Education	4
Hope International University	Traditional	Subject	Teacher Education - Junior High/Intermediate/Middle School Education	3
Hope International University	Traditional	Subject	Teacher Education - Secondary Education	3
Hope International University	Traditional	Subject	Teacher Education - English/Language Arts	1
Hope International University	Traditional	Subject	Teacher Education - Foreign Language	1
Hope International University	Traditional	Subject	Teacher Education - Social Studies	1
Humboldt State University	Traditional	Subject	Teacher Education - Special Education	31
Humboldt State University	Traditional	Subject	Teacher Education - Elementary Education	37
Humboldt State University	Traditional	Subject	Teacher Education - Art	2
Humboldt State University	Traditional	Subject	Teacher Education - English/Language Arts	5
Humboldt State University	Traditional	Subject	Teacher Education - Health	2
Humboldt State University	Traditional	Subject	Teacher Education - Mathematics	7
Humboldt State University	Traditional	Subject	Teacher Education - Music	3
Humboldt State University	Traditional	Subject	Teacher Education - Physical Education and Coaching	5
Humboldt State University	Traditional	Subject	Teacher Education - Social Science	9
Humboldt State University	Traditional	Subject	Teacher Education - Biology	6
Humboldt State University	Traditional	Subject	Teacher Education - Chemistry	3
Humboldt State University	Traditional	Subject	Teacher Education - German	1
Humboldt State University	Traditional	Subject	Teacher Education - Physics	1
Humboldt State University	Traditional	Subject	Teacher Education - Spanish	1
Humboldt State University	Traditional	Subject	Teacher Education - Earth Science	3
Humboldt State University	Traditional	Subject	Education - Other	1
La Sierra University	Traditional	Subject	Teacher Education - Elementary Education	4
La Sierra University	Traditional	Subject	Teacher Education - Music	1
La Sierra University	Traditional	Subject	Teacher Education - Social Science	1
La Sierra University	Traditional	Subject	Teacher Education - Biology	1

Provide the number of teachers prepared by subject area for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Program Type	Record Type	Category	Prepared
Loyola Marymount University	Traditional	Subject	Teacher Education - Special Education	14
Loyola Marymount University	Traditional	Subject	Teacher Education - Elementary Education	66
Loyola Marymount University	Traditional	Subject	Teacher Education - Secondary Education	38
Loyola Marymount University	Traditional	Subject	Teacher Education - Multiple Levels	66
Loyola Marymount University	Traditional	Subject	Teacher Education - English/Language Arts	11
Loyola Marymount University	Traditional	Subject	Teacher Education - Foreign Language	3
Loyola Marymount University	Traditional	Subject	Teacher Education - Mathematics	10
Loyola Marymount University	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	6
Loyola Marymount University	Traditional	Subject	Teacher Education - Social Science	8
Loyola Marymount University	Traditional	Subject	Teacher Education - Biology	4
Loyola Marymount University	Traditional	Subject	Teacher Education - Physics	1
Loyola Marymount University	Traditional	Subject	Teacher Education - Spanish	3
Mills College	Traditional	Subject	Teacher Education - Special Education	5
Mills College	Traditional	Subject	Teacher Education - Early Childhood Education	5
Mills College	Traditional	Subject	Teacher Education - Elementary Education	20
Mills College	Traditional	Subject	Teacher Education - Art	4
Mills College	Traditional	Subject	Teacher Education - English/Language Arts	11
Mills College	Traditional	Subject	Teacher Education - Foreign Language	1
Mills College	Traditional	Subject	Teacher Education - Mathematics	4
Mills College	Traditional	Subject	Teacher Education - Social Studies	1
Mills College	Traditional	Subject	Teacher Education - Biology	5
Mills College	Traditional	Subject	Teacher Education - Earth Science	1
Mount St. Mary’s College	Traditional	Subject	Teacher Education - Special Education	2
Mount St. Mary’s College	Traditional	Subject	Teacher Education - Elementary Education	9
Mount St. Mary’s College	Traditional	Subject	Teacher Education - Secondary Education	9
Mount St. Mary’s College	Traditional	Subject	Teacher Education - English/Language Arts	5
Mount St. Mary’s College	Traditional	Subject	Teacher Education - Mathematics	1
Mount St. Mary’s College	Traditional	Subject	Teacher Education - Social Science	2
Mount St. Mary’s College	Traditional	Subject	Teacher Education - Chemistry	1
National Hispanic University	Traditional	Subject	Teacher Education - Elementary Education	16
National Hispanic University	Traditional	Subject	Teacher Education - Secondary Education	10
National Hispanic University	Traditional	Subject	Teacher Education - Art	1
National Hispanic University	Traditional	Subject	Teacher Education - English/Language Arts	1
National Hispanic University	Traditional	Subject	Teacher Education - Mathematics	2
National Hispanic University	Traditional	Subject	Teacher Education - Physical Education and Coaching	3
National Hispanic University	Traditional	Subject	Teacher Education - Social Science	2
National Hispanic University	Traditional	Subject	Teacher Education - Spanish	1

Provide the number of teachers prepared by subject area for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Program Type	Record Type	Category	Prepared
National University	Traditional	Subject	Teacher Education - Special Education	200
National University	Traditional	Subject	Teacher Education - Elementary Education	215
National University	Traditional	Subject	Teacher Education - Secondary Education	218
National University	Traditional	Subject	Teacher Education - Art	3
National University	Traditional	Subject	Teacher Education - Business	2
National University	Traditional	Subject	Teacher Education - English/Language Arts	45
National University	Traditional	Subject	Teacher Education - Foreign Language	9
National University	Traditional	Subject	Teacher Education - Health	10
National University	Traditional	Subject	Teacher Education - Family and Consumer Sciences/Home Economics	1
National University	Traditional	Subject	Teacher Education - Mathematics	14
National University	Traditional	Subject	Teacher Education - Music	5
National University	Traditional	Subject	Teacher Education - Physical Education and Coaching	39
National University	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	9
National University	Traditional	Subject	Teacher Education - Social Science	55
National University	Traditional	Subject	Teacher Education - Biology	10
National University	Traditional	Subject	Teacher Education - Chemistry	3
National University	Traditional	Subject	Teacher Education - Physics	3
National University	Traditional	Subject	Teacher Education - Spanish	7
National University	Traditional	Subject	Teacher Education - Earth Science	3
National University	Traditional	Subject	Education - Other	30
Notre Dame de Namur University	Traditional	Subject	Teacher Education - Special Education	24
Notre Dame de Namur University	Traditional	Subject	Teacher Education - Elementary Education	35
Notre Dame de Namur University	Traditional	Subject	Teacher Education - Secondary Education	36
Notre Dame de Namur University	Traditional	Subject	Teacher Education - Art	1
Notre Dame de Namur University	Traditional	Subject	Teacher Education - English/Language Arts	10
Notre Dame de Namur University	Traditional	Subject	Teacher Education - Mathematics	9
Notre Dame de Namur University	Traditional	Subject	Teacher Education - Physical Education and Coaching	4
Notre Dame de Namur University	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	1
Notre Dame de Namur University	Traditional	Subject	Teacher Education - Social Science	4
Notre Dame de Namur University	Traditional	Subject	Teacher Education - Biology	4
Notre Dame de Namur University	Traditional	Subject	Teacher Education - Physics	1
Notre Dame de Namur University	Traditional	Subject	Teacher Education - Spanish	2
Pacific Oaks College	Traditional	Subject	Teacher Education - Special Education	1
Pacific Oaks College	Traditional	Subject	Teacher Education - Elementary Education	2
Pacific Union College	Traditional	Subject	Teacher Education - Elementary Education	2
Pacific Union College	Traditional	Subject	Teacher Education - Junior High/Intermediate/Middle School Education	3
Pacific Union College	Traditional	Subject	Teacher Education - Secondary Education	3

Provide the number of teachers prepared by subject area for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Program Type	Record Type	Category	Prepared
Pacific Union College	Traditional	Subject	Teacher Education - Art	1
Pacific Union College	Traditional	Subject	Teacher Education - Music	1
Pacific Union College	Traditional	Subject	Teacher Education - Physical Education and Coaching	1
Patten University	Traditional	Subject	Teacher Education - Elementary Education	14
Patten University	Traditional	Subject	Teacher Education - Mathematics	2
Patten University	Traditional	Subject	Teacher Education - Social Science	2
Patten University	Traditional	Subject	Teacher Education - Spanish	1
Patten University	Traditional	Subject	Education - Other	4
Pepperdine University	Traditional	Subject	Teacher Education - Elementary Education	50
Pepperdine University	Traditional	Subject	Teacher Education - Secondary Education	31
Pepperdine University	Traditional	Subject	Teacher Education - English/Language Arts	14
Pepperdine University	Traditional	Subject	Teacher Education - Mathematics	5
Pepperdine University	Traditional	Subject	Teacher Education - Music	1
Pepperdine University	Traditional	Subject	Teacher Education - Physical Education and Coaching	2
Pepperdine University	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	4
Pepperdine University	Traditional	Subject	Teacher Education - Social Science	5
Point Loma Nazarene University	Traditional	Subject	Education - General	30
Point Loma Nazarene University	Traditional	Subject	Teacher Education - Special Education	18
Point Loma Nazarene University	Traditional	Subject	Teacher Education - English/Language Arts	3
Point Loma Nazarene University	Traditional	Subject	Teacher Education - Mathematics	1
Point Loma Nazarene University	Traditional	Subject	Teacher Education - Social Science	1
Point Loma Nazarene University	Traditional	Subject	Teacher Education - Biology	1
San Diego Christian College	Traditional	Subject	Teacher Education - Elementary Education	5
San Diego Christian College	Traditional	Subject	Teacher Education - Mathematics	1
San Diego Christian College	Traditional	Subject	Teacher Education - Social Studies	2
San Diego State University	Traditional	Subject	Teacher Education - Special Education	63
San Diego State University	Traditional	Subject	Teacher Education - Early Childhood Education	10
San Diego State University	Traditional	Subject	Teacher Education - Elementary Education	120
San Diego State University	Traditional	Subject	Teacher Education - Secondary Education	3
San Diego State University	Traditional	Subject	Teacher Education - Multiple Levels	125
San Diego State University	Traditional	Subject	Teacher Education - Art	3
San Diego State University	Traditional	Subject	Teacher Education - Business	1
San Diego State University	Traditional	Subject	Teacher Education - English/Language Arts	25
San Diego State University	Traditional	Subject	Teacher Education - Foreign Language	10
San Diego State University	Traditional	Subject	Teacher Education - Mathematics	24
San Diego State University	Traditional	Subject	Teacher Education - Music	4
San Diego State University	Traditional	Subject	Teacher Education - Physical Education and Coaching	12

Provide the number of teachers prepared by subject area for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Program Type	Record Type	Category	Prepared
San Diego State University	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	1
San Diego State University	Traditional	Subject	Teacher Education - Social Science	29
San Diego State University	Traditional	Subject	Teacher Education - Biology	2
San Diego State University	Traditional	Subject	Teacher Education - Chemistry	3
San Diego State University	Traditional	Subject	Teacher Education - French	1
San Diego State University	Traditional	Subject	Teacher Education - Physics	1
San Diego State University	Traditional	Subject	Teacher Education - Spanish	9
San Diego State University	Traditional	Subject	Teacher Education - Bilingual, Multilingual, and Multicultural Education	46
San Francisco State University	Traditional	Subject	Teacher Education - Special Education	66
San Francisco State University	Traditional	Subject	Teacher Education - Elementary Education	88
San Francisco State University	Traditional	Subject	Teacher Education - Art	6
San Francisco State University	Traditional	Subject	Teacher Education - Business	1
San Francisco State University	Traditional	Subject	Teacher Education - English/Language Arts	19
San Francisco State University	Traditional	Subject	Teacher Education - Foreign Language	6
San Francisco State University	Traditional	Subject	Teacher Education - Mathematics	15
San Francisco State University	Traditional	Subject	Teacher Education - Music	3
San Francisco State University	Traditional	Subject	Teacher Education - Physical Education and Coaching	7
San Francisco State University	Traditional	Subject	Teacher Education - Reading	4
San Francisco State University	Traditional	Subject	Teacher Education - Social Science	16
San Francisco State University	Traditional	Subject	Teacher Education - Biology	6
San Francisco State University	Traditional	Subject	Teacher Education - Chemistry	1
San Francisco State University	Traditional	Subject	Teacher Education - French	1
San Francisco State University	Traditional	Subject	Teacher Education - Physics	3
San Francisco State University	Traditional	Subject	Teacher Education - Spanish	3
San Francisco State University	Traditional	Subject	Teacher Education - Earth Science	1
San Jose State University	Traditional	Subject	Education - General	198
San Jose State University	Traditional	Subject	Teacher Education - Special Education	20
San Jose State University	Traditional	Subject	Teacher Education - Early Childhood Education	2
San Jose State University	Traditional	Subject	Teacher Education - Elementary Education	196
San Jose State University	Traditional	Subject	Teacher Education - Secondary Education	101
San Jose State University	Traditional	Subject	Teacher Education - Art	9
San Jose State University	Traditional	Subject	Teacher Education - English/Language Arts	29
San Jose State University	Traditional	Subject	Teacher Education - Foreign Language	2
San Jose State University	Traditional	Subject	Teacher Education - Mathematics	16
San Jose State University	Traditional	Subject	Teacher Education - Music	7
San Jose State University	Traditional	Subject	Teacher Education - Physical Education and Coaching	4
San Jose State University	Traditional	Subject	Teacher Education - Social Science	22

Provide the number of teachers prepared by subject area for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Program Type	Record Type	Category	Prepared
San Jose State University	Traditional	Subject	Teacher Education - Biology	8
San Jose State University	Traditional	Subject	Teacher Education - Chemistry	1
San Jose State University	Traditional	Subject	Teacher Education - Physics	2
San Jose State University	Traditional	Subject	Teacher Education - Earth Science	2
Santa Clara University	Traditional	Subject	Teacher Education - Special Education	19
Santa Clara University	Traditional	Subject	Teacher Education - Multiple Levels	19
Santa Clara University	Traditional	Subject	Teacher Education - Art	2
Santa Clara University	Traditional	Subject	Teacher Education - English/Language Arts	5
Santa Clara University	Traditional	Subject	Teacher Education - Mathematics	8
Santa Clara University	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	1
Santa Clara University	Traditional	Subject	Teacher Education - Social Science	2
Santa Clara University	Traditional	Subject	Teacher Education - Social Studies	4
Santa Clara University	Traditional	Subject	Teacher Education - Biology	1
Santa Clara University	Traditional	Subject	Teacher Education - Chemistry	3
Santa Clara University	Traditional	Subject	Teacher Education - Physics	1
Santa Clara University	Traditional	Subject	Teacher Education - Spanish	1
Simpson University	Traditional	Subject	Teacher Education - Elementary Education	26
Simpson University	Traditional	Subject	Teacher Education - English/Language Arts	4
Simpson University	Traditional	Subject	Teacher Education - Mathematics	2
Simpson University	Traditional	Subject	Teacher Education - Physical Education and Coaching	3
Simpson University	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	1
Simpson University	Traditional	Subject	Teacher Education - Social Science	4
Simpson University	Traditional	Subject	Teacher Education - Biology	4
Simpson University	Traditional	Subject	Teacher Education - Chemistry	1
Sonoma State University	Traditional	Subject	Teacher Education - Elementary Education	114
Sonoma State University	Traditional	Subject	Teacher Education - Art	1
Sonoma State University	Traditional	Subject	Teacher Education - English/Language Arts	14
Sonoma State University	Traditional	Subject	Teacher Education - Health	1
Sonoma State University	Traditional	Subject	Teacher Education - Mathematics	10
Sonoma State University	Traditional	Subject	Teacher Education - Music	3
Sonoma State University	Traditional	Subject	Teacher Education - Physical Education and Coaching	9
Sonoma State University	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	3
Sonoma State University	Traditional	Subject	Teacher Education - Social Science	24
Sonoma State University	Traditional	Subject	Teacher Education - Biology	6
Sonoma State University	Traditional	Subject	Teacher Education - Chemistry	1
Sonoma State University	Traditional	Subject	Teacher Education - Spanish	4
Sonoma State University	Traditional	Subject	Teacher Education - Earth Science	1

Provide the number of teachers prepared by subject area for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Program Type	Record Type	Category	Prepared
St. Mary's College of California	Traditional	Subject	Teacher Education - Elementary Education	50
St. Mary's College of California	Traditional	Subject	Teacher Education - Art	1
St. Mary's College of California	Traditional	Subject	Teacher Education - English/Language Arts	4
St. Mary's College of California	Traditional	Subject	Teacher Education - Mathematics	4
St. Mary's College of California	Traditional	Subject	Teacher Education - Music	1
St. Mary's College of California	Traditional	Subject	Teacher Education - Physical Education and Coaching	2
St. Mary's College of California	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	1
St. Mary's College of California	Traditional	Subject	Teacher Education - Social Science	9
St. Mary's College of California	Traditional	Subject	Teacher Education - Biology	1
St. Mary's College of California	Traditional	Subject	Teacher Education - Physics	1
St. Mary's College of California	Traditional	Subject	Teacher Education - Spanish	1
Stanford University	Traditional	Subject	Teacher Education - Elementary Education	24
Stanford University	Traditional	Subject	Teacher Education - Secondary Education	65
Stanford University	Traditional	Subject	Teacher Education - English/Language Arts	16
Stanford University	Traditional	Subject	Teacher Education - Foreign Language	8
Stanford University	Traditional	Subject	Teacher Education - Mathematics	12
Stanford University	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	16
Stanford University	Traditional	Subject	Teacher Education - Social Science	13
Stanford University	Traditional	Subject	Teacher Education - Social Studies	13
Stanford University	Traditional	Subject	Teacher Education - Biology	11
Stanford University	Traditional	Subject	Teacher Education - Chemistry	2
Stanford University	Traditional	Subject	Teacher Education- History	13
Stanford University	Traditional	Subject	Teacher Education - Physics	2
Stanford University	Traditional	Subject	Teacher Education - Spanish	6
Stanford University	Traditional	Subject	Teacher Education - Earth Science	1
Stanford University	Traditional	Subject	Teacher Education - Bilingual, Multilingual, and Multicultural Education	7
Stanford University	Traditional	Subject	Education - Other	2
The Master’s College	Traditional	Subject	Education - General	6
The Master’s College	Traditional	Subject	Teacher Education - English/Language Arts	3
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
Touro University	Traditional	Subject	Teacher Education - Special Education	16
Touro University	Traditional	Subject	Teacher Education - Elementary Education	5
Touro University	Traditional	Subject	Teacher Education - Secondary Education	8
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 - Health	1

Provide the number of teachers prepared by subject area for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Program Type	Record Type	Category	Prepared
Touro University	Traditional	Subject	Teacher Education - Mathematics	2
Touro University	Traditional	Subject	Teacher Education - Music	1
Touro University	Traditional	Subject	Teacher Education - Physical Education and Coaching	2
United States University	Traditional	Subject	Teacher Education - Bilingual, Multilingual, and Multicultural Education	1
University of California, Berkeley	Traditional	Subject	Education - General	16
University of California, Berkeley	Traditional	Subject	Teacher Education - Elementary Education	16
University of California, Berkeley	Traditional	Subject	Teacher Education - Secondary Education	32
University of California, Berkeley	Traditional	Subject	Teacher Education - English/Language Arts	14
University of California, Berkeley	Traditional	Subject	Teacher Education - Mathematics	8
University of California, Berkeley	Traditional	Subject	Teacher Education - Social Science	6
University of California, Berkeley	Traditional	Subject	Teacher Education - Biology	6
University of California, Berkeley	Traditional	Subject	Teacher Education - Chemistry	2
University of California, Berkeley	Traditional	Subject	Teacher Education - Physics	4
University of California, Berkeley	Traditional	Subject	Teacher Education - Spanish	1
University of California, Davis	Traditional	Subject	Teacher Education - Elementary Education	52
University of California, Davis	Traditional	Subject	Teacher Education - Agriculture	4
University of California, Davis	Traditional	Subject	Teacher Education - Art	1
University of California, Davis	Traditional	Subject	Teacher Education - English/Language Arts	34
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 - Science Teacher Education/General Science	28
University of California, Davis	Traditional	Subject	Teacher Education - Social Science	23
University of California, Davis	Traditional	Subject	Teacher Education - Biology	2
University of California, Davis	Traditional	Subject	Teacher Education - Chemistry	6
University of California, Davis	Traditional	Subject	Teacher Education - Drama and Dance	1
University of California, Davis	Traditional	Subject	Teacher Education - French	1
University of California, Davis	Traditional	Subject	Teacher Education- History	27
University of California, Davis	Traditional	Subject	Teacher Education - Physics	3
University of California, Davis	Traditional	Subject	Teacher Education - Spanish	7
University of California, Davis	Traditional	Subject	Teacher Education - Earth Science	3
University of California, Davis	Traditional	Subject	Teacher Education - Bilingual, Multilingual, and Multicultural Education	11
University of California, Davis	Traditional	Subject	Education - Other	5
University of California, Irvine	Traditional	Subject	Education - General	73
University of California, Irvine	Traditional	Subject	Teacher Education - Elementary Education	73
University of California, Irvine	Traditional	Subject	Teacher Education - Secondary Education	99
University of California, Irvine	Traditional	Subject	Teacher Education - Art	1
University of California, Irvine	Traditional	Subject	Teacher Education - English/Language Arts	23

Provide the number of teachers prepared by subject area for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Program Type	Record Type	Category	Prepared
University of California, Irvine	Traditional	Subject	Teacher Education - Mathematics	26
University of California, Irvine	Traditional	Subject	Teacher Education - Music	2
University of California, Irvine	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	1
University of California, Irvine	Traditional	Subject	Teacher Education - Social Science	19
University of California, Irvine	Traditional	Subject	Teacher Education - Biology	13
University of California, Irvine	Traditional	Subject	Teacher Education - Chemistry	5
University of California, Irvine	Traditional	Subject	Teacher Education - French	1
University of California, Irvine	Traditional	Subject	Teacher Education - Physics	3
University of California, Irvine	Traditional	Subject	Teacher Education - Spanish	5
University of California, Los Angeles	Traditional	Subject	Teacher Education - Early Childhood Education	15
University of California, Los Angeles	Traditional	Subject	Teacher Education - Elementary Education	50
University of California, Los Angeles	Traditional	Subject	Teacher Education - Junior High/Intermediate/Middle School Education	83
University of California, Los Angeles	Traditional	Subject	Teacher Education - Secondary Education	83
University of California, Los Angeles	Traditional	Subject	Teacher Education - Multiple Levels	133
University of California, Los Angeles	Traditional	Subject	Teacher Education - English/Language Arts	25
University of California, Los Angeles	Traditional	Subject	Teacher Education - Mathematics	21
University of California, Los Angeles	Traditional	Subject	Teacher Education - Music	3
University of California, Los Angeles	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	16
University of California, Los Angeles	Traditional	Subject	Teacher Education - Social Science	22
University of California, Los Angeles	Traditional	Subject	Teacher Education - Social Studies	22
University of California, Los Angeles	Traditional	Subject	Teacher Education - Biology	13
University of California, Los Angeles	Traditional	Subject	Teacher Education - Chemistry	1
University of California, Los Angeles	Traditional	Subject	Teacher Education- History	22
University of California, Los Angeles	Traditional	Subject	Teacher Education - Physics	1
University of California, Riverside	Traditional	Subject	Teacher Education - Special Education	7
University of California, Riverside	Traditional	Subject	Teacher Education - Elementary Education	38
University of California, Riverside	Traditional	Subject	Teacher Education - Multiple Levels	41
University of California, Riverside	Traditional	Subject	Teacher Education - English/Language Arts	10
University of California, Riverside	Traditional	Subject	Teacher Education - Foreign Language	7
University of California, Riverside	Traditional	Subject	Teacher Education - Mathematics	7
University of California, Riverside	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	11
University of California, Riverside	Traditional	Subject	Teacher Education - Social Science	6
University of California, Riverside	Traditional	Subject	Teacher Education - Biology	4
University of California, Riverside	Traditional	Subject	Teacher Education - Chemistry	2
University of California, Riverside	Traditional	Subject	Teacher Education - Physics	1
University of California, Riverside	Traditional	Subject	Teacher Education - Spanish	7
University of California, Riverside	Traditional	Subject	Teacher Education - Earth Science	1

Provide the number of teachers prepared by subject area for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Program Type	Record Type	Category	Prepared
University of California, Riverside	Traditional	Subject	Teacher Education - Bilingual, Multilingual, and Multicultural Education	15
University of California, San Diego	Traditional	Subject	Teacher Education - Special Education	5
University of California, San Diego	Traditional	Subject	Teacher Education - Elementary Education	43
University of California, San Diego	Traditional	Subject	Teacher Education - English/Language Arts	4
University of California, San Diego	Traditional	Subject	Teacher Education - Mathematics	16
University of California, San Diego	Traditional	Subject	Teacher Education - Biology	5
University of California, San Diego	Traditional	Subject	Teacher Education - Chemistry	5
University of California, San Diego	Traditional	Subject	Teacher Education - Physics	1
University of California, San Diego	Traditional	Subject	Teacher Education - Spanish	1
University of California, San Diego	Traditional	Subject	Teacher Education - Earth Science	1
University of California, Santa Barbara	Traditional	Subject	Teacher Education - Special Education	9
University of California, Santa Barbara	Traditional	Subject	Teacher Education - Elementary Education	42
University of California, Santa Barbara	Traditional	Subject	Teacher Education - Secondary Education	44
University of California, Santa Barbara	Traditional	Subject	Teacher Education - English/Language Arts	9
University of California, Santa Barbara	Traditional	Subject	Teacher Education - Mathematics	8
University of California, Santa Barbara	Traditional	Subject	Teacher Education - Social Science	13
University of California, Santa Barbara	Traditional	Subject	Teacher Education - Biology	7
University of California, Santa Barbara	Traditional	Subject	Teacher Education - Chemistry	2
University of California, Santa Barbara	Traditional	Subject	Teacher Education - Spanish	5
University of California, Santa Cruz	Traditional	Subject	Teacher Education - Elementary Education	37
University of California, Santa Cruz	Traditional	Subject	Teacher Education - Secondary Education	50
University of California, Santa Cruz	Traditional	Subject	Teacher Education - English/Language Arts	16
University of California, Santa Cruz	Traditional	Subject	Teacher Education - Mathematics	16
University of California, Santa Cruz	Traditional	Subject	Teacher Education - Social Science	16
University of California, Santa Cruz	Traditional	Subject	Teacher Education - Biology	6
University of California, Santa Cruz	Traditional	Subject	Teacher Education - Chemistry	2
University of California, Santa Cruz	Traditional	Subject	Teacher Education - Physics	3
University of California, Santa Cruz	Traditional	Subject	Teacher Education - Spanish	1
University of California, Santa Cruz	Traditional	Subject	Teacher Education - Earth Science	1
University of California, Santa Cruz	Traditional	Subject	Teacher Education - English as a Second Language	81
University of California, Santa Cruz	Traditional	Subject	Teacher Education - Bilingual, Multilingual, and Multicultural Education	6
University of LaVerne	Traditional	Subject	Teacher Education - Elementary Education	60
University of LaVerne	Traditional	Subject	Teacher Education - English/Language Arts	8
University of LaVerne	Traditional	Subject	Teacher Education - Mathematics	8
University of LaVerne	Traditional	Subject	Teacher Education - Music	1
University of LaVerne	Traditional	Subject	Teacher Education - Physical Education and Coaching	7
University of LaVerne	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	1

Provide the number of teachers prepared by subject area for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Program Type	Record Type	Category	Prepared
University of LaVerne	Traditional	Subject	Teacher Education - Social Science	9
University of LaVerne	Traditional	Subject	Teacher Education - Biology	3
University of LaVerne	Traditional	Subject	Teacher Education - Spanish	2
University of Phoenix	Traditional	Subject	Teacher Education - Elementary Education	158
University of Phoenix	Traditional	Subject	Teacher Education - English/Language Arts	24
University of Phoenix	Traditional	Subject	Teacher Education - Foreign Language	6
University of Phoenix	Traditional	Subject	Teacher Education - Health	1
University of Phoenix	Traditional	Subject	Teacher Education - Mathematics	39
University of Phoenix	Traditional	Subject	Teacher Education - Physical Education and Coaching	21
University of Phoenix	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	19
University of Phoenix	Traditional	Subject	Teacher Education - Biology	1
University of Phoenix	Traditional	Subject	Teacher Education - Drama and Dance	3
University of Phoenix	Traditional	Subject	Teacher Education- History	26
University of Redlands	Traditional	Subject	Education - General	57
University of Redlands	Traditional	Subject	Teacher Education - Secondary Education	73
University of Redlands	Traditional	Subject	Teacher Education - Business	1
University of Redlands	Traditional	Subject	Teacher Education - English/Language Arts	10
University of Redlands	Traditional	Subject	Teacher Education - Foreign Language	6
University of Redlands	Traditional	Subject	Teacher Education - Health	1
University of Redlands	Traditional	Subject	Teacher Education - Mathematics	20
University of Redlands	Traditional	Subject	Teacher Education - Music	6
University of Redlands	Traditional	Subject	Teacher Education - Physical Education and Coaching	6
University of Redlands	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	3
University of Redlands	Traditional	Subject	Teacher Education - Social Science	11
University of Redlands	Traditional	Subject	Teacher Education - Biology	8
University of Redlands	Traditional	Subject	Teacher Education - Chemistry	1
University of Redlands	Traditional	Subject	Teacher Education - Spanish	6
University of San Diego	Traditional	Subject	Teacher Education - Special Education	30
University of San Diego	Traditional	Subject	Teacher Education - Elementary Education	29
University of San Diego	Traditional	Subject	Teacher Education - Secondary Education	23
University of San Diego	Traditional	Subject	Teacher Education - Multiple Levels	6
University of San Diego	Traditional	Subject	Teacher Education - English/Language Arts	6
University of San Diego	Traditional	Subject	Teacher Education - Mathematics	4
University of San Diego	Traditional	Subject	Teacher Education - Physical Education and Coaching	1
University of San Diego	Traditional	Subject	Teacher Education - Social Science	6
University of San Diego	Traditional	Subject	Teacher Education - Chemistry	1
University of San Diego	Traditional	Subject	Teacher Education - Spanish	4

Provide the number of teachers prepared by subject area for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Program Type	Record Type	Category	Prepared
University of San Francisco	Traditional	Subject	Education - General	92
University of San Francisco	Traditional	Subject	Teacher Education - Elementary Education	90
University of San Francisco	Traditional	Subject	Teacher Education - Secondary Education	67
University of San Francisco	Traditional	Subject	Teacher Education - Art	1
University of San Francisco	Traditional	Subject	Teacher Education - English/Language Arts	19
University of San Francisco	Traditional	Subject	Teacher Education - Foreign Language	1
University of San Francisco	Traditional	Subject	Teacher Education - Health	1
University of San Francisco	Traditional	Subject	Teacher Education - Mathematics	14
University of San Francisco	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	6
University of San Francisco	Traditional	Subject	Teacher Education - Social Science	20
University of San Francisco	Traditional	Subject	Teacher Education - Chemistry	3
University of San Francisco	Traditional	Subject	Teacher Education - Physics	1
University of San Francisco	Traditional	Subject	Teacher Education - Spanish	1
University of San Francisco	Traditional	Subject	Teacher Education - Earth Science	1
University of San Francisco	Traditional	Subject	Teacher Education - Bilingual, Multilingual, and Multicultural Education	17
University of Southern California	Traditional	Subject	Teacher Education - Elementary Education	211
University of Southern California	Traditional	Subject	Teacher Education - Junior High/Intermediate/Middle School Education	211
University of Southern California	Traditional	Subject	Teacher Education - Secondary Education	441
University of Southern California	Traditional	Subject	Teacher Education - English/Language Arts	135
University of Southern California	Traditional	Subject	Teacher Education - Mathematics	68
University of Southern California	Traditional	Subject	Teacher Education - Music	10
University of Southern California	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	61
University of Southern California	Traditional	Subject	Teacher Education - Social Science	167
University of Southern California	Traditional	Subject	Teacher Education - Social Studies	167
University of Southern California	Traditional	Subject	Teacher Education - Biology	31
University of Southern California	Traditional	Subject	Teacher Education - Chemistry	2
University of Southern California	Traditional	Subject	Teacher Education- History	167
University of Southern California	Traditional	Subject	Teacher Education - Physics	4
University of the Pacific	Traditional	Subject	Teacher Education - Special Education	4
University of the Pacific	Traditional	Subject	Teacher Education - Elementary Education	31
University of the Pacific	Traditional	Subject	Teacher Education - English/Language Arts	3
University of the Pacific	Traditional	Subject	Teacher Education - Mathematics	6
University of the Pacific	Traditional	Subject	Teacher Education - Music	8
University of the Pacific	Traditional	Subject	Teacher Education - Physical Education and Coaching	5
University of the Pacific	Traditional	Subject	Teacher Education - Social Science	4
University of the Pacific	Traditional	Subject	Teacher Education - Biology	2
University of the Pacific	Traditional	Subject	Teacher Education - Chemistry	1

Provide the number of teachers prepared by subject area for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Program Type	Record Type	Category	Prepared
University of the Pacific	Traditional	Subject	Teacher Education - Spanish	1
Vanguard University	Traditional	Subject	Teacher Education - Elementary Education	23
Vanguard University	Traditional	Subject	Teacher Education - Secondary Education	16
Vanguard University	Traditional	Subject	Teacher Education - English/Language Arts	4
Vanguard University	Traditional	Subject	Teacher Education - Mathematics	3
Vanguard University	Traditional	Subject	Teacher Education - Physical Education and Coaching	5
Vanguard University	Traditional	Subject	Teacher Education - Biology	3
Vanguard University	Traditional	Subject	Teacher Education - Spanish	1
Western Governors University - CA	Traditional	Subject	Education - General	323
Western Governors University - CA	Traditional	Subject	Teacher Education - Early Childhood Education	10
Western Governors University - CA	Traditional	Subject	Teacher Education - Elementary Education	53
Western Governors University - CA	Traditional	Subject	Teacher Education - Mathematics	117
Western Governors University - CA	Traditional	Subject	Teacher Education - Science Teacher Education/General Science	35
Western Governors University - CA	Traditional	Subject	Teacher Education - Social Science	39
Western Governors University - CA	Traditional	Subject	Teacher Education - Biology	39
Western Governors University - CA	Traditional	Subject	Teacher Education - Chemistry	5
Western Governors University - CA	Traditional	Subject	Teacher Education - Physics	11
Western Governors University - CA	Traditional	Subject	Teacher Education - Geography	1
Western Governors University - CA	Traditional	Subject	Teacher Education - Earth Science	10
Westmont College	Traditional	Subject	Teacher Education - Elementary Education	6
Westmont College	Traditional	Subject	Teacher Education - English/Language Arts	2
Westmont College	Traditional	Subject	Teacher Education - Mathematics	1
Westmont College	Traditional	Subject	Teacher Education - Social Science	1
Westmont College	Traditional	Subject	Teacher Education - Biology	1
Whittier College	Traditional	Subject	Teacher Education - Special Education	1
Whittier College	Traditional	Subject	Teacher Education - Elementary Education	15
Whittier College	Traditional	Subject	Teacher Education - Secondary Education	9
Whittier College	Traditional	Subject	Teacher Education - English/Language Arts	1
Whittier College	Traditional	Subject	Teacher Education - Mathematics	3
Whittier College	Traditional	Subject	Teacher Education - Physical Education and Coaching	3
Whittier College	Traditional	Subject	Teacher Education - Social Science	2
Whittier College	Traditional	Subject	Teacher Education - Spanish	1
William Jessup University	Traditional	Subject	Teacher Education - Elementary Education	33

Teachers Prepared by Academic Major, 2011-12 - Traditional Route

Provide the number of teachers prepared by academic major for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Program Type	Record Type	Category	Prepared
Alliant International University	Traditional	Major	Liberal Arts/Humanities	1
Alliant International University	Traditional	Major	Sociology	1
Antioch University Los Angeles	Traditional	Major	Liberal Arts/Humanities	5
Antioch University Los Angeles	Traditional	Major	Sociology	2
Antioch University Los Angeles	Traditional	Major	History	2
Antioch University Los Angeles	Traditional	Major	Philosophy and Religious Studies	2
Antioch University Los Angeles	Traditional	Major	Other	3
Antioch University Santa Barbara	Traditional	Major	Liberal Arts/Humanities	2
Antioch University Santa Barbara	Traditional	Major	Psychology	1
Antioch University Santa Barbara	Traditional	Major	Political Science and Government	1
Antioch University Santa Barbara	Traditional	Major	Visual and Performing Arts	2
Antioch University Santa Barbara	Traditional	Major	Family and Consumer Sciences/Human Sciences	1
Antioch University Santa Barbara	Traditional	Major	English Language/Literature	1
Antioch University Santa Barbara	Traditional	Major	Communication or Journalism	2
Antioch University Santa Barbara	Traditional	Major	Biology	1
Antioch University Santa Barbara	Traditional	Major	Other	2
Argosy University	Traditional	Major	Teacher Education - Elementary Education	2
Argosy University	Traditional	Major	Teacher Education - Secondary Education	7
Azusa Pacific University	Traditional	Major	Teacher Education - Art	1
Azusa Pacific University	Traditional	Major	Liberal Arts/Humanities	108
Azusa Pacific University	Traditional	Major	Psychology	7
Azusa Pacific University	Traditional	Major	Social Sciences	7
Azusa Pacific University	Traditional	Major	Anthropology	1
Azusa Pacific University	Traditional	Major	Political Science and Government	3
Azusa Pacific University	Traditional	Major	Sociology	5
Azusa Pacific University	Traditional	Major	Visual and Performing Arts	19
Azusa Pacific University	Traditional	Major	History	11
Azusa Pacific University	Traditional	Major	Foreign Languages	5
Azusa Pacific University	Traditional	Major	Family and Consumer Sciences/Human Sciences	2
Azusa Pacific University	Traditional	Major	English Language/Literature	14
Azusa Pacific University	Traditional	Major	Philosophy and Religious Studies	5
Azusa Pacific University	Traditional	Major	Agriculture	2
Azusa Pacific University	Traditional	Major	Communication or Journalism	15
Azusa Pacific University	Traditional	Major	Biology	7
Azusa Pacific University	Traditional	Major	Mathematics and Statistics	3
Azusa Pacific University	Traditional	Major	Physical Sciences	16

Teachers Prepared by Academic Major, 2011-12 - Traditional Route

Provide the number of teachers prepared by academic major for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Program Type	Record Type	Category	Prepared
Azusa Pacific University	Traditional	Major	Chemistry	1
Azusa Pacific University	Traditional	Major	Geological and Earth Sciences/Geosciences	2
Azusa Pacific University	Traditional	Major	Business/Business Administration/Accounting	11
Azusa Pacific University	Traditional	Major	Other	1
Biola University	Traditional	Major	Teacher Education - Early Childhood Education	2
Biola University	Traditional	Major	Teacher Education - Elementary Education	33
Biola University	Traditional	Major	Teacher Education - Secondary Education	10
Biola University	Traditional	Major	Teacher Education - English/Language Arts	4
Biola University	Traditional	Major	Teacher Education - Mathematics	3
Biola University	Traditional	Major	Teacher Education - Music	3
Biola University	Traditional	Major	Liberal Arts/Humanities	33
Biola University	Traditional	Major	Psychology	3
Biola University	Traditional	Major	Anthropology	1
Biola University	Traditional	Major	Political Science and Government	1
Biola University	Traditional	Major	Sociology	2
Biola University	Traditional	Major	History	3
Biola University	Traditional	Major	English Language/Literature	4
Biola University	Traditional	Major	Communication or Journalism	1
Biola University	Traditional	Major	Mathematics and Statistics	1
Biola University	Traditional	Major	Other	6
Brandman University	Traditional	Major	Education - General	96
Brandman University	Traditional	Major	Teacher Education - Early Childhood Education	10
Brandman University	Traditional	Major	Teacher Education - Art	6
Brandman University	Traditional	Major	Teacher Education - Technology Teacher Education/Industrial Arts	1
Brandman University	Traditional	Major	Teacher Education - Music	4
Brandman University	Traditional	Major	Teacher Education - Physical Education and Coaching	4
Brandman University	Traditional	Major	Social Sciences	32
Brandman University	Traditional	Major	Anthropology	1
Brandman University	Traditional	Major	Economics	1
Brandman University	Traditional	Major	Political Science and Government	6
Brandman University	Traditional	Major	Sociology	8
Brandman University	Traditional	Major	Visual and Performing Arts	4
Brandman University	Traditional	Major	History	16
Brandman University	Traditional	Major	Foreign Languages	3
Brandman University	Traditional	Major	Family and Consumer Sciences/Human Sciences	2
Brandman University	Traditional	Major	English Language/Literature	12

Teachers Prepared by Academic Major, 2011-12 - Traditional Route

Provide the number of teachers prepared by academic major for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Program Type	Record Type	Category	Prepared
Brandman University	Traditional	Major	Philosophy and Religious Studies	4
Brandman University	Traditional	Major	Agriculture	1
Brandman University	Traditional	Major	Communication or Journalism	14
Brandman University	Traditional	Major	Engineering	1
Brandman University	Traditional	Major	Biology	6
Brandman University	Traditional	Major	Mathematics and Statistics	4
Brandman University	Traditional	Major	Physical Sciences	3
Brandman University	Traditional	Major	Geological and Earth Sciences/Geosciences	1
Brandman University	Traditional	Major	Business/Business Administration/Accounting	29
Brandman University	Traditional	Major	Computer and Information Sciences	2
Brandman University	Traditional	Major	Other	24
California Baptist University	Traditional	Major	Liberal Arts/Humanities	48
California Baptist University	Traditional	Major	Psychology	1
California Baptist University	Traditional	Major	Social Sciences	1
California Baptist University	Traditional	Major	Anthropology	1
California Baptist University	Traditional	Major	Visual and Performing Arts	1
California Baptist University	Traditional	Major	History	1
California Baptist University	Traditional	Major	Family and Consumer Sciences/Human Sciences	1
California Baptist University	Traditional	Major	English Language/Literature	4
California Baptist University	Traditional	Major	Philosophy and Religious Studies	1
California Baptist University	Traditional	Major	Mathematics and Statistics	2
California Baptist University	Traditional	Major	Business/Business Administration/Accounting	3
California Baptist University	Traditional	Major	Other	4
California Lutheran University	Traditional	Major	Liberal Arts/Humanities	27
California Lutheran University	Traditional	Major	Anthropology	2
California Lutheran University	Traditional	Major	Political Science and Government	3
California Lutheran University	Traditional	Major	Sociology	1
California Lutheran University	Traditional	Major	Visual and Performing Arts	3
California Lutheran University	Traditional	Major	History	5
California Lutheran University	Traditional	Major	Foreign Languages	2
California Lutheran University	Traditional	Major	Family and Consumer Sciences/Human Sciences	2
California Lutheran University	Traditional	Major	English Language/Literature	5
California Lutheran University	Traditional	Major	Communication or Journalism	4
California Lutheran University	Traditional	Major	Physical Sciences	7
California Lutheran University	Traditional	Major	Chemistry	2
California Lutheran University	Traditional	Major	Business/Business Administration/Accounting	2

Teachers Prepared by Academic Major, 2011-12 - Traditional Route

Provide the number of teachers prepared by academic major for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Program Type	Record Type	Category	Prepared
California Lutheran University	Traditional	Major	Other	4
California Polytechnic State University, San Luis Obispo	Traditional	Major	Teacher Education - Special Education	21
California Polytechnic State University, San Luis Obispo	Traditional	Major	Teacher Education - Elementary Education	94
California Polytechnic State University, San Luis Obispo	Traditional	Major	Teacher Education - Secondary Education	36
California Polytechnic State University, San Luis Obispo	Traditional	Major	Teacher Education - Agriculture	28
California Polytechnic State University, San Luis Obispo	Traditional	Major	Teacher Education - English/Language Arts	11
California Polytechnic State University, San Luis Obispo	Traditional	Major	Teacher Education - Mathematics	7
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 - Biology	6
California Polytechnic State University, San Luis Obispo	Traditional	Major	Teacher Education - Chemistry	1
California Polytechnic State University, San Luis Obispo	Traditional	Major	Teacher Education - Physics	3
California State Polytechnic University, Pomona	Traditional	Major	Liberal Arts/Humanities	35
California State Polytechnic University, Pomona	Traditional	Major	Psychology	4
California State Polytechnic University, Pomona	Traditional	Major	Social Sciences	4
California State Polytechnic University, Pomona	Traditional	Major	Anthropology	1
California State Polytechnic University, Pomona	Traditional	Major	Economics	3
California State Polytechnic University, Pomona	Traditional	Major	Political Science and Government	3
California State Polytechnic University, Pomona	Traditional	Major	Sociology	3
California State Polytechnic University, Pomona	Traditional	Major	Visual and Performing Arts	1
California State Polytechnic University, Pomona	Traditional	Major	History	15
California State Polytechnic University, Pomona	Traditional	Major	Foreign Languages	1
California State Polytechnic University, Pomona	Traditional	Major	Family and Consumer Sciences/Human Sciences	2
California State Polytechnic University, Pomona	Traditional	Major	English Language/Literature	10
California State Polytechnic University, Pomona	Traditional	Major	Agriculture	3
California State Polytechnic University, Pomona	Traditional	Major	Communication or Journalism	3
California State Polytechnic University, Pomona	Traditional	Major	Engineering	2
California State Polytechnic University, Pomona	Traditional	Major	Biology	3
California State Polytechnic University, Pomona	Traditional	Major	Mathematics and Statistics	7
California State Polytechnic University, Pomona	Traditional	Major	Physics	1
California State Polytechnic University, Pomona	Traditional	Major	Business/Business Administration/Accounting	5
California State Polytechnic University, Pomona	Traditional	Major	Computer and Information Sciences	2
California State Polytechnic University, Pomona	Traditional	Major	Other	1
California State University, Bakersfield	Traditional	Major	Liberal Arts/Humanities	104
California State University, Bakersfield	Traditional	Major	Psychology	13
California State University, Bakersfield	Traditional	Major	Social Sciences	3
California State University, Bakersfield	Traditional	Major	Anthropology	1

Teachers Prepared by Academic Major, 2011-12 - Traditional Route

Provide the number of teachers prepared by academic major for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Program Type	Record Type	Category	Prepared
California State University, Bakersfield	Traditional	Major	Economics	3
California State University, Bakersfield	Traditional	Major	Political Science and Government	2
California State University, Bakersfield	Traditional	Major	Visual and Performing Arts	7
California State University, Bakersfield	Traditional	Major	History	9
California State University, Bakersfield	Traditional	Major	Foreign Languages	15
California State University, Bakersfield	Traditional	Major	Family and Consumer Sciences/Human Sciences	13
California State University, Bakersfield	Traditional	Major	English Language/Literature	21
California State University, Bakersfield	Traditional	Major	Communication or Journalism	4
California State University, Bakersfield	Traditional	Major	Biology	5
California State University, Bakersfield	Traditional	Major	Mathematics and Statistics	12
California State University, Bakersfield	Traditional	Major	Chemistry	1
California State University, Bakersfield	Traditional	Major	Geological and Earth Sciences/Geosciences	2
California State University, Bakersfield	Traditional	Major	Physics	1
California State University, Bakersfield	Traditional	Major	Business/Business Administration/Accounting	8
California State University, Bakersfield	Traditional	Major	Other	8
California State University, Channel Islands	Traditional	Major	Liberal Arts/Humanities	26
California State University, Channel Islands	Traditional	Major	Psychology	4
California State University, Channel Islands	Traditional	Major	Social Sciences	2
California State University, Channel Islands	Traditional	Major	Anthropology	1
California State University, Channel Islands	Traditional	Major	Political Science and Government	1
California State University, Channel Islands	Traditional	Major	Sociology	1
California State University, Channel Islands	Traditional	Major	Visual and Performing Arts	2
California State University, Channel Islands	Traditional	Major	History	4
California State University, Channel Islands	Traditional	Major	English Language/Literature	5
California State University, Channel Islands	Traditional	Major	Communication or Journalism	5
California State University, Channel Islands	Traditional	Major	Engineering	1
California State University, Channel Islands	Traditional	Major	Biology	4
California State University, Channel Islands	Traditional	Major	Mathematics and Statistics	6
California State University, Channel Islands	Traditional	Major	Business/Business Administration/Accounting	6
California State University, Channel Islands	Traditional	Major	Other	1
California State University, Chico	Traditional	Major	Teacher Education - Early Childhood Education	1
California State University, Chico	Traditional	Major	Teacher Education - Elementary Education	71
California State University, Chico	Traditional	Major	Teacher Education - Secondary Education	57
California State University, Chico	Traditional	Major	Teacher Education - Agriculture	8
California State University, Chico	Traditional	Major	Teacher Education - Art	2
California State University, Chico	Traditional	Major	Teacher Education - English/Language Arts	10

Teachers Prepared by Academic Major, 2011-12 - Traditional Route

Provide the number of teachers prepared by academic major for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Program Type	Record Type	Category	Prepared
California State University, Chico	Traditional	Major	Teacher Education - Health	1
California State University, Chico	Traditional	Major	Teacher Education - Mathematics	8
California State University, Chico	Traditional	Major	Teacher Education - Music	1
California State University, Chico	Traditional	Major	Teacher Education - Physical Education and Coaching	14
California State University, Chico	Traditional	Major	Teacher Education - History	11
California State University, Chico	Traditional	Major	Teacher Education - Spanish	2
California State University, Chico	Traditional	Major	Liberal Arts/Humanities	7
California State University, Chico	Traditional	Major	Psychology	10
California State University, Chico	Traditional	Major	Anthropology	1
California State University, Chico	Traditional	Major	Economics	1
California State University, Chico	Traditional	Major	Political Science and Government	1
California State University, Chico	Traditional	Major	Sociology	3
California State University, Chico	Traditional	Major	Visual and Performing Arts	3
California State University, Chico	Traditional	Major	History	2
California State University, Chico	Traditional	Major	Foreign Languages	1
California State University, Chico	Traditional	Major	English Language/Literature	5
California State University, Chico	Traditional	Major	Philosophy and Religious Studies	2
California State University, Chico	Traditional	Major	Agriculture	2
California State University, Chico	Traditional	Major	Communication or Journalism	5
California State University, Chico	Traditional	Major	Biology	3
California State University, Chico	Traditional	Major	Chemistry	1
California State University, Chico	Traditional	Major	Business/Business Administration/Accounting	3
California State University, Chico	Traditional	Major	Other	7
California State University, Dominguez Hills	Traditional	Major	Teacher Education - Mathematics	3
California State University, Dominguez Hills	Traditional	Major	Teacher Education - Physical Education and Coaching	7
California State University, Dominguez Hills	Traditional	Major	Teacher Education - Drama and Dance	1
California State University, Dominguez Hills	Traditional	Major	Liberal Arts/Humanities	55
California State University, Dominguez Hills	Traditional	Major	Psychology	4
California State University, Dominguez Hills	Traditional	Major	Sociology	7
California State University, Dominguez Hills	Traditional	Major	History	7
California State University, Dominguez Hills	Traditional	Major	English Language/Literature	7
California State University, Dominguez Hills	Traditional	Major	Communication or Journalism	1
California State University, Dominguez Hills	Traditional	Major	Biology	3
California State University, Dominguez Hills	Traditional	Major	Business/Business Administration/Accounting	1
California State University, Dominguez Hills	Traditional	Major	Other	1
California State University, East Bay	Traditional	Major	Teacher Education - Health	1

Teachers Prepared by Academic Major, 2011-12 - Traditional Route

Provide the number of teachers prepared by academic major for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Program Type	Record Type	Category	Prepared
California State University, East Bay	Traditional	Major	Teacher Education - Physical Education and Coaching	9
California State University, East Bay	Traditional	Major	Education - Social and Philosophical Foundations of Education	1
California State University, East Bay	Traditional	Major	Liberal Arts/Humanities	50
California State University, East Bay	Traditional	Major	Psychology	8
California State University, East Bay	Traditional	Major	Social Sciences	3
California State University, East Bay	Traditional	Major	Anthropology	2
California State University, East Bay	Traditional	Major	Economics	2
California State University, East Bay	Traditional	Major	Political Science and Government	5
California State University, East Bay	Traditional	Major	Sociology	5
California State University, East Bay	Traditional	Major	Visual and Performing Arts	13
California State University, East Bay	Traditional	Major	History	14
California State University, East Bay	Traditional	Major	Foreign Languages	1
California State University, East Bay	Traditional	Major	Family and Consumer Sciences/Human Sciences	6
California State University, East Bay	Traditional	Major	English Language/Literature	14
California State University, East Bay	Traditional	Major	Philosophy and Religious Studies	3
California State University, East Bay	Traditional	Major	Communication or Journalism	3
California State University, East Bay	Traditional	Major	Engineering	1
California State University, East Bay	Traditional	Major	Biology	5
California State University, East Bay	Traditional	Major	Mathematics and Statistics	11
California State University, East Bay	Traditional	Major	Physical Sciences	1
California State University, East Bay	Traditional	Major	Chemistry	2
California State University, East Bay	Traditional	Major	Geological and Earth Sciences/Geosciences	2
California State University, East Bay	Traditional	Major	Business/Business Administration/Accounting	3
California State University, East Bay	Traditional	Major	Computer and Information Sciences	1
California State University, East Bay	Traditional	Major	Other	1
California State University, Fullerton	Traditional	Major	Education - General	1
California State University, Fullerton	Traditional	Major	Teacher Education - Elementary Education	1
California State University, Fullerton	Traditional	Major	Teacher Education - Music	13
California State University, Fullerton	Traditional	Major	Teacher Education - Physical Education and Coaching	1
California State University, Fullerton	Traditional	Major	Liberal Arts/Humanities	108
California State University, Fullerton	Traditional	Major	Psychology	21
California State University, Fullerton	Traditional	Major	Social Sciences	1
California State University, Fullerton	Traditional	Major	Anthropology	1
California State University, Fullerton	Traditional	Major	Economics	5
California State University, Fullerton	Traditional	Major	Political Science and Government	6
California State University, Fullerton	Traditional	Major	Sociology	17

Teachers Prepared by Academic Major, 2011-12 - Traditional Route

Provide the number of teachers prepared by academic major for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Program Type	Record Type	Category	Prepared
California State University, Fullerton	Traditional	Major	Visual and Performing Arts	17
California State University, Fullerton	Traditional	Major	History	36
California State University, Fullerton	Traditional	Major	Foreign Languages	12
California State University, Fullerton	Traditional	Major	Family and Consumer Sciences/Human Sciences	7
California State University, Fullerton	Traditional	Major	English Language/Literature	39
California State University, Fullerton	Traditional	Major	Philosophy and Religious Studies	4
California State University, Fullerton	Traditional	Major	Communication or Journalism	10
California State University, Fullerton	Traditional	Major	Engineering	2
California State University, Fullerton	Traditional	Major	Biology	12
California State University, Fullerton	Traditional	Major	Mathematics and Statistics	15
California State University, Fullerton	Traditional	Major	Physical Sciences	3
California State University, Fullerton	Traditional	Major	Chemistry	4
California State University, Fullerton	Traditional	Major	Business/Business Administration/Accounting	14
California State University, Fullerton	Traditional	Major	Computer and Information Sciences	2
California State University, Fullerton	Traditional	Major	Other	125
California State University, Long Beach	Traditional	Major	Teacher Education - Elementary Education	204
California State University, Long Beach	Traditional	Major	Teacher Education - Art	6
California State University, Long Beach	Traditional	Major	Teacher Education - English/Language Arts	20
California State University, Long Beach	Traditional	Major	Teacher Education - Foreign Language	1
California State University, Long Beach	Traditional	Major	Teacher Education - Health	5
California State University, Long Beach	Traditional	Major	Teacher Education - Mathematics	6
California State University, Long Beach	Traditional	Major	Teacher Education - Physical Education and Coaching	20
California State University, Long Beach	Traditional	Major	Teacher Education - Science	1
California State University, Long Beach	Traditional	Major	Teacher Education - Biology	1
California State University, Long Beach	Traditional	Major	Liberal Arts/Humanities	4
California State University, Long Beach	Traditional	Major	Psychology	16
California State University, Long Beach	Traditional	Major	Social Sciences	11
California State University, Long Beach	Traditional	Major	Anthropology	3
California State University, Long Beach	Traditional	Major	Economics	2
California State University, Long Beach	Traditional	Major	Geography and Cartography	1
California State University, Long Beach	Traditional	Major	Political Science and Government	15
California State University, Long Beach	Traditional	Major	Sociology	10
California State University, Long Beach	Traditional	Major	Visual and Performing Arts	41
California State University, Long Beach	Traditional	Major	History	40
California State University, Long Beach	Traditional	Major	Foreign Languages	19
California State University, Long Beach	Traditional	Major	Family and Consumer Sciences/Human Sciences	3

Teachers Prepared by Academic Major, 2011-12 - Traditional Route

Provide the number of teachers prepared by academic major for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Program Type	Record Type	Category	Prepared
California State University, Long Beach	Traditional	Major	English Language/Literature	42
California State University, Long Beach	Traditional	Major	Philosophy and Religious Studies	3
California State University, Long Beach	Traditional	Major	Communication or Journalism	12
California State University, Long Beach	Traditional	Major	Engineering	3
California State University, Long Beach	Traditional	Major	Biology	18
California State University, Long Beach	Traditional	Major	Mathematics and Statistics	14
California State University, Long Beach	Traditional	Major	Astronomy and Astrophysics	1
California State University, Long Beach	Traditional	Major	Chemistry	7
California State University, Long Beach	Traditional	Major	Physics	2
California State University, Long Beach	Traditional	Major	Business/Business Administration/Accounting	10
California State University, Long Beach	Traditional	Major	Computer and Information Sciences	1
California State University, Long Beach	Traditional	Major	Other	4
California State University, Los Angeles	Traditional	Major	Teacher Education - Special Education	1
California State University, Los Angeles	Traditional	Major	Teacher Education - Elementary Education	49
California State University, Los Angeles	Traditional	Major	Teacher Education - Technology Teacher Education/Industrial Arts	1
California State University, Los Angeles	Traditional	Major	Teacher Education - Music	2
California State University, Los Angeles	Traditional	Major	Teacher Education - Physical Education and Coaching	11
California State University, Los Angeles	Traditional	Major	Teacher Education - Science	2
California State University, Los Angeles	Traditional	Major	Liberal Arts/Humanities	29
California State University, Los Angeles	Traditional	Major	Psychology	17
California State University, Los Angeles	Traditional	Major	Social Sciences	6
California State University, Los Angeles	Traditional	Major	Economics	3
California State University, Los Angeles	Traditional	Major	Political Science and Government	4
California State University, Los Angeles	Traditional	Major	Sociology	9
California State University, Los Angeles	Traditional	Major	Visual and Performing Arts	8
California State University, Los Angeles	Traditional	Major	History	6
California State University, Los Angeles	Traditional	Major	Foreign Languages	11
California State University, Los Angeles	Traditional	Major	Family and Consumer Sciences/Human Sciences	3
California State University, Los Angeles	Traditional	Major	English Language/Literature	9
California State University, Los Angeles	Traditional	Major	Communication or Journalism	5
California State University, Los Angeles	Traditional	Major	Engineering	2
California State University, Los Angeles	Traditional	Major	Biology	6
California State University, Los Angeles	Traditional	Major	Mathematics and Statistics	14
California State University, Los Angeles	Traditional	Major	Chemistry	2
California State University, Los Angeles	Traditional	Major	Physics	3
California State University, Los Angeles	Traditional	Major	Business/Business Administration/Accounting	9

Teachers Prepared by Academic Major, 2011-12 - Traditional Route

Provide the number of teachers prepared by academic major for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Program Type	Record Type	Category	Prepared
California State University, Los Angeles	Traditional	Major	Computer and Information Sciences	2
California State University, Los Angeles	Traditional	Major	Other	1
California State University, Monterey Bay	Traditional	Major	Teacher Education - Special Education	53
California State University, Monterey Bay	Traditional	Major	Teacher Education - Elementary Education	25
California State University, Monterey Bay	Traditional	Major	Teacher Education - Secondary Education	22
California State University, Monterey Bay	Traditional	Major	Teacher Education - English/Language Arts	5
California State University, Monterey Bay	Traditional	Major	Teacher Education - Foreign Language	1
California State University, Monterey Bay	Traditional	Major	Teacher Education - Mathematics	6
California State University, Monterey Bay	Traditional	Major	Teacher Education - Social Science	5
California State University, Monterey Bay	Traditional	Major	Teacher Education - Spanish	5
California State University, Northridge	Traditional	Major	Liberal Arts/Humanities	111
California State University, Northridge	Traditional	Major	Psychology	18
California State University, Northridge	Traditional	Major	Anthropology	5
California State University, Northridge	Traditional	Major	Economics	1
California State University, Northridge	Traditional	Major	Geography and Cartography	2
California State University, Northridge	Traditional	Major	Political Science and Government	5
California State University, Northridge	Traditional	Major	Sociology	11
California State University, Northridge	Traditional	Major	Visual and Performing Arts	20
California State University, Northridge	Traditional	Major	History	19
California State University, Northridge	Traditional	Major	Foreign Languages	10
California State University, Northridge	Traditional	Major	Family and Consumer Sciences/Human Sciences	3
California State University, Northridge	Traditional	Major	English Language/Literature	30
California State University, Northridge	Traditional	Major	Communication or Journalism	12
California State University, Northridge	Traditional	Major	Engineering	5
California State University, Northridge	Traditional	Major	Biology	10
California State University, Northridge	Traditional	Major	Mathematics and Statistics	16
California State University, Northridge	Traditional	Major	Chemistry	1
California State University, Northridge	Traditional	Major	Geological and Earth Sciences/Geosciences	9
California State University, Northridge	Traditional	Major	Physics	1
California State University, Northridge	Traditional	Major	Business/Business Administration/Accounting	10
California State University, Northridge	Traditional	Major	Computer and Information Sciences	1
California State University, Northridge	Traditional	Major	Other	53
California State University, Sacramento	Traditional	Major	Teacher Education - Mathematics	2
California State University, Sacramento	Traditional	Major	Teacher Education - Physical Education and Coaching	20
California State University, Sacramento	Traditional	Major	Liberal Arts/Humanities	60
California State University, Sacramento	Traditional	Major	Psychology	11

Teachers Prepared by Academic Major, 2011-12 - Traditional Route

Provide the number of teachers prepared by academic major for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Program Type	Record Type	Category	Prepared
California State University, Sacramento	Traditional	Major	Social Sciences	11
California State University, Sacramento	Traditional	Major	Anthropology	2
California State University, Sacramento	Traditional	Major	Geography and Cartography	1
California State University, Sacramento	Traditional	Major	Political Science and Government	4
California State University, Sacramento	Traditional	Major	Sociology	7
California State University, Sacramento	Traditional	Major	Visual and Performing Arts	6
California State University, Sacramento	Traditional	Major	History	17
California State University, Sacramento	Traditional	Major	Foreign Languages	10
California State University, Sacramento	Traditional	Major	Family and Consumer Sciences/Human Sciences	6
California State University, Sacramento	Traditional	Major	English Language/Literature	17
California State University, Sacramento	Traditional	Major	Philosophy and Religious Studies	2
California State University, Sacramento	Traditional	Major	Agriculture	1
California State University, Sacramento	Traditional	Major	Communication or Journalism	6
California State University, Sacramento	Traditional	Major	Engineering	3
California State University, Sacramento	Traditional	Major	Biology	7
California State University, Sacramento	Traditional	Major	Mathematics and Statistics	10
California State University, Sacramento	Traditional	Major	Chemistry	1
California State University, Sacramento	Traditional	Major	Geological and Earth Sciences/Geosciences	4
California State University, Sacramento	Traditional	Major	Physics	2
California State University, Sacramento	Traditional	Major	Business/Business Administration/Accounting	8
California State University, Sacramento	Traditional	Major	Computer and Information Sciences	1
California State University, Sacramento	Traditional	Major	Other	43
California State University, San Bernardino	Traditional	Major	Liberal Arts/Humanities	103
California State University, San Bernardino	Traditional	Major	Psychology	3
California State University, San Bernardino	Traditional	Major	Social Sciences	1
California State University, San Bernardino	Traditional	Major	Anthropology	1
California State University, San Bernardino	Traditional	Major	Economics	2
California State University, San Bernardino	Traditional	Major	Political Science and Government	2
California State University, San Bernardino	Traditional	Major	Sociology	5
California State University, San Bernardino	Traditional	Major	Visual and Performing Arts	3
California State University, San Bernardino	Traditional	Major	History	11
California State University, San Bernardino	Traditional	Major	Foreign Languages	2
California State University, San Bernardino	Traditional	Major	English Language/Literature	19
California State University, San Bernardino	Traditional	Major	Communication or Journalism	5
California State University, San Bernardino	Traditional	Major	Biology	4
California State University, San Bernardino	Traditional	Major	Mathematics and Statistics	13

Teachers Prepared by Academic Major, 2011-12 - Traditional Route

Provide the number of teachers prepared by academic major for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Program Type	Record Type	Category	Prepared
California State University, San Bernardino	Traditional	Major	Physical Sciences	1
California State University, San Bernardino	Traditional	Major	Chemistry	2
California State University, San Bernardino	Traditional	Major	Geological and Earth Sciences/Geosciences	1
California State University, San Bernardino	Traditional	Major	Business/Business Administration/Accounting	6
California State University, San Marcos	Traditional	Major	Education - General	47
California State University, San Marcos	Traditional	Major	Liberal Arts/Humanities	40
California State University, San Marcos	Traditional	Major	Psychology	7
California State University, San Marcos	Traditional	Major	Social Sciences	3
California State University, San Marcos	Traditional	Major	Anthropology	2
California State University, San Marcos	Traditional	Major	Geography and Cartography	1
California State University, San Marcos	Traditional	Major	Political Science and Government	6
California State University, San Marcos	Traditional	Major	Sociology	3
California State University, San Marcos	Traditional	Major	Visual and Performing Arts	2
California State University, San Marcos	Traditional	Major	History	10
California State University, San Marcos	Traditional	Major	Foreign Languages	4
California State University, San Marcos	Traditional	Major	Family and Consumer Sciences/Human Sciences	8
California State University, San Marcos	Traditional	Major	English Language/Literature	10
California State University, San Marcos	Traditional	Major	Philosophy and Religious Studies	1
California State University, San Marcos	Traditional	Major	Communication or Journalism	12
California State University, San Marcos	Traditional	Major	Engineering	1
California State University, San Marcos	Traditional	Major	Biology	6
California State University, San Marcos	Traditional	Major	Mathematics and Statistics	7
California State University, San Marcos	Traditional	Major	Physical Sciences	1
California State University, San Marcos	Traditional	Major	Geological and Earth Sciences/Geosciences	2
California State University, San Marcos	Traditional	Major	Physics	1
California State University, San Marcos	Traditional	Major	Business/Business Administration/Accounting	8
California State University, Stanislaus	Traditional	Major	Liberal Arts/Humanities	102
California State University, Stanislaus	Traditional	Major	Psychology	9
California State University, Stanislaus	Traditional	Major	Social Sciences	7
California State University, Stanislaus	Traditional	Major	Economics	3
California State University, Stanislaus	Traditional	Major	Political Science and Government	2
California State University, Stanislaus	Traditional	Major	Sociology	2
California State University, Stanislaus	Traditional	Major	Visual and Performing Arts	12
California State University, Stanislaus	Traditional	Major	History	4
California State University, Stanislaus	Traditional	Major	Foreign Languages	9
California State University, Stanislaus	Traditional	Major	English Language/Literature	7

Teachers Prepared by Academic Major, 2011-12 - Traditional Route

Provide the number of teachers prepared by academic major for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Program Type	Record Type	Category	Prepared
California State University, Stanislaus	Traditional	Major	Agriculture	2
California State University, Stanislaus	Traditional	Major	Communication or Journalism	2
California State University, Stanislaus	Traditional	Major	Biology	3
California State University, Stanislaus	Traditional	Major	Mathematics and Statistics	10
California State University, Stanislaus	Traditional	Major	Business/Business Administration/Accounting	7
California State University, Stanislaus	Traditional	Major	Computer and Information Sciences	2
California State University, Stanislaus	Traditional	Major	Other	13
CalState TEACH	Traditional	Major	Liberal Arts/Humanities	5
CalState TEACH	Traditional	Major	Psychology	1
CalState TEACH	Traditional	Major	Social Sciences	1
CalState TEACH	Traditional	Major	Political Science and Government	1
CalState TEACH	Traditional	Major	Sociology	2
CalState TEACH	Traditional	Major	Visual and Performing Arts	1
CalState TEACH	Traditional	Major	History	1
CalState TEACH	Traditional	Major	Foreign Languages	1
CalState TEACH	Traditional	Major	English Language/Literature	2
CalState TEACH	Traditional	Major	Communication or Journalism	1
CalState TEACH	Traditional	Major	Business/Business Administration/Accounting	1
CalState TEACH	Traditional	Major	Other	150
Chapman University	Traditional	Major	Teacher Education - Music	2
Chapman University	Traditional	Major	Liberal Arts/Humanities	14
Chapman University	Traditional	Major	Social Sciences	2
Chapman University	Traditional	Major	Sociology	2
Chapman University	Traditional	Major	Visual and Performing Arts	4
Chapman University	Traditional	Major	History	1
Chapman University	Traditional	Major	Family and Consumer Sciences/Human Sciences	2
Chapman University	Traditional	Major	English Language/Literature	5
Chapman University	Traditional	Major	Communication or Journalism	3
Chapman University	Traditional	Major	Biology	1
Chapman University	Traditional	Major	Mathematics and Statistics	2
Chapman University	Traditional	Major	Physical Sciences	3
Chapman University	Traditional	Major	Geological and Earth Sciences/Geosciences	1
Claremont Graduate University	Traditional	Major	Education - General	15
Concordia University	Traditional	Major	Teacher Education - Art	2
Concordia University	Traditional	Major	Liberal Arts/Humanities	60
Concordia University	Traditional	Major	Psychology	5

Teachers Prepared by Academic Major, 2011-12 - Traditional Route

Provide the number of teachers prepared by academic major for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Program Type	Record Type	Category	Prepared
Concordia University	Traditional	Major	Social Sciences	2
Concordia University	Traditional	Major	Anthropology	1
Concordia University	Traditional	Major	Sociology	1
Concordia University	Traditional	Major	Visual and Performing Arts	7
Concordia University	Traditional	Major	History	16
Concordia University	Traditional	Major	Family and Consumer Sciences/Human Sciences	8
Concordia University	Traditional	Major	English Language/Literature	12
Concordia University	Traditional	Major	Communication or Journalism	2
Concordia University	Traditional	Major	Biology	1
Concordia University	Traditional	Major	Mathematics and Statistics	6
Concordia University	Traditional	Major	Chemistry	1
Dominican University of California	Traditional	Major	Education - General	1
Dominican University of California	Traditional	Major	Teacher Education - Elementary Education	4
Dominican University of California	Traditional	Major	Liberal Arts/Humanities	4
Dominican University of California	Traditional	Major	Psychology	5
Dominican University of California	Traditional	Major	Economics	2
Dominican University of California	Traditional	Major	Political Science and Government	1
Dominican University of California	Traditional	Major	Sociology	2
Dominican University of California	Traditional	Major	Visual and Performing Arts	10
Dominican University of California	Traditional	Major	History	2
Dominican University of California	Traditional	Major	Foreign Languages	3
Dominican University of California	Traditional	Major	Family and Consumer Sciences/Human Sciences	1
Dominican University of California	Traditional	Major	English Language/Literature	1
Dominican University of California	Traditional	Major	Communication or Journalism	4
Dominican University of California	Traditional	Major	Engineering	1
Dominican University of California	Traditional	Major	Biology	3
Dominican University of California	Traditional	Major	Chemistry	1
Dominican University of California	Traditional	Major	Geological and Earth Sciences/Geosciences	2
Dominican University of California	Traditional	Major	Business/Business Administration/Accounting	6
Dominican University of California	Traditional	Major	Computer and Information Sciences	2
Dominican University of California	Traditional	Major	Other	4
Fresno Pacific University	Traditional	Major	Liberal Arts/Humanities	54
Fresno Pacific University	Traditional	Major	Psychology	2
Fresno Pacific University	Traditional	Major	Social Sciences	2
Fresno Pacific University	Traditional	Major	Political Science and Government	2
Fresno Pacific University	Traditional	Major	Visual and Performing Arts	1

Teachers Prepared by Academic Major, 2011-12 - Traditional Route

Provide the number of teachers prepared by academic major for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Program Type	Record Type	Category	Prepared
Fresno Pacific University	Traditional	Major	History	3
Fresno Pacific University	Traditional	Major	Family and Consumer Sciences/Human Sciences	2
Fresno Pacific University	Traditional	Major	English Language/Literature	4
Fresno Pacific University	Traditional	Major	Philosophy and Religious Studies	2
Fresno Pacific University	Traditional	Major	Communication or Journalism	3
Fresno Pacific University	Traditional	Major	Biology	1
Fresno Pacific University	Traditional	Major	Mathematics and Statistics	3
Fresno Pacific University	Traditional	Major	Chemistry	1
Fresno Pacific University	Traditional	Major	Physics	1
Fresno Pacific University	Traditional	Major	Business/Business Administration/Accounting	1
Fresno Pacific University	Traditional	Major	Other	18
Hebrew Union College	Traditional	Major	Teacher Education - Elementary Education	12
Hebrew Union College	Traditional	Major	Other	2
Holy Names University	Traditional	Major	Teacher Education - Art	1
Holy Names University	Traditional	Major	Teacher Education - History	1
Holy Names University	Traditional	Major	Liberal Arts/Humanities	4
Holy Names University	Traditional	Major	Economics	1
Holy Names University	Traditional	Major	Sociology	1
Holy Names University	Traditional	Major	Philosophy and Religious Studies	1
Holy Names University	Traditional	Major	Other	3
Hope International University	Traditional	Major	Liberal Arts/Humanities	1
Hope International University	Traditional	Major	Social Sciences	1
Hope International University	Traditional	Major	Foreign Languages	2
Hope International University	Traditional	Major	English Language/Literature	1
Hope International University	Traditional	Major	Other	2
Humboldt State University	Traditional	Major	Teacher Education - Elementary Education	30
Humboldt State University	Traditional	Major	Teacher Education - Art	1
Humboldt State University	Traditional	Major	Teacher Education - Mathematics	1
Humboldt State University	Traditional	Major	Teacher Education - Physical Education and Coaching	3
Humboldt State University	Traditional	Major	Teacher Education - Social Science	4
Humboldt State University	Traditional	Major	Psychology	5
Humboldt State University	Traditional	Major	Anthropology	2
Humboldt State University	Traditional	Major	Geography and Cartography	1
Humboldt State University	Traditional	Major	Visual and Performing Arts	10
Humboldt State University	Traditional	Major	History	7
Humboldt State University	Traditional	Major	Foreign Languages	1

Teachers Prepared by Academic Major, 2011-12 - Traditional Route

Provide the number of teachers prepared by academic major for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Program Type	Record Type	Category	Prepared
Humboldt State University	Traditional	Major	English Language/Literature	5
Humboldt State University	Traditional	Major	Philosophy and Religious Studies	2
Humboldt State University	Traditional	Major	Communication or Journalism	2
Humboldt State University	Traditional	Major	Biology	4
Humboldt State University	Traditional	Major	Mathematics and Statistics	4
Humboldt State University	Traditional	Major	Chemistry	1
Humboldt State University	Traditional	Major	Geological and Earth Sciences/Geosciences	1
Humboldt State University	Traditional	Major	Physics	1
Humboldt State University	Traditional	Major	Business/Business Administration/Accounting	2
Humboldt State University	Traditional	Major	Other	14
La Sierra University	Traditional	Major	Teacher Education - Elementary Education	3
La Sierra University	Traditional	Major	Teacher Education - Music	1
La Sierra University	Traditional	Major	History	1
La Sierra University	Traditional	Major	Communication or Journalism	1
La Sierra University	Traditional	Major	Business/Business Administration/Accounting	1
Loyola Marymount University	Traditional	Major	Teacher Education - Special Education	1
Loyola Marymount University	Traditional	Major	Liberal Arts/Humanities	6
Loyola Marymount University	Traditional	Major	Social Sciences	21
Loyola Marymount University	Traditional	Major	Political Science and Government	1
Loyola Marymount University	Traditional	Major	Sociology	6
Loyola Marymount University	Traditional	Major	Visual and Performing Arts	4
Loyola Marymount University	Traditional	Major	History	6
Loyola Marymount University	Traditional	Major	Foreign Languages	3
Loyola Marymount University	Traditional	Major	English Language/Literature	3
Loyola Marymount University	Traditional	Major	Communication or Journalism	9
Loyola Marymount University	Traditional	Major	Biology	4
Loyola Marymount University	Traditional	Major	Mathematics and Statistics	4
Loyola Marymount University	Traditional	Major	Physical Sciences	1
Loyola Marymount University	Traditional	Major	Physics	1
Loyola Marymount University	Traditional	Major	Business/Business Administration/Accounting	4
Loyola Marymount University	Traditional	Major	Computer and Information Sciences	1
Loyola Marymount University	Traditional	Major	Other	29
Mills College	Traditional	Major	Teacher Education - Special Education	5
Mills College	Traditional	Major	Teacher Education - Early Childhood Education	5
Mills College	Traditional	Major	Teacher Education - Elementary Education	20
Mills College	Traditional	Major	Teacher Education - Art	4

Teachers Prepared by Academic Major, 2011-12 - Traditional Route

Provide the number of teachers prepared by academic major for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Program Type	Record Type	Category	Prepared
Mills College	Traditional	Major	Teacher Education - English/Language Arts	11
Mills College	Traditional	Major	Teacher Education - Foreign Language	1
Mills College	Traditional	Major	Teacher Education - Mathematics	4
Mills College	Traditional	Major	Teacher Education - Social Science	1
Mills College	Traditional	Major	Teacher Education - Social Studies	1
Mills College	Traditional	Major	Teacher Education - Biology	5
Mills College	Traditional	Major	Teacher Education - Earth Science	1
Mount St. Mary's College	Traditional	Major	Teacher Education - Elementary Education	2
Mount St. Mary's College	Traditional	Major	Teacher Education - Secondary Education	3
Mount St. Mary's College	Traditional	Major	Psychology	1
Mount St. Mary's College	Traditional	Major	Social Sciences	1
Mount St. Mary's College	Traditional	Major	History	3
Mount St. Mary's College	Traditional	Major	Foreign Languages	2
Mount St. Mary's College	Traditional	Major	Family and Consumer Sciences/Human Sciences	1
Mount St. Mary's College	Traditional	Major	English Language/Literature	6
Mount St. Mary's College	Traditional	Major	Philosophy and Religious Studies	2
Mount St. Mary's College	Traditional	Major	Communication or Journalism	1
Mount St. Mary's College	Traditional	Major	Biology	1
Mount St. Mary's College	Traditional	Major	Business/Business Administration/Accounting	1
Mount St. Mary's College	Traditional	Major	Other	4
National Hispanic University	Traditional	Major	Teacher Education - Mathematics	1
National Hispanic University	Traditional	Major	Liberal Arts/Humanities	7
National Hispanic University	Traditional	Major	Social Sciences	1
National Hispanic University	Traditional	Major	Economics	1
National Hispanic University	Traditional	Major	Geography and Cartography	1
National Hispanic University	Traditional	Major	Sociology	2
National Hispanic University	Traditional	Major	Visual and Performing Arts	1
National Hispanic University	Traditional	Major	History	1
National Hispanic University	Traditional	Major	Foreign Languages	1
National Hispanic University	Traditional	Major	English Language/Literature	1
National Hispanic University	Traditional	Major	Philosophy and Religious Studies	1
National Hispanic University	Traditional	Major	Communication or Journalism	1
National Hispanic University	Traditional	Major	Engineering	2
National Hispanic University	Traditional	Major	Other	5
National University	Traditional	Major	Education - General	1
National University	Traditional	Major	Teacher Education - Early Childhood Education	4

Teachers Prepared by Academic Major, 2011-12 - Traditional Route

Provide the number of teachers prepared by academic major for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Program Type	Record Type	Category	Prepared
National University	Traditional	Major	Teacher Education - Elementary Education	27
National University	Traditional	Major	Teacher Education - Secondary Education	24
National University	Traditional	Major	Teacher Education - English/Language Arts	2
National University	Traditional	Major	Teacher Education - Health	7
National University	Traditional	Major	Teacher Education - Mathematics	3
National University	Traditional	Major	Teacher Education - Music	2
National University	Traditional	Major	Teacher Education - Physical Education and Coaching	8
National University	Traditional	Major	Teacher Education - Social Science	1
National University	Traditional	Major	Teacher Education - Spanish	1
National University	Traditional	Major	Liberal Arts/Humanities	121
National University	Traditional	Major	Psychology	50
National University	Traditional	Major	Social Sciences	13
National University	Traditional	Major	Anthropology	7
National University	Traditional	Major	Economics	4
National University	Traditional	Major	Geography and Cartography	3
National University	Traditional	Major	Political Science and Government	19
National University	Traditional	Major	Sociology	26
National University	Traditional	Major	Visual and Performing Arts	5
National University	Traditional	Major	History	36
National University	Traditional	Major	Foreign Languages	6
National University	Traditional	Major	Family and Consumer Sciences/Human Sciences	11
National University	Traditional	Major	English Language/Literature	42
National University	Traditional	Major	Philosophy and Religious Studies	9
National University	Traditional	Major	Agriculture	3
National University	Traditional	Major	Communication or Journalism	34
National University	Traditional	Major	Engineering	11
National University	Traditional	Major	Biology	12
National University	Traditional	Major	Mathematics and Statistics	10
National University	Traditional	Major	Chemistry	7
National University	Traditional	Major	Geological and Earth Sciences/Geosciences	1
National University	Traditional	Major	Business/Business Administration/Accounting	67
National University	Traditional	Major	Computer and Information Sciences	1
National University	Traditional	Major	Other	132
Occidental College	Traditional	Major	History	2
Occidental College	Traditional	Major	Foreign Languages	3
Occidental College	Traditional	Major	English Language/Literature	1

Teachers Prepared by Academic Major, 2011-12 - Traditional Route

Provide the number of teachers prepared by academic major for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Program Type	Record Type	Category	Prepared
Occidental College	Traditional	Major	Biology	2
Occidental College	Traditional	Major	Mathematics and Statistics	2
Occidental College	Traditional	Major	Geological and Earth Sciences/Geosciences	1
Occidental College	Traditional	Major	Other	1
Pacific Oaks College	Traditional	Major	Liberal Arts/Humanities	1
Pacific Oaks College	Traditional	Major	Family and Consumer Sciences/Human Sciences	1
Pacific Union College	Traditional	Major	Visual and Performing Arts	2
Pacific Union College	Traditional	Major	Physical Sciences	1
Pacific Union College	Traditional	Major	Other	2
Patten University	Traditional	Major	Teacher Education - Elementary Education	14
Patten University	Traditional	Major	Teacher Education - Mathematics	2
Patten University	Traditional	Major	Teacher Education - Social Science	2
Patten University	Traditional	Major	Teacher Education - Spanish	1
Patten University	Traditional	Major	Other	4
Pepperdine University	Traditional	Major	Liberal Arts/Humanities	18
Pepperdine University	Traditional	Major	Psychology	11
Pepperdine University	Traditional	Major	Anthropology	1
Pepperdine University	Traditional	Major	Economics	3
Pepperdine University	Traditional	Major	Geography and Cartography	1
Pepperdine University	Traditional	Major	Political Science and Government	3
Pepperdine University	Traditional	Major	Sociology	8
Pepperdine University	Traditional	Major	Visual and Performing Arts	6
Pepperdine University	Traditional	Major	History	13
Pepperdine University	Traditional	Major	Foreign Languages	3
Pepperdine University	Traditional	Major	English Language/Literature	18
Pepperdine University	Traditional	Major	Philosophy and Religious Studies	4
Pepperdine University	Traditional	Major	Communication or Journalism	11
Pepperdine University	Traditional	Major	Biology	2
Pepperdine University	Traditional	Major	Mathematics and Statistics	1
Pepperdine University	Traditional	Major	Chemistry	1
Pepperdine University	Traditional	Major	Geological and Earth Sciences/Geosciences	1
Pepperdine University	Traditional	Major	Physics	1
Pepperdine University	Traditional	Major	Business/Business Administration/Accounting	10
Pepperdine University	Traditional	Major	Other	9
Point Loma Nazarene University	Traditional	Major	Teacher Education - Early Childhood Education	1
Point Loma Nazarene University	Traditional	Major	Teacher Education - Physical Education and Coaching	1

Teachers Prepared by Academic Major, 2011-12 - Traditional Route

Provide the number of teachers prepared by academic major for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Program Type	Record Type	Category	Prepared
Point Loma Nazarene University	Traditional	Major	Liberal Arts/Humanities	9
Point Loma Nazarene University	Traditional	Major	Psychology	1
Point Loma Nazarene University	Traditional	Major	Social Sciences	1
Point Loma Nazarene University	Traditional	Major	English Language/Literature	3
Point Loma Nazarene University	Traditional	Major	Communication or Journalism	1
Point Loma Nazarene University	Traditional	Major	Biology	1
Point Loma Nazarene University	Traditional	Major	Mathematics and Statistics	1
Point Loma Nazarene University	Traditional	Major	Business/Business Administration/Accounting	1
San Diego Christian College	Traditional	Major	Teacher Education - Elementary Education	3
San Diego Christian College	Traditional	Major	Teacher Education - Mathematics	1
San Diego Christian College	Traditional	Major	Teacher Education - Social Studies	3
San Diego Christian College	Traditional	Major	Visual and Performing Arts	1
San Diego State University	Traditional	Major	Teacher Education - Secondary Education	46
San Diego State University	Traditional	Major	Teacher Education - English/Language Arts	15
San Diego State University	Traditional	Major	Teacher Education - Mathematics	8
San Diego State University	Traditional	Major	Teacher Education - Physical Education and Coaching	7
San Diego State University	Traditional	Major	Teacher Education - Social Science	16
San Diego State University	Traditional	Major	Teacher Education - Bilingual, Multilingual, and Multicultural Educatio	1
San Diego State University	Traditional	Major	Education - Social and Philosophical Foundations of Education	70
San Diego State University	Traditional	Major	Psychology	4
San Diego State University	Traditional	Major	Anthropology	2
San Diego State University	Traditional	Major	Political Science and Government	2
San Diego State University	Traditional	Major	Sociology	2
San Diego State University	Traditional	Major	Visual and Performing Arts	7
San Diego State University	Traditional	Major	History	2
San Diego State University	Traditional	Major	Foreign Languages	2
San Diego State University	Traditional	Major	Family and Consumer Sciences/Human Sciences	6
San Diego State University	Traditional	Major	English Language/Literature	1
San Diego State University	Traditional	Major	Communication or Journalism	5
San Diego State University	Traditional	Major	Mathematics and Statistics	1
San Diego State University	Traditional	Major	Business/Business Administration/Accounting	6
San Diego State University	Traditional	Major	Other	2
San Francisco State University	Traditional	Major	Teacher Education - Secondary Education	78
San Francisco State University	Traditional	Major	Liberal Arts/Humanities	35
San Francisco State University	Traditional	Major	Psychology	9
San Francisco State University	Traditional	Major	Social Sciences	10

Teachers Prepared by Academic Major, 2011-12 - Traditional Route

Provide the number of teachers prepared by academic major for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Program Type	Record Type	Category	Prepared
San Francisco State University	Traditional	Major	Anthropology	3
San Francisco State University	Traditional	Major	Economics	1
San Francisco State University	Traditional	Major	Geography and Cartography	1
San Francisco State University	Traditional	Major	Political Science and Government	7
San Francisco State University	Traditional	Major	Sociology	3
San Francisco State University	Traditional	Major	Visual and Performing Arts	13
San Francisco State University	Traditional	Major	History	7
San Francisco State University	Traditional	Major	Foreign Languages	16
San Francisco State University	Traditional	Major	Family and Consumer Sciences/Human Sciences	14
San Francisco State University	Traditional	Major	English Language/Literature	45
San Francisco State University	Traditional	Major	Philosophy and Religious Studies	3
San Francisco State University	Traditional	Major	Agriculture	1
San Francisco State University	Traditional	Major	Communication or Journalism	20
San Francisco State University	Traditional	Major	Engineering	1
San Francisco State University	Traditional	Major	Biology	9
San Francisco State University	Traditional	Major	Mathematics and Statistics	26
San Francisco State University	Traditional	Major	Physical Sciences	4
San Francisco State University	Traditional	Major	Chemistry	4
San Francisco State University	Traditional	Major	Geological and Earth Sciences/Geosciences	3
San Francisco State University	Traditional	Major	Physics	1
San Francisco State University	Traditional	Major	Computer and Information Sciences	1
San Francisco State University	Traditional	Major	Other	11
San Jose State University	Traditional	Major	Teacher Education - Elementary Education	38
San Jose State University	Traditional	Major	Teacher Education - Art	7
San Jose State University	Traditional	Major	Teacher Education - Music	3
San Jose State University	Traditional	Major	Teacher Education - Physical Education and Coaching	5
San Jose State University	Traditional	Major	Teacher Education - Biology	3
San Jose State University	Traditional	Major	Liberal Arts/Humanities	36
San Jose State University	Traditional	Major	Psychology	18
San Jose State University	Traditional	Major	Social Sciences	14
San Jose State University	Traditional	Major	Anthropology	5
San Jose State University	Traditional	Major	Economics	4
San Jose State University	Traditional	Major	Geography and Cartography	2
San Jose State University	Traditional	Major	Political Science and Government	8
San Jose State University	Traditional	Major	Sociology	15
San Jose State University	Traditional	Major	Visual and Performing Arts	27

Teachers Prepared by Academic Major, 2011-12 - Traditional Route

Provide the number of teachers prepared by academic major for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Program Type	Record Type	Category	Prepared
San Jose State University	Traditional	Major	History	13
San Jose State University	Traditional	Major	Foreign Languages	5
San Jose State University	Traditional	Major	English Language/Literature	23
San Jose State University	Traditional	Major	Philosophy and Religious Studies	1
San Jose State University	Traditional	Major	Communication or Journalism	16
San Jose State University	Traditional	Major	Engineering	6
San Jose State University	Traditional	Major	Biology	6
San Jose State University	Traditional	Major	Mathematics and Statistics	14
San Jose State University	Traditional	Major	Physical Sciences	1
San Jose State University	Traditional	Major	Geological and Earth Sciences/Geosciences	1
San Jose State University	Traditional	Major	Physics	2
San Jose State University	Traditional	Major	Business/Business Administration/Accounting	27
San Jose State University	Traditional	Major	Computer and Information Sciences	7
Simpson University	Traditional	Major	Education - General	1
Simpson University	Traditional	Major	Teacher Education - Elementary Education	16
Simpson University	Traditional	Major	Teacher Education - Secondary Education	3
Simpson University	Traditional	Major	Teacher Education - English/Language Arts	3
Simpson University	Traditional	Major	Teacher Education - Social Science	1
Simpson University	Traditional	Major	Liberal Arts/Humanities	16
Simpson University	Traditional	Major	Psychology	2
Simpson University	Traditional	Major	Social Sciences	2
Simpson University	Traditional	Major	Geography and Cartography	1
Simpson University	Traditional	Major	Visual and Performing Arts	1
Simpson University	Traditional	Major	History	1
Simpson University	Traditional	Major	English Language/Literature	3
Simpson University	Traditional	Major	Communication or Journalism	1
Simpson University	Traditional	Major	Biology	4
Simpson University	Traditional	Major	Business/Business Administration/Accounting	3
Simpson University	Traditional	Major	Other	6
Sonoma State University	Traditional	Major	Teacher Education - Music	1
Sonoma State University	Traditional	Major	Liberal Arts/Humanities	67
Sonoma State University	Traditional	Major	Psychology	8
Sonoma State University	Traditional	Major	Anthropology	3
Sonoma State University	Traditional	Major	Economics	2
Sonoma State University	Traditional	Major	Geography and Cartography	3
Sonoma State University	Traditional	Major	Political Science and Government	1

Teachers Prepared by Academic Major, 2011-12 - Traditional Route

Provide the number of teachers prepared by academic major for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Program Type	Record Type	Category	Prepared
Sonoma State University	Traditional	Major	Sociology	4
Sonoma State University	Traditional	Major	Visual and Performing Arts	9
Sonoma State University	Traditional	Major	History	18
Sonoma State University	Traditional	Major	Foreign Languages	3
Sonoma State University	Traditional	Major	Family and Consumer Sciences/Human Sciences	2
Sonoma State University	Traditional	Major	English Language/Literature	11
Sonoma State University	Traditional	Major	Philosophy and Religious Studies	1
Sonoma State University	Traditional	Major	Communication or Journalism	3
Sonoma State University	Traditional	Major	Biology	4
Sonoma State University	Traditional	Major	Mathematics and Statistics	5
Sonoma State University	Traditional	Major	Physics	1
Sonoma State University	Traditional	Major	Business/Business Administration/Accounting	7
Sonoma State University	Traditional	Major	Computer and Information Sciences	1
Sonoma State University	Traditional	Major	Other	26
St. Mary's College of California	Traditional	Major	Liberal Arts/Humanities	23
St. Mary's College of California	Traditional	Major	Psychology	8
St. Mary's College of California	Traditional	Major	Anthropology	2
St. Mary's College of California	Traditional	Major	Economics	2
St. Mary's College of California	Traditional	Major	Political Science and Government	2
St. Mary's College of California	Traditional	Major	Sociology	2
St. Mary's College of California	Traditional	Major	Visual and Performing Arts	5
St. Mary's College of California	Traditional	Major	History	5
St. Mary's College of California	Traditional	Major	Foreign Languages	2
St. Mary's College of California	Traditional	Major	Family and Consumer Sciences/Human Sciences	4
St. Mary's College of California	Traditional	Major	English Language/Literature	5
St. Mary's College of California	Traditional	Major	Communication or Journalism	6
St. Mary's College of California	Traditional	Major	Engineering	1
St. Mary's College of California	Traditional	Major	Biology	1
St. Mary's College of California	Traditional	Major	Mathematics and Statistics	1
St. Mary's College of California	Traditional	Major	Physical Sciences	1
St. Mary's College of California	Traditional	Major	Geological and Earth Sciences/Geosciences	1
St. Mary's College of California	Traditional	Major	Business/Business Administration/Accounting	4
Stanford University	Traditional	Major	Education - Social and Philosophical Foundations of Education	1
Stanford University	Traditional	Major	Psychology	4
Stanford University	Traditional	Major	Social Sciences	5
Stanford University	Traditional	Major	Economics	4

Teachers Prepared by Academic Major, 2011-12 - Traditional Route

Provide the number of teachers prepared by academic major for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Program Type	Record Type	Category	Prepared
Stanford University	Traditional	Major	Political Science and Government	7
Stanford University	Traditional	Major	Sociology	2
Stanford University	Traditional	Major	History	15
Stanford University	Traditional	Major	Foreign Languages	9
Stanford University	Traditional	Major	English Language/Literature	17
Stanford University	Traditional	Major	Philosophy and Religious Studies	1
Stanford University	Traditional	Major	Communication or Journalism	1
Stanford University	Traditional	Major	Engineering	1
Stanford University	Traditional	Major	Biology	11
Stanford University	Traditional	Major	Mathematics and Statistics	7
Stanford University	Traditional	Major	Chemistry	2
Stanford University	Traditional	Major	Geological and Earth Sciences/Geosciences	2
Stanford University	Traditional	Major	Physics	1
The Master’s College	Traditional	Major	Liberal Arts/Humanities	5
The Master’s College	Traditional	Major	Economics	1
The Master’s College	Traditional	Major	Family and Consumer Sciences/Human Sciences	1
The Master’s College	Traditional	Major	English Language/Literature	1
The Master’s College	Traditional	Major	Physical Sciences	1
The Master’s College	Traditional	Major	Other	3
Touro University	Traditional	Major	Education - General	1
Touro University	Traditional	Major	Teacher Education - Special Education	3
Touro University	Traditional	Major	Teacher Education - Elementary Education	2
Touro University	Traditional	Major	Teacher Education - Secondary Education	1
Touro University	Traditional	Major	Teacher Education - English/Language Arts	3
Touro University	Traditional	Major	Teacher Education - Foreign Language	2
Touro University	Traditional	Major	Teacher Education - Mathematics	3
Touro University	Traditional	Major	Teacher Education - Music	2
Touro University	Traditional	Major	Teacher Education - Physical Education and Coaching	2
Touro University	Traditional	Major	Teacher Education - Science	1
Touro University	Traditional	Major	Teacher Education - Social Science	1
Touro University	Traditional	Major	Teacher Education - Biology	1
Touro University	Traditional	Major	Teacher Education - History	2
Touro University	Traditional	Major	Teacher Education - Psychology	2
Touro University	Traditional	Major	Psychology	3
Touro University	Traditional	Major	Business/Business Administration/Accounting	1
United States University	Traditional	Major	Teacher Education - Elementary Education	1

Teachers Prepared by Academic Major, 2011-12 - Traditional Route

Provide the number of teachers prepared by academic major for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Program Type	Record Type	Category	Prepared
United States University	Traditional	Major	Teacher Education - Bilingual, Multilingual, and Multicultural Educatio	1
University of California, Berkeley	Traditional	Major	Liberal Arts/Humanities	3
University of California, Berkeley	Traditional	Major	Psychology	5
University of California, Berkeley	Traditional	Major	Economics	2
University of California, Berkeley	Traditional	Major	Political Science and Government	2
University of California, Berkeley	Traditional	Major	Sociology	1
University of California, Berkeley	Traditional	Major	Visual and Performing Arts	2
University of California, Berkeley	Traditional	Major	History	1
University of California, Berkeley	Traditional	Major	Foreign Languages	1
University of California, Berkeley	Traditional	Major	English Language/Literature	12
University of California, Berkeley	Traditional	Major	Communication or Journalism	1
University of California, Berkeley	Traditional	Major	Engineering	1
University of California, Berkeley	Traditional	Major	Biology	8
University of California, Berkeley	Traditional	Major	Mathematics and Statistics	5
University of California, Berkeley	Traditional	Major	Astronomy and Astrophysics	1
University of California, Berkeley	Traditional	Major	Physics	2
University of California, Berkeley	Traditional	Major	Computer and Information Sciences	1
University of California, Davis	Traditional	Major	Teacher Education - Secondary Education	1
University of California, Davis	Traditional	Major	Liberal Arts/Humanities	8
University of California, Davis	Traditional	Major	Psychology	8
University of California, Davis	Traditional	Major	Anthropology	1
University of California, Davis	Traditional	Major	Economics	3
University of California, Davis	Traditional	Major	Political Science and Government	9
University of California, Davis	Traditional	Major	Sociology	3
University of California, Davis	Traditional	Major	Visual and Performing Arts	3
University of California, Davis	Traditional	Major	History	19
University of California, Davis	Traditional	Major	Foreign Languages	3
University of California, Davis	Traditional	Major	Family and Consumer Sciences/Human Sciences	10
University of California, Davis	Traditional	Major	English Language/Literature	25
University of California, Davis	Traditional	Major	Philosophy and Religious Studies	6
University of California, Davis	Traditional	Major	Agriculture	4
University of California, Davis	Traditional	Major	Communication or Journalism	4
University of California, Davis	Traditional	Major	Engineering	2
University of California, Davis	Traditional	Major	Biology	13
University of California, Davis	Traditional	Major	Mathematics and Statistics	7
University of California, Davis	Traditional	Major	Physical Sciences	1

Teachers Prepared by Academic Major, 2011-12 - Traditional Route

Provide the number of teachers prepared by academic major for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Program Type	Record Type	Category	Prepared
University of California, Davis	Traditional	Major	Computer and Information Sciences	1
University of California, Davis	Traditional	Major	Other	2
University of California, Irvine	Traditional	Major	Teacher Education - Elementary Education	1
University of California, Irvine	Traditional	Major	Liberal Arts/Humanities	8
University of California, Irvine	Traditional	Major	Psychology	30
University of California, Irvine	Traditional	Major	Social Sciences	8
University of California, Irvine	Traditional	Major	Anthropology	1
University of California, Irvine	Traditional	Major	Economics	3
University of California, Irvine	Traditional	Major	Political Science and Government	13
University of California, Irvine	Traditional	Major	Sociology	13
University of California, Irvine	Traditional	Major	Visual and Performing Arts	7
University of California, Irvine	Traditional	Major	History	19
University of California, Irvine	Traditional	Major	Foreign Languages	3
University of California, Irvine	Traditional	Major	English Language/Literature	23
University of California, Irvine	Traditional	Major	Philosophy and Religious Studies	1
University of California, Irvine	Traditional	Major	Communication or Journalism	4
University of California, Irvine	Traditional	Major	Engineering	3
University of California, Irvine	Traditional	Major	Biology	10
University of California, Irvine	Traditional	Major	Mathematics and Statistics	15
University of California, Irvine	Traditional	Major	Chemistry	5
University of California, Irvine	Traditional	Major	Geological and Earth Sciences/Geosciences	1
University of California, Irvine	Traditional	Major	Physics	1
University of California, Irvine	Traditional	Major	Business/Business Administration/Accounting	3
University of California, Los Angeles	Traditional	Major	Education - General	133
University of California, Riverside	Traditional	Major	Teacher Education - Foreign Language	8
University of California, Riverside	Traditional	Major	Teacher Education - Mathematics	5
University of California, Riverside	Traditional	Major	Liberal Arts/Humanities	32
University of California, Riverside	Traditional	Major	Psychology	6
University of California, Riverside	Traditional	Major	Social Sciences	6
University of California, Riverside	Traditional	Major	Anthropology	3
University of California, Riverside	Traditional	Major	Political Science and Government	1
University of California, Riverside	Traditional	Major	Sociology	3
University of California, Riverside	Traditional	Major	Visual and Performing Arts	2
University of California, Riverside	Traditional	Major	History	12
University of California, Riverside	Traditional	Major	Foreign Languages	10
University of California, Riverside	Traditional	Major	English Language/Literature	12

Teachers Prepared by Academic Major, 2011-12 - Traditional Route

Provide the number of teachers prepared by academic major for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Program Type	Record Type	Category	Prepared
University of California, Riverside	Traditional	Major	Philosophy and Religious Studies	2
University of California, Riverside	Traditional	Major	Biology	9
University of California, Riverside	Traditional	Major	Mathematics and Statistics	5
University of California, Riverside	Traditional	Major	Physical Sciences	3
University of California, Riverside	Traditional	Major	Physics	1
University of California, Riverside	Traditional	Major	Business/Business Administration/Accounting	2
University of California, Riverside	Traditional	Major	Other	2
University of California, San Diego	Traditional	Major	Education - General	2
University of California, San Diego	Traditional	Major	Teacher Education - Secondary Education	5
University of California, San Diego	Traditional	Major	Teacher Education - Mathematics	5
University of California, San Diego	Traditional	Major	Liberal Arts/Humanities	3
University of California, San Diego	Traditional	Major	Psychology	5
University of California, San Diego	Traditional	Major	Social Sciences	1
University of California, San Diego	Traditional	Major	Economics	3
University of California, San Diego	Traditional	Major	Political Science and Government	2
University of California, San Diego	Traditional	Major	Sociology	3
University of California, San Diego	Traditional	Major	Visual and Performing Arts	2
University of California, San Diego	Traditional	Major	History	3
University of California, San Diego	Traditional	Major	Foreign Languages	3
University of California, San Diego	Traditional	Major	Family and Consumer Sciences/Human Sciences	5
University of California, San Diego	Traditional	Major	English Language/Literature	4
University of California, San Diego	Traditional	Major	Communication or Journalism	2
University of California, San Diego	Traditional	Major	Engineering	2
University of California, San Diego	Traditional	Major	Biology	5
University of California, San Diego	Traditional	Major	Mathematics and Statistics	3
University of California, San Diego	Traditional	Major	Chemistry	3
University of California, San Diego	Traditional	Major	Business/Business Administration/Accounting	1
University of California, San Diego	Traditional	Major	Other	5
University of California, Santa Barbara	Traditional	Major	Liberal Arts/Humanities	6
University of California, Santa Barbara	Traditional	Major	Psychology	11
University of California, Santa Barbara	Traditional	Major	Social Sciences	5
University of California, Santa Barbara	Traditional	Major	Anthropology	1
University of California, Santa Barbara	Traditional	Major	Economics	2
University of California, Santa Barbara	Traditional	Major	Political Science and Government	5
University of California, Santa Barbara	Traditional	Major	Sociology	11
University of California, Santa Barbara	Traditional	Major	Visual and Performing Arts	3

Teachers Prepared by Academic Major, 2011-12 - Traditional Route

Provide the number of teachers prepared by academic major for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Program Type	Record Type	Category	Prepared
University of California, Santa Barbara	Traditional	Major	History	11
University of California, Santa Barbara	Traditional	Major	Foreign Languages	5
University of California, Santa Barbara	Traditional	Major	English Language/Literature	11
University of California, Santa Barbara	Traditional	Major	Philosophy and Religious Studies	4
University of California, Santa Barbara	Traditional	Major	Communication or Journalism	5
University of California, Santa Barbara	Traditional	Major	Engineering	2
University of California, Santa Barbara	Traditional	Major	Biology	8
University of California, Santa Barbara	Traditional	Major	Mathematics and Statistics	5
University of California, Santa Barbara	Traditional	Major	Chemistry	1
University of California, Santa Barbara	Traditional	Major	Business/Business Administration/Accounting	3
University of California, Santa Barbara	Traditional	Major	Other	2
University of California, Santa Cruz	Traditional	Major	Teacher Education - Mathematics	2
University of California, Santa Cruz	Traditional	Major	Liberal Arts/Humanities	3
University of California, Santa Cruz	Traditional	Major	Psychology	5
University of California, Santa Cruz	Traditional	Major	Social Sciences	2
University of California, Santa Cruz	Traditional	Major	Anthropology	5
University of California, Santa Cruz	Traditional	Major	Geography and Cartography	1
University of California, Santa Cruz	Traditional	Major	Political Science and Government	1
University of California, Santa Cruz	Traditional	Major	Sociology	3
University of California, Santa Cruz	Traditional	Major	Visual and Performing Arts	4
University of California, Santa Cruz	Traditional	Major	History	9
University of California, Santa Cruz	Traditional	Major	Foreign Languages	2
University of California, Santa Cruz	Traditional	Major	English Language/Literature	11
University of California, Santa Cruz	Traditional	Major	Philosophy and Religious Studies	1
University of California, Santa Cruz	Traditional	Major	Communication or Journalism	2
University of California, Santa Cruz	Traditional	Major	Biology	3
University of California, Santa Cruz	Traditional	Major	Mathematics and Statistics	7
University of California, Santa Cruz	Traditional	Major	Astronomy and Astrophysics	1
University of California, Santa Cruz	Traditional	Major	Chemistry	1
University of California, Santa Cruz	Traditional	Major	Geological and Earth Sciences/Geosciences	1
University of California, Santa Cruz	Traditional	Major	Other	15
University of LaVerne	Traditional	Major	Teacher Education - Physical Education and Coaching	4
University of LaVerne	Traditional	Major	Teacher Education - Social Science	1
University of LaVerne	Traditional	Major	Liberal Arts/Humanities	43
University of LaVerne	Traditional	Major	Psychology	3
University of LaVerne	Traditional	Major	Social Sciences	3

Teachers Prepared by Academic Major, 2011-12 - Traditional Route

Provide the number of teachers prepared by academic major for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Program Type	Record Type	Category	Prepared
University of LaVerne	Traditional	Major	Sociology	3
University of LaVerne	Traditional	Major	Visual and Performing Arts	4
University of LaVerne	Traditional	Major	History	4
University of LaVerne	Traditional	Major	Family and Consumer Sciences/Human Sciences	1
University of LaVerne	Traditional	Major	English Language/Literature	4
University of LaVerne	Traditional	Major	Philosophy and Religious Studies	2
University of LaVerne	Traditional	Major	Communication or Journalism	5
University of LaVerne	Traditional	Major	Engineering	1
University of LaVerne	Traditional	Major	Mathematics and Statistics	1
University of LaVerne	Traditional	Major	Physical Sciences	1
University of LaVerne	Traditional	Major	Chemistry	1
University of LaVerne	Traditional	Major	Business/Business Administration/Accounting	6
University of LaVerne	Traditional	Major	Other	12
University of Phoenix	Traditional	Major	Teacher Education - Elementary Education	158
University of Phoenix	Traditional	Major	Teacher Education - Secondary Education	140
University of Redlands	Traditional	Major	Teacher Education - Early Childhood Education	2
University of Redlands	Traditional	Major	Teacher Education - Elementary Education	2
University of Redlands	Traditional	Major	Teacher Education - Music	8
University of Redlands	Traditional	Major	Teacher Education - Speech	2
University of Redlands	Traditional	Major	Liberal Arts/Humanities	30
University of Redlands	Traditional	Major	Psychology	7
University of Redlands	Traditional	Major	Social Sciences	16
University of Redlands	Traditional	Major	Anthropology	1
University of Redlands	Traditional	Major	Geography and Cartography	1
University of Redlands	Traditional	Major	Political Science and Government	4
University of Redlands	Traditional	Major	Sociology	10
University of Redlands	Traditional	Major	Visual and Performing Arts	2
University of Redlands	Traditional	Major	History	13
University of Redlands	Traditional	Major	Foreign Languages	7
University of Redlands	Traditional	Major	Family and Consumer Sciences/Human Sciences	4
University of Redlands	Traditional	Major	English Language/Literature	12
University of Redlands	Traditional	Major	Communication or Journalism	1
University of Redlands	Traditional	Major	Biology	5
University of Redlands	Traditional	Major	Mathematics and Statistics	8
University of Redlands	Traditional	Major	Physical Sciences	1
University of Redlands	Traditional	Major	Chemistry	1

Teachers Prepared by Academic Major, 2011-12 - Traditional Route

Provide the number of teachers prepared by academic major for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Program Type	Record Type	Category	Prepared
University of Redlands	Traditional	Major	Geological and Earth Sciences/Geosciences	1
University of Redlands	Traditional	Major	Business/Business Administration/Accounting	8
University of Redlands	Traditional	Major	Other	2
University of San Diego	Traditional	Major	Teacher Education - Special Education	30
University of San Diego	Traditional	Major	Teacher Education - Elementary Education	9
University of San Diego	Traditional	Major	Teacher Education - Secondary Education	23
University of San Diego	Traditional	Major	Teacher Education - English/Language Arts	4
University of San Diego	Traditional	Major	Teacher Education - Foreign Language	2
University of San Diego	Traditional	Major	Teacher Education - Mathematics	1
University of San Diego	Traditional	Major	Teacher Education - Physical Education and Coaching	1
University of San Diego	Traditional	Major	Teacher Education - Social Studies	1
University of San Diego	Traditional	Major	Education - Curriculum and Instruction	44
University of San Diego	Traditional	Major	Psychology	1
University of San Diego	Traditional	Major	History	1
University of San Diego	Traditional	Major	Foreign Languages	2
University of San Diego	Traditional	Major	Communication or Journalism	1
University of San Diego	Traditional	Major	Other	10
University of San Francisco	Traditional	Major	Education - General	1
University of San Francisco	Traditional	Major	Teacher Education - Social Science	1
University of San Francisco	Traditional	Major	Liberal Arts/Humanities	19
University of San Francisco	Traditional	Major	Psychology	11
University of San Francisco	Traditional	Major	Social Sciences	14
University of San Francisco	Traditional	Major	Anthropology	4
University of San Francisco	Traditional	Major	Economics	4
University of San Francisco	Traditional	Major	Political Science and Government	2
University of San Francisco	Traditional	Major	Sociology	9
University of San Francisco	Traditional	Major	Visual and Performing Arts	16
University of San Francisco	Traditional	Major	History	12
University of San Francisco	Traditional	Major	Foreign Languages	6
University of San Francisco	Traditional	Major	Family and Consumer Sciences/Human Sciences	17
University of San Francisco	Traditional	Major	English Language/Literature	14
University of San Francisco	Traditional	Major	Philosophy and Religious Studies	5
University of San Francisco	Traditional	Major	Agriculture	3
University of San Francisco	Traditional	Major	Communication or Journalism	13
University of San Francisco	Traditional	Major	Engineering	3
University of San Francisco	Traditional	Major	Biology	7

Teachers Prepared by Academic Major, 2011-12 - Traditional Route

Provide the number of teachers prepared by academic major for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Program Type	Record Type	Category	Prepared
University of San Francisco	Traditional	Major	Mathematics and Statistics	4
University of San Francisco	Traditional	Major	Physical Sciences	2
University of San Francisco	Traditional	Major	Geological and Earth Sciences/Geosciences	3
University of San Francisco	Traditional	Major	Business/Business Administration/Accounting	8
University of Southern California	Traditional	Major	Teacher Education - Elementary Education	198
University of Southern California	Traditional	Major	Teacher Education - Junior High/Intermediate/Middle School Education	198
University of Southern California	Traditional	Major	Teacher Education - Secondary Education	454
University of Southern California	Traditional	Major	Teacher Education - English/Language Arts	138
University of Southern California	Traditional	Major	Teacher Education - Mathematics	68
University of Southern California	Traditional	Major	Teacher Education - Music	10
University of Southern California	Traditional	Major	Teacher Education - Science	20
University of Southern California	Traditional	Major	Teacher Education - Social Science	177
University of Southern California	Traditional	Major	Teacher Education - Biology	31
University of Southern California	Traditional	Major	Teacher Education - Chemistry	2
University of Southern California	Traditional	Major	Teacher Education - Physics	4
University of Southern California	Traditional	Major	Teacher Education - Earth Science	4
University of Southern California	Traditional	Major	Teacher Education - Bilingual, Multilingual, and Multicultural Educatio	79
University of the Pacific	Traditional	Major	Teacher Education - Music	8
University of the Pacific	Traditional	Major	Teacher Education - Physical Education and Coaching	4
University of the Pacific	Traditional	Major	Teacher Education - Spanish	2
University of the Pacific	Traditional	Major	Liberal Arts/Humanities	27
University of the Pacific	Traditional	Major	Social Sciences	4
University of the Pacific	Traditional	Major	Anthropology	1
University of the Pacific	Traditional	Major	Economics	1
University of the Pacific	Traditional	Major	Foreign Languages	1
University of the Pacific	Traditional	Major	English Language/Literature	3
University of the Pacific	Traditional	Major	Engineering	2
University of the Pacific	Traditional	Major	Biology	2
University of the Pacific	Traditional	Major	Mathematics and Statistics	4
University of the Pacific	Traditional	Major	Chemistry	1
University of the Pacific	Traditional	Major	Other	6
Vanguard University	Traditional	Major	Teacher Education - Elementary Education	12
Vanguard University	Traditional	Major	Teacher Education - Secondary Education	3
Vanguard University	Traditional	Major	Teacher Education - English/Language Arts	1
Vanguard University	Traditional	Major	Teacher Education - Mathematics	1
Vanguard University	Traditional	Major	Teacher Education - Music	1

Provide the number of teachers prepared by academic major for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Program Type	Record Type	Category	Prepared
Vanguard University	Traditional	Major	Liberal Arts/Humanities	1
Vanguard University	Traditional	Major	Psychology	2
Vanguard University	Traditional	Major	Social Sciences	2
Vanguard University	Traditional	Major	Anthropology	2
Vanguard University	Traditional	Major	Political Science and Government	1
Vanguard University	Traditional	Major	History	1
Vanguard University	Traditional	Major	English Language/Literature	1
Vanguard University	Traditional	Major	Communication or Journalism	4
Vanguard University	Traditional	Major	Biology	5
Vanguard University	Traditional	Major	Mathematics and Statistics	1
Vanguard University	Traditional	Major	Physical Sciences	2
Vanguard University	Traditional	Major	Chemistry	1
Vanguard University	Traditional	Major	Business/Business Administration/Accounting	1
Vanguard University	Traditional	Major	Other	1
Western Governors University - CA	Traditional	Major	Education - General	323
Western Governors University - CA	Traditional	Major	Teacher Education - Early Childhood Education	10
Western Governors University - CA	Traditional	Major	Teacher Education - Elementary Education	53
Western Governors University - CA	Traditional	Major	Teacher Education - Mathematics	117
Western Governors University - CA	Traditional	Major	Teacher Education - Science	36
Western Governors University - CA	Traditional	Major	Teacher Education - Social Science	39
Western Governors University - CA	Traditional	Major	Teacher Education - Biology	39
Western Governors University - CA	Traditional	Major	Teacher Education - Chemistry	5
Western Governors University - CA	Traditional	Major	Teacher Education - Physics	11
Western Governors University - CA	Traditional	Major	Teacher Education - Earth Science	10
Westmont College	Traditional	Major	Teacher Education - English/Language Arts	1
Westmont College	Traditional	Major	Teacher Education - Social Science	1
Westmont College	Traditional	Major	Teacher Education - Biology	1
Westmont College	Traditional	Major	Liberal Arts/Humanities	6
Westmont College	Traditional	Major	Other	1
Whittier College	Traditional	Major	Liberal Arts/Humanities	3
Whittier College	Traditional	Major	Social Sciences	1
Whittier College	Traditional	Major	Sociology	1
Whittier College	Traditional	Major	Visual and Performing Arts	1
Whittier College	Traditional	Major	History	2
Whittier College	Traditional	Major	Foreign Languages	1
Whittier College	Traditional	Major	Family and Consumer Sciences/Human Sciences	1

Teachers Prepared by Academic Major, 2011-12 - Traditional Route

Provide the number of teachers prepared by academic major for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Program Type	Record Type	Category	Prepared
Whittier College	Traditional	Major	English Language/Literature	2
Whittier College	Traditional	Major	Communication or Journalism	3
Whittier College	Traditional	Major	Business/Business Administration/Accounting	2
Whittier College	Traditional	Major	Other	8
William Jessup University	Traditional	Major	Teacher Education - Elementary Education	33

Provide the total number of teacher preparation program completers in each of the following academic years: 2011-12, 2010-11, 2009-10				
Institution	**Program Type**	**Program Completers, 2011-12**	**Program Completers, 2010-11**	**Program Completers, 2009-10**
Alliant International University	Traditional	2	4	7
Antioch University Los Angeles	Traditional	14	9	11
Antioch University Santa Barbara	Traditional	13	7	8
Argosy University	Traditional	5	15	15
Azusa Pacific University	Traditional	278	321	293
Biola University	Traditional	67	75	65
Brandman University	Traditional	303	310	427
California Baptist University	Traditional	68	71	107
California Lutheran University	Traditional	69	70	76
California Polytechnic State University, San Luis Obispo	Traditional	175	155	182
California State Polytechnic University, Pomona	Traditional	124	262	252
California State University, Bakersfield	Traditional	227	267	267
California State University, Channel Islands	Traditional	69	70	77
California State University, Chico	Traditional	185	208	248
California State University, Dominguez Hills	Traditional	173	119	179
California State University, East Bay	Traditional	167	266	376
California State University, Fresno	Traditional	316	352	391
California State University, Fullerton	Traditional	474	455	556
California State University, Long Beach	Traditional	341	671	641
California State University, Los Angeles	Traditional	215	263	260
California State University, Monterey Bay	Traditional	100	101	95
California State University, Northridge	Traditional	351	379	440
California State University, Sacramento	Traditional	254	341	390
California State University, San Bernardino	Traditional	205	206	233
California State University, San Marcos	Traditional	182	249	353
California State University, Stanislaus	Traditional	193	209	282
CalState TEACH	Traditional	167	290	297
Chapman University	Traditional	42	52	62
Claremont Graduate University	Traditional	15	20	14
Concordia University	Traditional	47	65	69
Dominican University of California	Traditional	59	85	69
Fresno Pacific University	Traditional	100	104	120
Hebrew Union College	Traditional	9	12	13
Holy Names University	Traditional	12	9	10

Provide the total number of teacher preparation program completers in each of the following academic years: 2011-12, 2010-11, 2009-10				
Institution	**Program Type**	**Program Completers, 2011-12**	**Program Completers, 2010-11**	**Program Completers, 2009-10**
Hope International University	Traditional	7	11	14
Humboldt State University	Traditional	98	112	94
La Sierra University	Traditional	7	13	5
Loyola Marymount University	Traditional	104	128	163
Mills College	Traditional	55	52	49
Mount St. Mary’s College	Traditional	20	19	17
National Hispanic University	Traditional	26	15	26
National University	Traditional	633	713	839
Notre Dame de Namur University	Traditional	95	79	63
Occidental College	Traditional	18	23	2
Pacific Oaks College	Traditional	3	4	21
Pacific Union College	Traditional	5	7	13
Patten University	Traditional	23	13	6
Pepperdine University	Traditional	81	102	137
Point Loma Nazarene University	Traditional	71	67	101
San Diego Christian College	Traditional	8	18	13
San Diego State University	Traditional	312	404	433
San Francisco State University	Traditional	386	664	986
San Jose State University	Traditional	317	237	300
Santa Clara University	Traditional	66	90	64
Simpson University	Traditional	45	35	41
Sonoma State University	Traditional	186	186	229
St. Mary's College of California	Traditional	84	96	101
Stanford University	Traditional	89	95	86
Teacher's College of San Joaquin	Traditional	0	0	0
The Master’s College	Traditional	12	10	22
Touro University	Traditional	18	51	44
United States University	Traditional	1	0	3
University of California, Berkeley	Traditional	48	25	44
University of California, Davis	Traditional	131	155	138
University of California, Irvine	Traditional	172	174	211
University of California, Los Angeles	Traditional	133	111	158
University of California, Riverside	Traditional	86	77	80
University of California, San Diego	Traditional	63	66	49

Provide the total number of teacher preparation program completers in each of the following academic years: 2011-12, 2010-11, 2009-10				
Institution	**Program Type**	**Program Completers, 2011-12**	**Program Completers, 2010-11**	**Program Completers, 2009-10**
University of California, Santa Barbara	Traditional	95	104	93
University of California, Santa Cruz	Traditional	87	102	98
University of LaVerne	Traditional	99	137	184
University of Phoenix	Traditional	305	369	286
University of Redlands	Traditional	130	160	169
University of San Diego	Traditional	79	76	57
University of San Francisco	Traditional	158	104	103
University of Southern California	Traditional	652	576	165
University of the Pacific	Traditional	66	66	31
Vanguard University	Traditional	39	50	44
Western Governors University - CA	Traditional	91	103	64
Westmont College	Traditional	10	18	8
Whittier College	Traditional	25	28	34
William Jessup University	Traditional	33	36	18
	Total	**10293**	**11873**	**12791**

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
Alliant International University	Math	2011-12	Yes	1	Yes	Alliant has been working to strengthen its partnership wtih EnCorps in order to attract and better-prepare professionals in teacher shortage areas such as mathematics and science.	At the moment, Alliant is working closely with Oakland USD and San Francisco USD. The goal is to better-understand their areas of need and to recruit teachers who want to teach in those areas before the academic year begins.	Alliant's goal was to prepare 40 teachers total, including all subject areas and both traditional and alternative programs.
Alliant International University	Math	2012-13	Yes	40				Alliant's goal was to prepare 40 teachers total, including all subject areas and both traditional and alternative programs.
Alliant International University	Math	2013-14	Yes	50				Alliant's goal is to prepare 50 teachers total, including all subject areas and both traditional and alternative programs.
Argosy University	Math	2011-12	Yes	5	No			
Azusa Pacific University	Math	2011-12	Yes	3	Yes	In 2011-12, School of Education saw an increase of traditional candidates enrolled with Mathematics as their selected subject area. This increase exceeded our projected goal. Strategies include informing perspective candidates about the job opportunities in the shortage areas and establishing regular contact points with undergrad cohorts i.e. Program Information Meeting with the Human Development cohorts in the 46th week. They meet regularly with department leadership to discuss alternative routes and opportunities to recruit students into the programs.	Improvement has been made in the format for Program Information Meetings to include Program Faculty Member from each program, the Graduate Enrollment Counselor, the Financial Aid Counselor, as well as the Scholarship and Grants Representative to answer any questions the candidates might have. Recruiters, advisers, credential analysts, and enrollment counselors continue to encourage candidates to consider Foundational Math and other shortage areas as their subject area.	
Azusa Pacific University	Math	2012-13	Yes	3				

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
Azusa Pacific University	Math	2013-14	Yes	3				
Biola University	Math	2011-12	Yes	3	No	Conducted Information sessions to incoming Freshman and graduate students about earning a Math Teaching Credential. Sessions included information on the Teach Grant highlighting teacher shortage areas.	Strategies are working. The number of incoming students is increasing for teaching secondary mathematics.	Missed goal by one student. However, the number of students enrolled in the teacher preparation program wanting a credential in mathematics has increased.
Biola University	Math	2012-13	Yes	3				
Biola University	Math	2013-14	Yes	4				
Brandman University	Math	2011-12	Yes	20	Yes	We were able to meet our goals because of our outreach efforts with local community colleges and because we focused on recruiting candidates who completed Brandman's multiple subject credential program or completed a multiple subject program at another university.	We continue to have success meeting our goals because of our outreach efforts. The job market plays a key role in which credential a prospective teacher pursues. The number of math teaching positions should continue to increase in the coming years as the economy and job market in California improve.	Given the job market during 2011-2012 the goal of adding 20 students was set high and yet we were able to meet it.
Brandman University	Math	2012-13	Yes	20				As teachers retire and the economy improves there will be more opportunities for employment especially in math. Districts are beginning to report anticipated teacher shortages in upcoming years. However, this will take some time to translate into increased enrollments.
Brandman University	Math	2013-14	Yes	30				As teachers retire and the economy improves there will be more opportunities for employment especially in math.

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
California Baptist University	Math	2011-12	Yes	1	Yes	Host monthly information sessions Visit education prerequisite courses Held a Careers in Education workshop Network with professors in the math department	We are discovering that networking with professors in the math department is our best strategy to increase number of math teachers. We are now working to make presentations in introductory math classes every semester to increase prerequisite related to a profession in teaching early in the undergraduates tenure at CBU.	
California Baptist University	Math	2012-13	Yes	0				It is our desire to maintain our goal of 5 math candidates as this currently represents over 30% of our single subject credential program. Additionally our focus on the undergraduate population will require prospective candidates time to complete their undergraduate coursework.
California Baptist University	Math	2013-14	Yes	1				Given the historically small size of our program coupled with our current recruitment strategies, it is our desire to add an additional math candidate to our program every-other-year.
California Lutheran University	Math	2011-12	Yes	5	Yes	A number of meetings were held with the Marketing and Graduate Admissions departments. We continue to develop working relationships 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 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.	Continue k-12 outreach to veteran Math teachers for professional development and Math circles for middle and high school Math teachers four times a year.	In light of the recent economic downturn, local districts have been laying off teachers even in areas of need. While we have stepped up efforts in marketing and recruitment we have not seen a great increase in enrollment. We suspect this is caused by the lack of jobs available to new educators at this time.

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
California Lutheran University	Math	2012-13	Yes	5				We were fortunate to have seven candidates in single subject Math enroll in foundation courses. We anticipate these candidates to complete their supervised clinical field practice this school year.
California Lutheran University	Math	2013-14	Yes	2				
California Polytechnic State University, San Luis Obispo	Math	2011-12	Yes	9	No		The second phase of a Math Noyce Scholarship program started this year. It provides $12,000 scholarship per year for future mathematics teachers to complete the credential program at Cal Poly so it is expected that more highly qualified students will enter the credential program.	
California Polytechnic State University, San Luis Obispo	Math	2012-13	Yes	10				
California Polytechnic State University, San Luis Obispo	Math	2013-14	Yes	12				

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
California State Polytechnic University, Pomona	Math	2011-12	Yes	15	Yes	The program focuses on the used of the Noyce Scholars program as well as other undergraduate majors.	Continue to focus on Noyce Scholars as the program scours the math major to identify those interested in teaching. Those who are not named as Noyce Scholars either self-identify or are identified by mathematics faculty. Unfortunately, the students tells us that the teaching salary is the main deterrent as they are able to get much higher paying jobs with a Cal Poly Pomona mathematics degree. That is not an obstacle the College of Education can address.	The number above represents only those who are recommended for a FIRST credential in mathematics. We have many more students who add on a mathematics credential to their initial credential in another subject area. Because Cal Poly Pomona has a very strong mathematics general education requirement, many credential candidates are able to test out of one or more of the credential levels in mathematics to add it as another area of authorization. Additionally, we have special scholarship funds for teachings in math and science that provide tuition and living support during clinical practice.
California State Polytechnic University, Pomona	Math	2012-13	Yes	17				The academic year is not yet completed to have an accurate response. The estimated number of INITIAL credential candidates is 18.
California State Polytechnic University, Pomona	Math	2013-14	Yes	20				The job market is beginning to turn around showing increased interest by students in the field. However, the beginning pay level will continue to hamper the highest level students from pursuing teaching credentials.
California State University, Bakersfield	Math	2011-12	Yes	15	Yes			
California State University, Bakersfield	Math	2012-13	Yes	15				

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
California State University, Bakersfield	Math	2013-14	Yes	18				
California State University, Channel Islands	Math	2011-12	Yes	7	Yes	Increased recruiting and dissemination of print and web information to current undergraduate students on campus, local community colleges, and to the Ventura 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.	N/A	Fall 2011:8 candidates, of which 6 graduated Spring 2012: 2 math candidates, of which 1 graduated
California State University, Channel Islands	Math	2012-13	Yes	6				Fall 2012: 8 math students seeking a credential; no graduates Spring 2013: 13 math students seeking a credential; unknown number of completers at this time
California State University, Channel Islands	Math	2013-14	Yes	7				There are 7 math credential students continuing into the second semester of the program. Fall 2013 and Spring 2014 may bring more math credential students seeking admission.
California State University, Chico	Math	2011-12	Yes	20	No	Continue recruitment for Project M.A.T.H. Continue advising for new blended mathematics advising program, to begin in 12-13 Increase scholarships for math candidates in the areas of both recruitment and retention through Noyce Scholarships and MISTI monies.	Begin four year blended mathematics program in 2012-2013.	

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
California State University, Chico	Math	2012-13	Yes	20				The actual numbers may fluctuate.
California State University, Chico	Math	2013-14	Yes	20				The actual numbers may fluctuate.
California State University, Dominguez Hills	Math	2011-12	Yes	25	Yes	• 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	Preparing Math teachers has been a focus of the College 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 teachers.	

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
California State University, Dominguez Hills	Math	2012-13	Yes	30				
California State University, Dominguez Hills	Math	2013-14	Yes	20				

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
California State University, East Bay	Math	2011-12	Yes	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.	
California State University, East Bay	Math	2012-13	Yes	35				
California State University, East Bay	Math	2013-14	Yes	35				

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
California State University, Fresno	Math	2011-12	Yes	46	Yes	"In our efforts to increase the number of credentialed Mathematics teachers, we set numeric goals that include both initial credentials in mathematics AND add-on credentials in Foundational Level Mathematics, plus second credentials, i.e. Mathematics + Physics. Those candidates that complete our program with an initial credential AND a add-on credential or second credential are only counted once. Therefore, our completer numbers in Mathematics appear smaller than our annual goal numbers.		
California State University, Fresno	Math	2012-13	Yes	50				
California State University, Fresno	Math	2013-14	Yes	50				Our goal is to sustain 50 per year.

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
California State University, Fullerton	Math	2011-12	Yes	57	No	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) •An updated brochure on the Single Subject Credential Program was published this year.	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.	We saw a small decline in the number of math credentials (57 to 54) due primarily to the effects of the economic recession on the job market for teachers in our local region.
California State University, Fullerton	Math	2012-13	Yes	55				

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
California State University, Fullerton	Math	2013-14	Yes	60				
California State University, Long Beach	Math	2011-12	Yes	50	Yes	In partnership with Long Beach USD we have expanded Foundational Level General Math Credential programs for laid-off teachers and Alternative Induction Program teachers. We have received funding from Bechtel, Packard, and Workforce Investment Board to support these programs. We continue to provide stipends for student teaching, intern/non-traditional student teaching, and added authorizations. We are building STEM-focused instruction into the existing Multiple Subject Credential Program that includes the Common Core State Standards.	We continue to support faculty advising year-round, as well as enhanced advising during the academic year. We continue to offer additional sections of methods courses as needed. Our outreach, recruitment, and retention efforts have been successful. We continue to support student assistants to help facilitate program coordination and field placements.	
California State University, Long Beach	Math	2012-13	Yes	50				
California State University, Long Beach	Math	2013-14	Yes	50				

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
California State University, Los Angeles	Math	2011-12	Yes	32	Yes	The LAUTR residency grant provided for a dedicated recruiter for prospective math and science teachers. The recruiter worked within the district and also attended numerous college and career fairs. Credential advisors provided outreach, speaking to CSULA undergraduates regarding pathways to teaching. They also met with high school counselors to provide information for prospective teachers. Faculty from the Charter College of Education worked with subject matter faculty in other colleges to recruit prospective teachers from the math and science majors.		The Charter College of Education worked with the Los Angeles Unified School District, the Workforce Investment Board, and the College of Extended Studies to prepare laid off elementary school teachers to be employed as middle/high school math teachers. 110 teachers were trained in math or science content and pedagogy in a two-quarter sequence. 14 also passed the subject matter examination for foundational level math or science. These teachers are all second credential/authorization completers and cannot be reported in initial credential completers for 2011-12. In addition to the 110 teachers trained for the added authorization, the college increased the number of traditional initial math teachers from 29 to 35.
California State University, Los Angeles	Math	2012-13	Yes	37				This number represents a 5% increase.
California State University, Los Angeles	Math	2013-14	Yes	39				This number represents a 5% increase.
California State University, Monterey Bay	Math	2011-12	Yes	2	Yes	Goal met by increased recruitment efforts.	Continue to work collaboratively with the Undergraduate Math program.	
California State University, Monterey Bay	Math	2012-13	Yes	2				

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California State University, Monterey Bay	Math	2013-14	Yes	2				
California State University, Northridge	Math	2011-12	Yes	11	Yes	Math and Science teachers are recruited through the MathScienceTeacherInitiative (MSTI) and through STEM initiatives.		
California State University, Northridge	Math	2012-13	Yes	13				
California State University, Northridge	Math	2013-14	Yes	21				

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
California State University, Sacramento	Math	2011-12	Yes	51	No	At the Sacramento campus, implementation of the CSU system wide 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 test costs, 4)content-based courses offers just prior to test administration, with funding provided to cover course cost. - Transcript evaluations for every student, providing detailed analysis of courses needed to complete various pathways	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 -Working to ensure scholarship 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	In 2011-12, while, we did not meet our overall goal in numbers, we did increase the percentage of Math credentials relative to all Single Subject credentials from 14.2% to 17%. It is our hope that as the overall number of credential candidates increase, so too will the number of credentials in Math.
California State University, Sacramento	Math	2012-13	Yes	45				We hope for an increase of 10% to 45 credentials totals, and at least 22 as first time credential teachers.

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
California State University, Sacramento	Math	2013-14	Yes	49				We hope for an increase of 10% to 49 credentials totals, and at least 24 as first time credential teachers.
California State University, San Bernardino	Math	2011-12	Yes	24	Yes	In 2010-2011, we started a subject matter authorization program in mathematics. Informational meetings for undergraduate and graduate students from CSUSB and other universities. Encourage CSUSB to allow admission for Winter & Spring quarters.	We continue to need to improve recruitment strategies (e.g., time, location, target audience, etc.) and marketing strategies. We are working more closely with the Liberal Arts program so as to encourage their students to pursue their teaching credential with CSUSB instead of going to another institution. We have also been working to liaison more closely with the school districts we serve.	
California State University, San Bernardino	Math	2012-13	Yes	20				We did not meet our target for mathematics teachers in Fall 2012. We are continuing to improve our recruitment and marketing strategies.
California State University, San Bernardino	Math	2013-14	Yes	15				

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
California State University, San Marcos	Math	2011-12	Yes	8	Yes	• The School of Education has a Math Science Teacher 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.	
California State University, San Marcos	Math	2012-13	Yes	9				
California State University, San Marcos	Math	2013-14	Yes	10				

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
California State University, Stanislaus	Math	2011-12	Yes	2	No	The Math and Science Teacher Initiative offers/provides/supports/sponsors the following Strategies and services: •Program advising •Mentoring by MSTI faculty and coordinating staff •College of Education Teacher Recruitment and Retention Office service as a support unit for Math and Science Teacher Candidates •CBEST examination preparation support (workshops advising, test guides, workbooks/instructional materials) •CSET Subtests I, II and III examination preparation support (workshops, test guides, workbooks/instructional materials) •Foundational Level Credential recruitment and support •Paid early field experiences in teaching opportunities provided through the High School Mathematics Access Program, Pre-Freshman Enrichment Program, and SCOE ARCHES and APIP initiatives •Collaboration with undergraduate teacher preparation (SMPP) program •CSU Stanislaus annual conferences; Transition From Student to Teacher Conference, Central California Mathematics Conference •Recruitment activities	•Continue to focus on the recruitment and support of math teacher candidates using the strategies listed above •Provide MSTI Scholarships in exchange for pre-service tutoring/coaching hours in area schools and programs •Encourage/mandate completion of all Single Subject Credential Program prerequisite requirements prior to applying to program •Encourage the CSU administration to allow the Single Subject Credential Program to add more course sections and/or additional cohorts to allow for increased student enrollment	Due to budget constraints the opportunity of increasing the number of class sections to accommodate a large increase in credential students is not feasible. Although CSU Stanislaus did not meet the intended goal for increasing math teacher credentialing in 2010/2011 or 2011/2012, it is important to note that math credential students made up a decent proportion of the Single Subject Credential Program enrollment: *In both 2010-2011 and 2011-2012 math credential students made up 18% of the total Single Subject Credential Program enrollment

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California State University, Stanislaus	Math	2012-13	Yes	1				
California State University, Stanislaus	Math	2013-14	Yes	1				
Chapman University	Math	2011-12	Yes	4	Yes	Improved Marketing Strategies and offered Teacher Fellowships for new enrollees		
Chapman University	Math	2012-13	Yes	5				
Chapman University	Math	2013-14	Yes	6				
Claremont Graduate University	Math	2011-12	Yes	0	Yes	Mathematics Teachers at CGU normally do the Internship Program. We never plan to have mathematics teachers in the traditional program. All goals related to the recruitment of math teachers is included in the alternative program.		
Claremont Graduate University	Math	2012-13	Yes	0				Mathematics Teachers at CGU normally do the Internship Program. We never plan to have mathematics teachers in the traditional program. All goals related to the recruitment of math teachers is included in the alternative program.
Claremont Graduate University	Math	2013-14	No					

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Concordia University	Math	2011-12	Yes	4	Yes	Candidates are apprised of the need for qualified teachers of mathamatics are apprised during the applicaiton process. There are at least 4 different times that candidates with majors or minors in mathamatics are encouraged to pursue this credential. 1. Admissions advisors present information on the foundational mathamatics and mathamatics credenitals. 2. Information sessions - the program hosts several information nights throughout the year. 3. Interview process - the last step of the applicaiton is an interview with directors and faculty. Again, at this time applicants who are qualified are encouraged to pursue a mathamatics credential. 4. Lastly, the university has a strong undergraduate program for students pursuing a career in teaching. Students with a mathamatics 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.		
Concordia University	Math	2012-13	Yes	1				
Concordia University	Math	2013-14	Yes	2				
Dominican University of California	Math	2011-12	Yes	4	Yes	Credential candidates are encouraged to apply for the APLE program to support their education.		

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Dominican University of California	Math	2012-13	Yes	3				The Department of Education is collaborating with the School of Natural Sciences to create a Science/Math Education Minor. We plan to submit an application for a Capacity Building grant from the Robert Noyce Teacher Scholarship Program through NSF. The overarching goal of the proposed project is to develop a science and math education minor to support students in the pursuit of a Science or Math Single Subject Preliminary Teaching Credential.
Dominican University of California	Math	2013-14	Yes	3				Dominican University's Admissions and Education departments worked closely with our marketing team to develop new marketing materials and brochures. We also revised the content posted on our website to help prospective students learn about our teacher preparation programs. In addition to these marketing efforts, the Education department worked on revising all of our course content. Beginning Fall 2013, our teacher preparation program courses are new and improved.
Fresno Pacific University	Math	2011-12	Yes	8	No			
Fresno Pacific University	Math	2012-13	Yes	4				

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
Fresno Pacific University	Math	2013-14	Yes	8				Fresno Pacific University has entered into a partnership with the University of California - Merced to train math and science students who are currently in their STEM program. The first group of candidates will graduate in Spring 2014.
Holy Names University	Math	2011-12	Yes	5	No	Partnership with Teach Tomorrow in Oakland-recruitment of a diverse teaching force. Held webinar which faculty constructed describing our Credential Programs	Continue building pathways from Undergraduate majors (Math) to Teacher Education programs Teacher Education and Undergraduate faculty have met with K-12 high school (academies) with focus on Math in high schools Revise and improve current University website, Education pages Emphasis mathematics as a shortage area during monthly university Information Sessions Continue to spread awareness of Teacher Apprenticeship Program, which includes shortage subject areas like mathematics	
Holy Names University	Math	2012-13	Yes	5				
Holy Names University	Math	2013-14	Yes	5				
Hope International University	Math	2012-13	Yes	1				We have no undergraduate STEM degree. We will work with College of Arts and Sciences to develop and enhance STEM courses.
Hope International University	Math	2013-14	Yes	4				

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Humboldt State University	Math	2011-12	Yes	5	Yes	$500 stipend support to undergraduates interested in teaching mathematics for taking a Early Fieldwork in Schools (SED 210/410) course. Course is designed to explore teaching as a profession. Students observe and participate in local school classrooms. Humboldt Science and Mathematics Center employs an advisor to discuss career pathways in education for math and science undergraduates. Partial fee reimbursement for subject matter tests (CSET) to assess subject matter competency for math and science undergraduates interested in teaching.	Continue to communicate regarding accessibility of program to distance candidates, focusing on recruiting paraprofessionals or non-credentialed educators working in STEM fields.	
Humboldt State University	Math	2012-13	Yes	5				Teaching candidates from Elementary Education are offered methods courses in Secondary Education, and especially recruited into science and math methods courses.Foundational credentials in Math and/or Science are offered now in State of California and Elementary Education Candidates are specifically recruited to apply. Outreach letter sent to every k-12 superintendent in the State of California to recruit para-professionals or teachers teaching outside of their subject matter to earn a teaching credential in a distance accessible program.
Humboldt State University	Math	2013-14	Yes	5				Five of the 30 candidates will complete a mathematics credential.
La Sierra University	Math	2012-13	Yes	3				

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La Sierra University	Math	2013-14	Yes	3				
Loyola Marymount University	Math	2011-12	Yes	4	Yes	Contacted undergraduate math majors through their departments; hosted info sessions to target potential high school math teachers seeking a credential; visited numerous graduate school fairs throughout California; spoke to undergraduate teacher clubs; attended 2 California Forum for Diversity in Graduate Education forums.	Continue to: make contact with local undergraduate math department chairs to identify prospective teachers; show how alumni of our math programs are succeeding in their schools.	
Loyola Marymount University	Math	2012-13	Yes	5				
Loyola Marymount University	Math	2013-14	Yes	5				
Mills College	Math	2011-12	Yes	4	Yes			
Mills College	Math	2012-13	Yes	5				
Mills College	Math	2013-14	Yes	5				
Mount St. Mary's College	Math	2011-12	Yes	3	No	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 is fine but candidates are having great difficulty passing CSET.		
Mount St. Mary's College	Math	2012-13	Yes	2				
Mount St. Mary's College	Math	2013-14	Yes	3				

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
National Hispanic University	Math	2011-12	Yes	5	No		•Dual credential option •Encouraging undergrads to consider field •Working with enrollment and recruitment to recruit candidates	
National Hispanic University	Math	2012-13	Yes	6				
National Hispanic University	Math	2013-14	Yes	5				
National University	Math	2011-12	Yes	10	No	Relevancy measure: Survey of Math and Science Methods students: 9 out of 10 unsolicited student comments indicated that they recommend this program to others. There were fewer Math Internships available so our Traditional enrollment increased.	4.1. Target engineers as Late Entrants into Teaching Profession in private and public industries and corporations to promote an effective bridge for career change. Provide information on subject matter competence or waivers, transcript services, orientation in their place of work and connect them to our university system. 4.2.Target Math Majors in 4-year institutions for a post-graduate, viable way to obtain a Math teaching credential to teach. 4.3.Target female Math Majors in 2-year and 4-year institutions for a post-graduate, viable way to obtain a Math teaching credential to teach. 4.4.Target Minority Math Majors in 2-year and 4-year institutions for a post-graduate, viable way to obtain a Math teaching credential to teach in public schools.	

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
National University	Math	2012-13	Yes	15				Based on feedback from both instructors and student reflections, the electronic portfolio in TaskStream has been modified to provide greater student choice and to simplify the review process. The STEM supplement was developed in response to an increasing demand for teacher development in science, technology, engineering and mathematics. The external program review and our recent 5-Year-Program review of the Bachelor of Arts in Interdisciplinary Studies with CA Preliminary Teaching Credential will stimulate the faculty team to make additional recommendations.
National University	Math	2013-14	Yes	20				Two new courses are in the process of being developed. They are 21st Century Teaching Methods and Teaching STEM methods.
Notre Dame de Namur University	Math	2011-12	Yes	4	Yes	Increased marketing Individualized attention from program director.	Improve pipeline from NDNU undergrad programs	
Notre Dame de Namur University	Math	2012-13	Yes	4				We are on target.
Notre Dame de Namur University	Math	2013-14	Yes	4				
Occidental College	Math	2011-12	Yes	2	Yes	NSF grant scholarship for 09-10 year toward increasing Math & Science Candidates	Program withdrawn/closed as of 6/30/2012	

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
Pacific Union College	Math	2011-12	Yes	1	Yes	-Education faculty made presentation at Math/Science workshop for high school seniors and emphasized high need for math teachers. -Math Department sent information about Math Fellowship in Teaching. -Introduction to Teaching class emphasizes high need for math teachers. -State flyers now to earn a math credential housed in department brochure rack. -Personal contact by department faculty with students considering math and/or science education.	-Difficult to get students into math credential program due to low teacher pay as compared to other math-related career opportunities.	
Pacific Union College	Math	2013-14	Yes	3				-A college scholarship for teacher education candidates has increased the number of potential teacher candidates, including math.
Patten University	Math	2011-12	Yes	6	No	Information nights on campus by Associate Dean. Increased mailing and flyers to districts and schools.	Need an additional person to help with recruitment.	
Patten University	Math	2012-13	Yes	6				
Patten University	Math	2013-14	Yes	5				
Pepperdine University	Math	2011-12	Yes	8	No	Increase efforts to inform graduate and undergraduate students of the teacher preparation program options.	Work one-on-one with prospective students to encourage dual credentials to include math and science plus their core area.	
Pepperdine University	Math	2012-13	Yes	6				
Pepperdine University	Math	2013-14	Yes	6				

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
Point Loma Nazarene University	Math	2011-12	Yes	1	No		Provide courses to prepare candidates for passage of the test for Mathematics subject matter competence in the state of California.	
Point Loma Nazarene University	Math	2012-13	Yes	5				
Point Loma Nazarene University	Math	2013-14	Yes	5				
San Diego Christian College	Math	2011-12	Yes	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 credential.	Upon acceptance to the college, an evaluation of transcripts will be completed before the first advising session.	
San Diego Christian College	Math	2012-13	No					
San Diego Christian College	Math	2013-14	Yes	1				
San Diego State University	Math	2011-12	Yes	37	No	MSTI Program: CSET prep classes, opportunities for tutors, fellowship programs, support for current students, financial assistance	We plan to increase and improve outreach strategies to undergraduate mathematics majors. We received a NOYCE grant this fall to help with recruitment of both math and science teachers.	Our goal is to increase the number of math teachers each year by 20%. However enrollment in all teaching credential areas has been declining over the past four to five years.
San Diego State University	Math	2012-13	Yes	29				During the 2012-13 school year, there were 24 teachers prepared in math. For 2012-13 our goal was to increase that by 20%, which is 29 new teachers. We currently have 32 teacher candidates enrolled.
San Diego State University	Math	2013-14	Yes	38				We currently have 32 candidates enrolled in a math credential program. Our goal will be to increase that by 20% in 2013-14.

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
San Francisco State University	Math	2011-12	Yes	15	Yes	The pathway to earning a math teaching credential was explained to undergraduates in several public campus events. The Center for Science and Math Education also recruited math teachers from the undergraduate population at this University.	Undergraduates need to be told credential program requirements early so they can be prepared for entering the credential program upon graduation. A brochures explaining the steps is currently in production.	
San Francisco State University	Math	2012-13	Yes	15				
San Francisco State University	Math	2013-14	Yes	15				
San Jose State University	Math	2011-12	Yes	26	Yes	In the Single Subject program we advised undergrad Math students. In the Multiple Subject Program we recruit students who expressed interest in obtaining a math credentials at the advisement session or in the interview. We send out an announcement to all 143A and B candidates to ensure that everyone who might be interested in a math credential. The math department also gives us names of potential candidates. We meet with the prospective candidates individually or during the first prep session to cover the requirements.	In the Single Subject program we encouraged undergrad Math students to tutor in grades 6-12. In the Multiple Subject Program we have a strong partnership and on-going communication with the Math department. Moving the CSET prep sessions to the fall allows for students flexibility in scheduling test dates that meet their needs.	The focus was to increase the number of prospective math teachers by recruiting those in the Middle level Emphasis or flexible options program. Candidates will earn a Multiple Subject Credential through a full preparation program and add a math credential via alternate certification route by successfully completing CSET exams and secondary math methods course.
San Jose State University	Math	2012-13	Yes	15				Goal met for the Single Subject Credential program of adding 5 new math students, we were able to admit at least 5 additional students to the Math credential program.

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San Jose State University	Math	2013-14	Yes	5				Our total goal is 30. Our strategy is to increase the number of candidates for Foundational Math credential.
Santa Clara University	Math	2011-12	Yes	5	No	We used our Noyce Scholar Fellowship grant to attract prospective mathematics and science teachers into ourteaching credential program. This fellowship provides students with full tuition to our teaching credential program in exchange for a two-year commitment to teaching mathematics or science in a high-needs school district.	We are working to fine-tune our process for selecting recipients of Noyce scholarships in order to screen out individuals who are not fully committed to a career in teaching.	
Santa Clara University	Math	2012-13	Yes	5				
Santa Clara University	Math	2013-14	Yes	5				
Simpson University	Math	2011-12	Yes	2	Yes	Met with undergraduate math majors.	Connect undergraduate math majors with the School of Education so they will matriculate into the graduate teacher education program in 2014.	
Simpson University	Math	2012-13	Yes	1				
Simpson University	Math	2013-14	Yes	3				

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
Sonoma State University	Math	2011-12	Yes	22	Yes	Foundational Prep Course (newly expanded): In the Spring 2012, an Algebra course (2 units) was offered for the first time to prepare teachers better for the math content; in the Summer 2012, a Secondary Mathematics Teaching Content and Methods course (3 units) along with a Linear Algebra course (2 units) were offered for four weeks; and Geometry (2 units) was offered in the Fall 2012. Participants will take the Math CSET in January 2013. We also encourage credential candidates in the Multiple Subject Credential Program to add the Foundational Level Math Credential to their newly-obtained MS credential; we do the same for our Single Subject credential candidates where more are taking the Math CSET to add to their newly-earned credential. At the same time, we are also recruiting Multiple Subject Credentialed teachers who have no employment. Sonoma State partners with School of Extended Education to provide the Foundational Level Math Credential course.		
Sonoma State University	Math	2012-13	Yes	43				
Sonoma State University	Math	2013-14	Yes	40				

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
St. Mary's College of California	Math	2011-12	Yes	6	Yes			
St. Mary's College of California	Math	2012-13	Yes	5				
St. Mary's College of California	Math	2013-14	Yes	5				
Stanford University	Math	2011-12	Yes	15	No	Recruiting sessions at Stanford and events nationwide; informing applicants of the Knowles fellowship, San Francisco Teacher Residency, loan forgiveness options for math teachers with Stafford and Perkins loans; promoting the Avery-Stanford forgivable loan and Woodrow Wilson fellowship.	Will continue recruiting sessions at Stanford and nationwide; informing applicants of loan forgiveness options for math teachers (ie. Perkins and Stafford loans); increase contact with math departments at local universities; increase promotion of the Avery-Stanford forgivable loan and Woodrow Wilson fellowship.	
Stanford University	Math	2012-13	Yes	15				
Stanford University	Math	2013-14	Yes	15				
The Master’s College	Math	2011-12	Yes	2	Yes			
The Master’s College	Math	2012-13	Yes	4				
The Master’s College	Math	2013-14	Yes	1				

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Touro University	Math	2011-12	Yes	5	No	1. Each mathematics teacher candidate completed two methods courses in teaching mathematics, with instruction and demonstration lessons by exemplary mathematics teachers from local schools. Key assignments include completing unit plans, detailed lesson plans and implementing those lesson plans with follow-up reflection. 2.Each mathematics intern teacher is supported in their teaching in two ways: by a field supervisor from the university, who observes and makes commendations and suggestions on a weekly basis. Also by an intern support provider who teaches in the same school or district and provides close supervision on a weekly basis.	The main area of need over the past year has been to increase the level of adaptations to a lesson for the specific needs of English Learners of many levels. All instructors in all teacher credential courses have completed professional development in this are in order to improve their instruction and expections for the teacher candidates. One clear measure of that work is evident in the increased performance on the Teaching Performance assessments (TPSs), which require teacher candidates to make clear and specific adaptations to a lesson so English Learners are able to understand and communicate their understanding.	
Touro University	Math	2012-13	Yes	6				The courses that prepare teacher candidates to work effectively with special education students, English Learners, and in low performing schools are EDU771, EDU718, and all other courses. Highly effective current teachers in the local schools are the instructors for our teacher credential courses, so they bring in real-life challenges they face each day. Teacher candidates work with students in an after school program during the literacy course. Teacher candidates spend 60 hours observing and helping in local schools in the class EDU780. All courses are designed to meet the needs of a highly diverse student population, typical of the local schools in Solano County and surrounding districts.

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Touro University	Math	2013-14	Yes	5				
United States University	Math	2012-13	Yes	1				
United States University	Math	2013-14	Yes	2				
University of California, Berkeley	Math	2011-12	Yes	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.	
University of California, Berkeley	Math	2012-13	Yes	10				
University of California, Berkeley	Math	2013-14	Yes	12				
University of California, Davis	Math	2011-12	Yes	15	No	Although the goal was not achieved, the Program continues to do targeted recruitment in this area by: •Continuing faculty contact to potential applicants in mathematics and related disciplines; •Continuing to invest in the mathematics and science undergraduate pipeline program; and •Recruit for the NSF scholarship opportunity for mathematics applicants.	The state budget context in California and the impact on teacher hiring has had a significant dampening impact on the number applying to teaching credential program in the State, including areas of previous shortage such as mathematics and science. We are pleased that our enrollments are holding steady, and not declining as is common in credential programs across the state.	

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University of California, Davis	Math	2012-13	Yes	15				
University of California, Davis	Math	2013-14	Yes	15				We will recommend for admission as many qualified applicants that we receive.
University of California, Irvine	Math	2011-12	Yes	29	Yes	We remain interested in attracting strong candidates for mathematics credentials. To do so, we hold information sessions every other week and we have the Cal Teach Program for undergraduates including a satellite office on campus to serve the undergraduate population in STEM majors. The number of mathematics candidates between 2008-09 and 2011-12 has been between 28 and 41, and we would like to maintain a cohort size of between 25 and 40.		
University of California, Irvine	Math	2012-13	Yes	34				
University of California, Irvine	Math	2013-14	Yes	35				

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University of California, Los Angeles	Math	2011-12	Yes	20	Yes	Offered an IMPACT Urban Teacher Residency Program for graduate level students who are committed to teaching secondary mathematics in urban schools. IMPACT is an innovative 18-month teacher residency program, supported through a partnership between UCLA Center X TEP, the Los Angeles Unified School District and the Los Angeles Small Schools Center. Summer coursework is followed by a 10-month apprenticeship with an LAUSD mentor teacher, culminating in a California Preliminary Teaching Credential. The second summer of the program is spent finishing coursework and preparing for a Masters Portfolio Project. IMPACT helps apprentices secure jobs for the fall and supports them to complete their M.Ed. by December, and clear their credential within three years Offered a Joint Mathematics Teacher Education Program (JMEP) for undergraduate math majors at UCLA who are considering teaching in secondary schools as a career.	1.Dedicated recruitment coordinator for JMEP and IMPACT. 2.Ongoing partnership between the teacher education program and the UCLA Mathematics Department 3.Emphasis on benefits of IMPACT program for all science applicants.	
University of California, Los Angeles	Math	2012-13	Yes	25				
University of California, Los Angeles	Math	2013-14	Yes	30				

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
University of California, Riverside	Math	2011-12	Yes	2	No	The Teacher Education Program in the Graduate School of Education has a close cooperative relationship with the University of California Cal Teach Science & Math Initiative. Some of the goals of the program are stated as: To encourage and create multiple pathways for students interested in science, mathematics, and engineering to consider teaching as a career To facilitate in and advisement of students toward completing a Bachelor's degree in science, mathematics, or engineering along with the possibility of establishing eligibility towards entrance into an intern teaching credential program To provide courses that include an introduction to schools and teaching as a profession, cultural diversity, and education and educational psychology To provide field experiences in K-12 classrooms with supervised "mentor teachers" focusing on discipline-specific teaching methods to meet state teacher credentialing requirements	The Graduate School of Education has initiated an education minor to help promote early experiences in the field of education within our undergraduate community. Recruitment for teacher education begins in these classes. Teacher Education attends recruiting fairs throughout the region and on our campus. Teacher Education continues to cooperate with the efforts of the Science and Math Initiative. Teacher Education works closely with the SMI on a significant scholarship offered on a competitive basis to science and math students. Teacher Education also encourages applications science and math candidates by offering information about federal and state assistance re: funded loan and grant programs. UCR Teacher Education Program has continued to develop close ties with county offices of education and school districts. New partnerships are being developed with these institutions to increase mutual awareness of needs (hiring and curricular) between UCR and its education community.	The Teacher Education program has set a goal of 20% growth in the teacher shortage areas. The current goal for the all subject areas is to double our candidates in three years, with the understanding that it may be a matter of years before steps such as the new education minor can show any positive results. UCR's Teacher Education program has a new assistant director and director starting in the 2012-2013 academic year. They have started to design a Title II Implimentation Plan that will specifically address the all Title II teacher shortage areas.
University of California, Riverside	Math	2012-13	Yes	2				The goal of 20% growth for math candidates will likely be more like 170%.
University of California, Riverside	Math	2013-14	Yes	4				

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University of California, San Diego	Math	2011-12	Yes	3	Yes	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.	
University of California, San Diego	Math	2012-13	Yes	3				
University of California, San Diego	Math	2013-14	Yes	3				
University of California, Santa Barbara	Math	2011-12	Yes	10	Yes	We have a goal of enrolling approximately 10 secondary mathematics candidates per year primarily determined by the number of field placements in the local schools and our cohort model which places a site coordinator in each of the placement schools. Even when some programs were experiencing declines due to the economic crisis and school budget uncertainty we were able to meet the goal.	Our undergraduate program, CalTeach recruits and mentors talented STEM majors and provides them with coursework and field placements and a newly added Minor in Science and Mathematics Education. Over half of our mathematics candidates in 2011-2012 came from the CalTeach program.	We hired a LPSOE in mathematics to add to our CalTeach staff. His position included teaching courses in the mathematics department in addition to those in the CalTeach program. Part of his position would involve the recruitment of mathematics students from the courses that he taught in that department, as well as students from the CalTeach courses.

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University of California, Santa Barbara	Math	2012-13	Yes	10				We were short of our goal this one year as it was the first year for our new hire and much of his year was spent learning the complex system of the university as well as the teaching of at least five courses that were new to him. Our undergraduate program, CalTeach recruits and mentors talented STEM majors and provides them with coursework and field placements and it was the second year of the Minor in Science and Mathematics Education. The new hire quickly became a valued and productive member of our CalTeach staff and the expectation was that he would be able to contribute more of his time to the recruitment and mentoring aspects of our program.
University of California, Santa Barbara	Math	2013-14	Yes	10				We had over twenty applicants for our program and were able to meet our enrollment goal in terms of number and the selection of highly qualified candidates. We did extensive recruiting the undergraduate CalTeach courses and so the majority of the students in the cohort that is coming into the certification program come from CalTeach. Our cohort model for school placements which includes a site coordinator in each of the placement schools affects our goal numbers. In addition to reaching our goal in terms of numbers we can continue to increase the number of applicants and therefor the pool from which to select the best candidates.

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University of California, Santa Cruz	Math	2011-12	Yes	18	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. *Math Subject Matter Program in place. *MA/Credential Advisor and Program Director Speak to undergraduate classes in math education: current students also promote the program. *NSF Noyce Grant and Mark Bruce Fellowship to support math students enrolled in the MA/Credential program. *Recruit at CSU/UC Diversity Forums.	*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: current students also promote program. *Also target lower division math courses. *Actively promote NSF Noyce Grant and Mark Bruce Fellowship 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 a larger amount 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 program.
University of California, Santa Cruz	Math	2012-13	Yes	22				Admission offered to all qualified math applicants.
University of California, Santa Cruz	Math	2013-14	Yes	13				Admission offered to all qualified math applicants.
University of LaVerne	Math	2011-12	Yes	4	Yes	Worked in conjunction with STEM and Noyce Scholars Program to encourage STEM undergraduates and teacher enrollment.	Continue to identify STEM undergraduates for possible teacher education enrollment.	
University of LaVerne	Math	2012-13	Yes	4				
University of LaVerne	Math	2013-14	Yes	4				

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University of Phoenix	Math	2011-12	Yes	37	Yes	Student centric cultivation Improved marketing communications Showing support with helping professions by reducing costs Developing technology-based solutions to facilitate learning Partnerships with leading education organizations	Development of marketing-specific brochures for education programs Phoenix.edu improvements to messaging and initial student support needs Significant improvements to online classroom to encourage participation and increase satisfaction and retention	
University of Phoenix	Math	2012-13	Yes	35				
University of Phoenix	Math	2013-14	Yes	35				

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
University of San Diego	Math	2011-12	Yes	2	Yes	The University of San Diego has a Noyce Scholar program that provides scholarships to students who are preparing to be math and science teachers. Noyce scholars are provided with both financial awards and honorary recognition, thereby raising the profile of the program and encouraging future applications. Both undergraduate students enrolled in math and science teacher preparation are eligible for the Noyce scholarship. The USD College of Arts and Sciences has a mathematics approved program that has been authorized by the California Commission on Teacher Credentialing to prepare candidates with mathematics content knowledge required for K-12 teaching. Candidates who complete this program can use it in place of the California Subject Expertise Test (CSET). Faculty in the mathematics department at USD are engaged in recruiting and retaining math majors to become mathematics teachers and have included several courses in their degree program specifically designed to support the development of mathematics.	As a result of the above described efforts we have seen a moderate growth in enrollment in our program. We recognize that, as with any outreach program, it can take several generations of recruitment to fully realize the growth potential of these changes. We anticipate continuing with and intensifying these efforts in the coming year.	
University of San Diego	Math	2012-13	Yes	2				
University of San Diego	Math	2013-14	Yes	2				

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University of San Francisco	Math	2011-12	Yes	14	Yes	USF utilized a multi-faceted approach to recruit mathematic candidates to include: general program information meetings, open houses, and individual meetings. We also have worked in partnership with various Intern committees as a way to nurture a pipeline for our program.	We will continue to use the information and open house meeting concept as a way of meeting our goals since it seems to be the most effective vehicle to share our program with interested applicants. During these meetings, we have an opportunity to meet and answer the perspective applicants' questions, direct them to application "next steps."	
University of San Francisco	Math	2012-13	Yes	12				
University of San Francisco	Math	2013-14	Yes	12				
University of Southern California	Math	2011-12	Yes	50	No	USC Rossier received fellowship support from the Noyce Foundation and Math for America for students preparing to teach math.	By offering the MAT program online, the USC Rossier School has been able to expand its geographical reach, which has increased the program's ability to recruit and enroll prospective math teachers. In addition, external fellowship support has also enabled USC Rossier to increase math enrollment.	
University of Southern California	Math	2012-13	Yes	50				
University of Southern California	Math	2013-14	Yes	50				

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University of the Pacific	Math	2011-12	Yes	2	Yes	We had 6 candidates complete in Foundational Mathematics. We were able to attact two people who were Engineering majors, and one who was an Environmental Economics major. Our strategy was to attract candidates with bachelor's degrees to our master's and teaching credential program, and our relationship with an urban residency program attracted one math candidate.	We have transfer students from a local community college who were selected at the end of their junior year for a Teacher Apprentice Program (TAP). We will have 6 or 7 transfer students from the community college in the TAP program who will earn Liberal Studies majors and minors in mathematics. Some elect to go to a district internship program, rather than our university program for the credential.	
University of the Pacific	Math	2012-13	Yes	3				The Mathematics Department has contributed one to three math majors and we have 2 students in the Teacher Apprentice Program now as juniors in 2012-13. Again, TAP students may elect to earn a credential at the local district internship program, or remain at the University of the Pacific. We had 3 student teachers in Foundational Mathematics during 2012-13.
University of the Pacific	Math	2013-14	Yes	4				We anticipate students from the Mathematics department and one or more students from the Teacher Apprentice Program (TAP) to enter the teacher education program at our University during 2013-14.
Vanguard University	Math	2011-12	Yes	1	Yes	Partnership with the faculty in the Mathematics department and meetings with the senior capstone course.	Continue with partnership.	During this reporting year 2011-2012 we had a total of 8 math prospective teachers in the program, an increse of 3 prospective teachers from the previous reporting year 2010-2011.
Vanguard University	Math	2012-13	Yes	1				
Vanguard University	Math	2013-14	Yes	1				

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
Western Governors University - CA	Math	2011-12	Yes	4	Yes	Our multi-level strategy was to concurrently increase enrollments through a variety of marketing methods, decrease attrition, and maintain on time progress to graduation.		We seek to admit individuals who have the capacity and determination to complete a rigorous degree program and graduate. For those students who are in need of additional academic support, we have made a number of curricular changes in areas where students typically struggle. We continually monitor student success data and are able to make enhancements as needed based on patterns of evidence.
Western Governors University - CA	Math	2012-13	Yes	4				WGU has shifted its focus to graduation rates vs. enrollment growth. We anticipate that enrollments will continue at a flat but steady rate over the 2012-2013 academic year, with the emphasis placed on increased support for on-time progress to graduation.
Western Governors University - CA	Math	2013-14	Yes	5				We anticipate a modest increase in enrollment as a result of focused marketing efforts designed to attract students who demonstrate potential for success in this area of high demand.

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
Westmont College	Math	2011-12	Yes	1	Yes	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 stops towards completing a credential at Westmont. In addition to many one-on-one meetings, we meet annually (and formally) with all Wesmont 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.	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 minored in mathematics. This student passed both the Foundational Level Mathematics CSET and the Advanced Mathematics CSET, successfully completed students teaching in mathematics, and i snow employed in teaching mathematics at the high school level here in Santa Barbara. We had a somewhat similar situation for 2011-12, when we awarded 1 credential in Math.	
Westmont College	Math	2012-13	Yes	1				
Westmont College	Math	2013-14	Yes	1				Our current standing goal is one credential awarded annually. But there are so many variables, that we do not have a clear sense of how many credentials will actually be awarded.

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
Whittier College	Math	2011-12	Yes	7	Yes	Worked with mathematics department faculty in the college's undergraduate program to identify majors who might be interested in exploring a career in teaching. Explained how undergraduates can start taking credential coursework in their junior year. A new faculty professor for math/science education was hired.	HHMI-funded (Howard Hughes Medical Institute)SMART Program (SMART = Science and Math in Research and Teaching) This program takes juniors/seniors interested in teaching and provides them with opportunities to conduct independent research in math/science field and extensive work with practicing high school math/science teachers.	Promoting the masters symposium event to math club (and other interested undergraduates/faculty) as a way for students to see what the masters program is like and what math ed and science ed research looks like.
Whittier College	Math	2012-13	Yes	5				Working with the HHMI grant for science and math.
Whittier College	Math	2013-14	Yes	6				

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
Alliant International University	Science	2011-12	Yes	40	Yes	Alliant has been working to strengthen its partnership wtih EnCorps in order to attract and better-prepare professionals in teacher shortage areas such as mathematics and science.	At the moment, Alliant is working closely with Oakland USD and San Francisco USD. The goal is to better-understand their areas of need and to recruit teachers who want to teach in those areas before the academic year begins.	Alliant's goal was to prepare 40 teachers total, including all subject areas and both traditional and alternative programs.
Alliant International University	Science	2012-13	Yes	40				Alliant's goal was to prepare 40 teachers total, including all subject areas and both traditional and alternative programs.
Alliant International University	Science	2013-14	Yes	50				Alliant's goal is to prepare 50 teachers total, including all subject areas and both traditional and alternative programs.
Argosy University	Science	2011-12	Yes	5	No			
Azusa Pacific University	Science	2011-12	Yes	3	Yes	In 2011-12, School of Education saw an increase of traditional candidates enrolled in the shortage area of Science. Strategies include informing perspective candidates about the job opportunities in the shortage areas and establishishing regular contact points with undergrad cohorts i.e. week 46th Program Information Meeting with the Human Development cohorts. They meet regularly with department leadership to discuss alternative routes and opportunities to recruit students into the programs.	Improvement has been made in the format for Program Information Meetings to include the Program Faculty Member, the Graduate Enrollment Counselor, the Financial Aid Counselor, as well as the Scholarship and Grants Representative to answer any questions the candidates might have. Recruiters, advisers, credential analysts, and enrollment counselors continue to encourage candidates to consider Foundational Science and other shortage areas as their subject area.	
Azusa Pacific University	Science	2012-13	Yes	3				
Azusa Pacific University	Science	2013-14	Yes	3				

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
Biola University	Science	2011-12	Yes	3	No	Conducted Information Sessions to incoming Freshman and prospective graduate students about earning a Science Credential. Sessions included information on the Teach Grant highlighting teacher shortage areas. Also, continued discussion with Science Faculty members to promote the Teacher Preparation program to Science majors.	Started meeting with the Science Department to discuss offering a major in Biological Science, Secondary Instruction and Physical Science, Secondary Instruction.	
Biola University	Science	2012-13	Yes	3				
Biola University	Science	2013-14	Yes	4				
Brandman University	Science	2011-12	Yes	20	Yes	We were able to meet our goal because of our outreach efforts with local community colleges and because we focused on recruiting candidates who completed Brandman's multiple subject credential program or completed a multiple subject program at another university. We also focused on recruiting candidates that 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.	We continue to have success meeting our goals because of our outreach efforts. The job market plays a key role in which credential a prospective teacher pursues. The number of science teaching positions should continue to increase in the coming years as the economy and job market in California improve.	Given the job market during 2011-2012 the goal of adding 20 students was set high and yet we were able to meet and actually exceed it. We added 29 students to our program.
Brandman University	Science	2012-13	Yes	20				As teachers retire and the economy improves there will be more opportunities for employment especially in science. Districts are beginning to report anticipated teacher shortages in upcoming years. However, this will take some time to translate into increased enrollments.

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
Brandman University	Science	2013-14	Yes	30				As teachers retire and the economy improves there will be more opportunities for employment especially in science.
California Baptist University	Science	2011-12	Yes	1	Yes	Host monthly information sessions Visit education prerequisite courses Held a Careers in Education workshop	We continue to discover that working with professors in the academic departments is the best strategy to identify and nurture interested candidates. To improve our communication with the science department, we have secured the Vice Provost's support to work on a science waiver program. Meetings with key science faculty have occurred. It is our desire to submit the waiver proposal by the end of summer 2013.	
California Baptist University	Science	2012-13	Yes	0				It is our desire to maintain our goal of 1 science candidate as our focus on the undergraduate population will require prospective candidates time to complete their undergraduate coursework.
California Baptist University	Science	2013-14	Yes	1				Given the historically small size of our program coupled with our current recruitment strategies, it is our desire to add an additional science candidate to our program every-other-year.
California Lutheran University	Science	2011-12	Yes	4	Yes	We continue to improve our relationship with the Science department. Discussions have been held regarding creating a single subject Science program. We also work with CLU faculty to support future teachers.	Meetings with the Science department faculty. We did apply for a grant in STEM education; however, we were not funded.	In light of the recent economic downturn, local districts have been laying off teachers even in areas of need. While we have stepped up efforts in marketing and recruitment we have not seen a great increase in enrollment. We suspect this is caused by the lack of jobs available to new educators at this time.
California Lutheran University	Science	2012-13	Yes	3				

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
California Lutheran University	Science	2013-14	Yes	3				
California Polytechnic State University, San Luis Obispo	Science	2011-12	Yes	5	Yes	Efforts to meet this enrollment goal includes active recruitment of science majors at Cal Poly and continued conversation with other STEM disciplines about the science credentials program. Additional support is given by the Center for Excellence in Science and Math Education (CESaME). Science candidates also complete SCM 300, an introduction to science teaching course that includes 45 hours in local schools.		
California Polytechnic State University, San Luis Obispo	Science	2012-13	Yes	5				
California Polytechnic State University, San Luis Obispo	Science	2013-14	Yes	5				

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
California State Polytechnic University, Pomona	Science	2011-12	Yes	9	No	The program focuses on the used of the Noyce Scholars program as well as other undergraduate majors.	Continue to focus on Noyce Scholars as the program scours the various science majors to identify those interested in teaching. Those who are not named as Noyce Scholars either self-identify or are identified by science faculty. Unfortunately, the students tells us that the teaching salary and the sketchy job market continue to be the major deterrents as they are able to get much higher paying jobs with a Cal Poly Pomona science degree. That is not an obstacle the College of Education can address.	The number above represents only those who are recommended for a FIRST credential in the sciences. We have many more students who add on the various science credentials to their initial credential in another subject area. Because Cal Poly Pomona has a very strong general education requirement in science, many credential candidates are able to test out of one or more of the credential areas of science to add it as another area of authorization. Additionally, we have special scholarship funds for teachings in math and science that provide tuition and living support during clinical practice.
California State Polytechnic University, Pomona	Science	2012-13	Yes	12				The academic year is not yet completed to have an accurate response. The estimated number of INITIAL credential candidates is 18.
California State Polytechnic University, Pomona	Science	2013-14	Yes	14				The job market is beginning to turn around showing increased interest by students in the field. However, the beginning pay level will continue to hamper the highest level students from pursuing teaching credentials.
California State University, Bakersfield	Science	2011-12	Yes	10	Yes			
California State University, Bakersfield	Science	2012-13	Yes	12				

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
California State University, Bakersfield	Science	2013-14	Yes	14				
California State University, Channel Islands	Science	2011-12	Yes	4	Yes	Increased recruiting and dissemination of print and web information to current undergraduate students on campus, local community colleges, and to the Ventura County Office of Education. Provided scholarship opportunities science credential students. Offered content preparation classes for state subject matter exams.	N/A	Fall 2011: 5 science students seeking credential; 2 of which graduated Spring 2012: 5 science students seeking a credential; 2 of which graduated
California State University, Channel Islands	Science	2012-13	Yes	4				Fall 2012: 4 science students seeking credential; 2 of which graduated Spring 2013: 6 science students seeking credential; unknown number of completers at this time
California State University, Channel Islands	Science	2013-14	Yes	4				At least 4 students are continuing in the program. More are expected for admission in Fall 2013.
California State University, Chico	Science	2011-12	Yes	7	Yes	Continue recruitment through undergraduate science clubs and organizations Continue advising for the new BA in Life Sciences with a track for teachers and the new BA of Arts in Natural Sciences designed to attract majors in Liberal Studies to add a foundational level science credential. Increase scholarships for science candidates in the areas of both recruitment and retention through Noyce Scholarships and MISTI monies.	Improve advisement and advertisement for the new programs described above.	These numbers may fluctuate based upon perceived teacher demand.

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
California State University, Chico	Science	2012-13	Yes	15				These numbers may fluctuate based upon perceived teacher demand.
California State University, Chico	Science	2013-14	Yes	15				These numbers may fluctuate based upon perceived teacher demand.
California State University, Dominguez Hills	Science	2011-12	Yes	12	Yes	• 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	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.	
California State University, Dominguez Hills	Science	2012-13	Yes	9				
California State University, Dominguez Hills	Science	2013-14	Yes	10				

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
California State University, East Bay	Science	2011-12	Yes	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.	
California State University, East Bay	Science	2012-13	Yes	35				
California State University, East Bay	Science	2013-14	Yes	35				

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
California State University, Fresno	Science	2011-12	Yes	46	Yes	"In our efforts to increase the number of credentialed Science teachers, we set numeric goals that include both initial credentials in science AND add-on credentials in Foundational Level General Science, plus second credentials, i.e. Mathematics + Physics. Those candidates that complete our program with an initial credential AND a add-on credential or second credential are only counted once. Therefore, our completer numbers in Science appear smaller than our annual goal numbers.		
California State University, Fresno	Science	2012-13	Yes	50				
California State University, Fresno	Science	2013-14	Yes	53				

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
California State University, Fullerton	Science	2011-12	Yes	30	No	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 •community college outreach presentations •outreach in Intro to Teaching and Careers in Chemistry courses about job opportunities for teachers of mathematics and science •summer internships with local informal science centers •An updated brochure on the Single Subject Credential Program was published this year. CSUF Single Subject Credential Program is evolving in ways that we hope will support many of the national and global changes that are currently taking place in education. We are working to include Common Core State Standards preparation in both the areas of English language arts (including social science, science, and technical subjects) and in mathematics.	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 (the major in geoscience and the minor in natural science). The science credential moved from the College of Natural Science and Mathematics to the College of Education in 2012. However, the single subject credential advisor meets with the undergraduate science advisor on a regular basis to coordinate recruitment and advisement efforts. 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. The PRISE program pairs future science teachers with informal science education partners for summer internships.	We saw a small decline in the number of science credentials (30 to 26) due primarily to the effects of the economic recession on the job market for teachers in our local region.
California State University, Fullerton	Science	2012-13	Yes	32				

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
California State University, Fullerton	Science	2013-14	Yes	35				
California State University, Long Beach	Science	2011-12	Yes	45	Yes	In partnership with Long Beach USD we have expanded Foundational Level General Science programs for laid-off teachers and Alternative Induction Program teachers. We have received funding from Bechtel, Packard, and Workforce Investment Board to also support these programs. We continue to provide stipends for student teaching, intern/non-traditional student teaching, and added authorizations. We continue to support faculty advising year-round, as well as enhanced advising during the academic year. We are building STEM-focused instruction in the existing Multiple Subjects Credential Program courses that includes the new NGSS standards. We are encouraging students to participate in Science Teacher as Researcher (STAR) program, wehre they do summer research in a national lab (5 CSULB candidates participated in Summer 2012, 9 total for our campus). We recruit teacher candidates to teach in Young Scientists Camp and SEE US Success (science camp for homeless children).	We will continue offering additional sections of methods courses as needed. We continue our successful outreach, recruitment and retention efforts aligning with NOYCE and TEACH grant efforts (the final cohort of NOYCE scholars started in Fall 2012). We continue to support student assistants to help facilitate program coordination and field placements.	

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
California State University, Long Beach	Science	2012-13	Yes	45				
California State University, Long Beach	Science	2013-14	Yes	50				
California State University, Los Angeles	Science	2011-12	Yes	24	Yes	The LAUTR residency grant provided for a dedicated recruiter for prospective math and science teachers. The recruiter worked within the district and also attended numerous college and career fairs. Credential advisors provided outreach, speaking to CSULA undergraduates regarding pathways to teaching. They also met with high school counselors to provide information for prospective teachers. Faculty from the Charter College of Education worked with subject matter faculty in other colleges to recruit prospective teachers from the math and science majors.		The Charter College of Education worked with the Los Angeles Unified School District, the Workforce Investment Board, and the College of Extended Studies to prepare laid off elementary school teachers to be employed as middle/high school math teachers. 110 teachers were trained in math or science content and pedagogy in a two-quarter sequence. 14 also passed the subject matter examination for foundational level math or science. These teachers are all second credential/authorization completers and cannot be reported in initial credential completers for 2011-12. In addition to the 110 teachers trained for the added authorization, the college increased the number of traditional initial science teachers from 22 up to 25.
California State University, Los Angeles	Science	2012-13	Yes	26				This number represents a 5% increase.
California State University, Los Angeles	Science	2013-14	Yes	27				This number represents a 5% increase.

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
California State University, Monterey Bay	Science	2011-12	Yes	1	No	Need to collaborate with the Undergraduate Science programs.		
California State University, Monterey Bay	Science	2012-13	Yes	1				
California State University, Monterey Bay	Science	2013-14	Yes	1				
California State University, Northridge	Science	2011-12	Yes	22	Yes	Recruitment of candidates via MSTI (Math Science Teacher Initiative) and STEM grants.	Recruitment of candidates via MSTI (Math Science Teacher Initiative) and STEM grants.	
California State University, Northridge	Science	2012-13	Yes	24				Recruitment of candidates via MSTI (Math Science Teacher Initiative) and STEM grants.
California State University, Northridge	Science	2013-14	Yes	27				Recruitment of candidates via MSTI (Math Science Teacher Initiative) and STEM grants.

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
California State University, Sacramento	Science	2011-12	Yes	51	No	At the Sacramento campus, implementation of the CSU system wide 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 math/science credential" produced and widely disseminated. - Substantial scholarship support through MSTI and NSF Noyce Program for future science teachers. - Support for passing required standardized subject matter exams through 1)peer mentor tutors, 2)check-out of test guides, 3)funding for test costs, 4)content-based courses offered just prior to test administration, with funding provided to cover course cost. - Transcript evaluations for every student, providing detailed analysis of course	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 -Scholarship 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	In 2011-2012, Sacramento State fell short of our 10% goal in terms of raw numbers of Science preliminary credentials. However, in 2011-2012, Sacramento State saw a 25% decrease in the number of Single Subject credentials. Science credentials saw only a 7% decrease, and increased in the total proportion of credentials produced from 9% in 2010-2011 to 13% in 2011-2012.
California State University, Sacramento	Science	2012-13	Yes	54				We believe that the efforts we are making in working with our science subject-matter colleagues will provide a 20% annual increase in science credential recommendations, with at least 18 first time credentialed teachers.

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
California State University, Sacramento	Science	2013-14	Yes	57				We believe that the efforts we are making in working with our science subject-matter colleagues will provide a 20% annual increase in science credential recommendations, with at least 21 first time credentialed teachers.
California State University, San Bernardino	Science	2011-12	Yes	10	Yes	In 2011-2012, we added a Foundational Science Subject Matter authorization, with a focus on providing this at the CSUSB satellite campus in Palm Desert. We continue to provide informational sessions and recruitment activities. Encourage CSUSB to allow Winter & Spring admissions.	We continue to need to further develop our recruitment and marketing strategies. We are working more closely with the Liberal Arts program, so as to encourage their students to pursue their teaching credential with CSUSB instead of going to another institution. We have also been working to liaison more closely with the school districts we serve.	
California State University, San Bernardino	Science	2012-13	Yes	10				We did not meet our target for Fall 2012. We are continuing to improve our recruitment and marketing strategies.
California State University, San Bernardino	Science	2013-14	Yes	10				

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
California State University, San Marcos	Science	2011-12	Yes	9	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.	1. MSTI: Collaboration with Math and Science faculty in the College of Science and Mathematics (CSM) has been critical in recruiting and helping train Teacher Assistance. Mentoring has been provided by faculty in CSM 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.	
California State University, San Marcos	Science	2012-13	Yes	8				
California State University, San Marcos	Science	2013-14	Yes	9				

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
California State University, Stanislaus	Science	2011-12	Yes	2	No	The Math and Science Teacher Initiative offers/provides/supports/sponsors the following Strategies and services: •Program advising •Mentoring by MSTI faculty and coordinating staff •College of Education Teacher Recruitment and Retention Office service as a support unit for Math and Science Teacher Candidates •CBEST examination preparation support (workshops advising, test guides, workbooks/instructional materials) •General Science and Specialized Biology, Chemistry, Physics and Earth and Planetary Science CSET Subtests examination preparation support (test guides, workbooks/instructional materials) •Foundational Level Credential recruitment and support •Paid early field experiences in teaching opportunities provided through the Pre-Freshman Enrichment Program. and SCOE ARCHES and APIP initiatives •CSU Stanislaus annual Transition From Student to Teacher Conference •Recruitment activities, events, presentations, information sessions (e.g.: CSU Stanislaus New Student Orientation, Preview	•Continue to focus on the recruitment and support of science teacher candidates using the strategies listed above •Offer Foundational Level General Science CSET Workshops •Provide MSTI Scholarships in exchange for pre-service tutoring/coaching hours in area schools and programs •Encourage/mandate completion of all Single Subject Credential Program prerequisite requirements prior to applying to program •Encourage the CSU Administration to allow the Single Subject Credential Program to add more course sections and/or additional cohorts to allow for increased student enrollment	Due to budget constraints the opportunity of increasing the number of class sections to accommodate a large increase in credential students is not feasible.
California State University, Stanislaus	Science	2012-13	Yes	1				

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
California State University, Stanislaus	Science	2013-14	Yes	1				
Chapman University	Science	2011-12	Yes	4	No	We were able to add two additional students by improving our marketing strategies and offering Teacher Fellowships for new enrollees.		
Chapman University	Science	2012-13	Yes	5				
Chapman University	Science	2013-14	Yes	6				
Claremont Graduate University	Science	2011-12	Yes	0	Yes	Science Teachers at CGU normally do the Internship Program. We never plan to have science teachers in the traditional program. All goals related to the recruitment of science teachers is included in the alternative program.		
Claremont Graduate University	Science	2012-13	Yes	0				Science Teachers at CGU normally do the Internship Program. We never plan to have science teachers in the traditional program. All goals related to the recruitment of science teachers is included in the alternative program.

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
Concordia University	Science	2011-12	Yes	3	Yes	Candidates are apprised of the need for qualified teachers of the sciences are apprised during the applicaiton process. There are at least 4 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 credenitals. 2. Information sessions - the program hosts several information nights throughout the year where the need for science teachers and various pathways are presented. 3. Interview process - the last step of the applicaiton 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		
Concordia University	Science	2012-13	Yes	3				
Concordia University	Science	2013-14	Yes	3				
Dominican University of California	Science	2011-12	Yes	6	Yes	Credential candidates are encouraged to apply for the APLE program to support their education.		

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
Dominican University of California	Science	2012-13	Yes	3				The Department of Education is collaborating with the School of Natural Sciences to create a Science/Math Education Minor. We plan to submit an application for a Capacity Building grant from the Robert Noyce Teacher Scholarship Program through NSF. The overarching goal of the proposed project is to develop a science and math education minor to support students in the pursuit of a Science or Math Single Subject Preliminary Teaching Credential.
Dominican University of California	Science	2013-14	Yes	3				Dominican University's Admissions and Education departments worked closely with our marketing team to develop new marketing materials and brochures. We also revised the content posted on our website to help prospective students learn about our teacher preparation programs. In addition to these marketing efforts, the Education department worked on revising our course content. Beginning Fall 2013, our teacher preparation program courses are new and improved.
Fresno Pacific University	Science	2011-12	Yes	3	Yes			
Fresno Pacific University	Science	2012-13	Yes	1				
Fresno Pacific University	Science	2013-14	Yes	5				Fresno Pacific University has entered into a partnership with the University of California - Merced to train math and science students who are currently in their STEM program. The first group of candidates will graduate in Spring 2014.

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
Holy Names University	Science	2011-12	Yes	5	No	Partnership with Teach Tomorrow in Oakland-recruitment of a diverse teaching force. Held webinar which faculty constructed describing our Credential Programs	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable: Continue building pathways from Undergraduate majors (Science) to Teacher Education programs Teacher Education and Undergraduate faculty have met with K-12 high school (academies) with focus on Science in high schools Revise and improve current University website, Education pages Emphasis the sciences as a shortage area during monthly university Information Sessions Continue to spread awareness of Teacher Apprenticeship Program, which includes shortage subject areas like science	
Holy Names University	Science	2012-13	Yes	5				
Holy Names University	Science	2013-14	Yes	5				
Hope International University	Science	2012-13	Yes	1				
Hope International University	Science	2013-14	Yes	2				

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
Humboldt State University	Science	2011-12	Yes	10	Yes	$500 stipend support to undergraduates interested in teaching science for taking a Early Fieldwork in Schools (Secondary Education 210/410) course. Course is designed to explore teaching as a profession. Students observe and participate in local school classrooms. Implementation of an international exchange program focused on science teaching to recruit strong science undergraduates into teaching. Humboldt Science and Mathematics Center employs an advisor to discuss career pathways in education for math and science undergraduates. Partial fee reimbursement for subject matter tests (CSET) to assess subject matter competency for math and science undergraduates interested in teaching.	Continue to communicate regarding accessibility of program to distance candidates, focusing on recruiting paraprofessionals or non-credentialed educators working in STEM fields.	
Humboldt State University	Science	2012-13	Yes	10				Teaching candidates from Elementary Education are offered methods courses in Secondary Education, and especially recruited into science and math methods courses. Foundational credentials in Math and/or Science are offered now in State of California and Elementary Education Candidates are specifically recruited to apply. Outreach letter sent to every k-12 superintendent in the State of California to recruit para-professionals or teachers teaching outside of their subject matter to earn a teaching credential in a distance accessible program.

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Humboldt State University	Science	2013-14	Yes	8				Eight of the 30 candidates will prepare for a science credential.
La Sierra University	Science	2011-12	Yes	1	No			
La Sierra University	Science	2012-13	Yes	2				
La Sierra University	Science	2013-14	Yes	3				
Loyola Marymount University	Science	2011-12	Yes	4	Yes	Reached out to undergraduate science majors through their departments; hosted info sessions to target high school science teachers seeking a credential; visited numerous graduate school fairs; visited events hosted by local aerospace firms to identify potential career changers; hosted information sessions on campus; attended 2 California Forum for Diversity in Graduate Education forums.	Continue to: 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.	
Loyola Marymount University	Science	2012-13	Yes	5				
Loyola Marymount University	Science	2013-14	Yes	5				
Mills College	Science	2011-12	Yes	5	Yes			
Mills College	Science	2012-13	Yes	1				
Mills College	Science	2013-14	Yes	5				

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
Mount St. Mary's College	Science	2011-12	Yes	4	Yes	Goal: Increase science candidates We continue to reach out to biology, chemistry, nursing, and physics departments to encourage undergraduate students who wish to teach K-12 to apply for the credential program. Outreach is fine but candidates are having great difficulty passing CSET.	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.	
Mount St. Mary's College	Science	2012-13	Yes	2				
Mount St. Mary's College	Science	2013-14	Yes	5				
National Hispanic University	Science	2011-12	Yes	3	Yes		•recruit from undergrads •marketing •Internships	
National Hispanic University	Science	2012-13	Yes	4				
National Hispanic University	Science	2013-14	Yes	3				
National University	Science	2011-12	Yes	5	No		National University offers a variety of BA Blended programs designed to help attract teachers in high need areas. We offer a BA in Biological Science in the single subject areas. This program is reviewed annually for growth and program improvement.	
National University	Science	2012-13	Yes	10				
National University	Science	2013-14	Yes	15				

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
Notre Dame de Namur University	Science	2011-12	Yes	4	Yes	Contacts of PACT director, a science teacher. Individualized attention from program director.	Improve pipeline for NDNU undergrads via blended program.	
Notre Dame de Namur University	Science	2012-13	Yes	4				
Notre Dame de Namur University	Science	2013-14	Yes	4				
Occidental College	Science	2011-12	Yes	3	Yes	NSF grant for 09-10 year toward increasing Math & Science Candidates	Program withdraw/closed as of 6/30/2012	
Pacific Union College	Science	2013-14	Yes	3				New college scholarship for teacher education students has increased the number of potential candidates, including the science areas of Biology and Chemistry.
Patten University	Science	2011-12	Yes	6	No	Information nights on campus. Increased mailing and flyers to districts and schools.	Need an additional person for recruitment.	
Patten University	Science	2012-13	Yes	6				
Patten University	Science	2013-14	Yes	5				
Pepperdine University	Science	2011-12	Yes	8	No	Increased efforts to inform graduate and undergraduate students of our teacher preparation programs.	Work one-on-one with prospective students to encourage dual credentials to include math and science plus their core area.	
Pepperdine University	Science	2012-13	Yes	6				
Pepperdine University	Science	2013-14	Yes	6				

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Point Loma Nazarene University	Science	2011-12	Yes	1	No		Encourage current single and multiple subject candidates to consider added authorization in science. Work with LEA's to identify current teacher to add authorizations in science.	
Point Loma Nazarene University	Science	2012-13	Yes	5				
Point Loma Nazarene University	Science	2013-14	Yes	5				
San Diego Christian College	Science	2012-13	Yes	1				
San Diego Christian College	Science	2013-14	Yes	1				
San Diego State University	Science	2011-12	Yes	25	No	MSTI Program: CSET prep classes, opportunities for tutors, fellowship programs, support for current students, financial assistance	We plan to increase and improve outreach strategies to undergraduate mathematics majors. We received a NOYCE grant this fall to help with recruitment of both math and science teachers.	
San Diego State University	Science	2012-13	Yes	8				Our goal is to increase the number of science teacher credential candidates by 20%. In 2011-12, we had 7 teachers complete programs in science education, our goal for 12-13 was therefore eight new teachers. We have 14 candidates enrolled in a science education program at this time.
San Diego State University	Science	2013-14	Yes	14				

Annual Goals for Science, 2011-12, 2012-13, and 2013-14 - Traditional Route

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
San Francisco State University	Science	2011-12	Yes	10	Yes	The pathway to earning a math teaching credential was explained to undergraduates in several public campus events. The Center for Science and Math Education also recruited math teachers from the undergraduate population at this University.	Undergraduates need to be told credential program requirements early so they can be prepared for entering the credential program upon graduation. A brochures explaining the steps is currently in production.	
San Francisco State University	Science	2012-13	Yes	10				
San Francisco State University	Science	2013-14	Yes	10				
San Jose State University	Science	2011-12	Yes	19	No	Website recruitment materials and tutoring for undergrad majors.	Enhanced tutoring to teaching programs.	Focus on SJSU undergrad students because we found that many career changers do not complete the program.
San Jose State University	Science	2012-13	Yes	3				We would like to add three more students for a total or 20.
San Jose State University	Science	2013-14	Yes	3				

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
Santa Clara University	Science	2011-12	Yes	5	No	We used our Noyce Scholar Fellowship grant to attract prospective mathematics and science teachers into our teaching credential program. This fellowship provides students with full tuition to our teaching credential program in exchange for a two-year commitment to teaching mathematics or science in a high-needs school district.	California requires credential candidates to demonstrate their mastery of basic skills and their subject matter competence prior to beginning student teaching. Typically, this is accomplished by completing four separate standardized tests. We have found that many potential applicants for the Noyce scholar program, as well as many of the mature students who apply to our program seeking to change from careers in the high tech sector to science teaching, are put off by the expectation that they must demonstrate their academic competence and decide not to apply for admission to the teaching credential program. There are many potential reasons for this resistance, including the high fees associated with registration for the tests and the sense that majoring in a content area should be considered sufficient evidence of subject matter competence. We intend to examine this issue more closely and work to determine how to minimize the barriers raised by the testing requirements.	
Santa Clara University	Science	2012-13	Yes	5				
Santa Clara University	Science	2013-14	Yes	5				
Simpson University	Science	2011-12	Yes	1	Yes	Meet with undergraduate science majors.		

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Simpson University	Science	2012-13	Yes	1				
Simpson University	Science	2013-14	Yes	2				
Sonoma State University	Science	2011-12	Yes	51	Yes	Foundational Level Prep Course (newly expanded). After meeting with the Math, Science, Computer, and Technology departments' faculty in September 2011, we decided to continue in the Summer 2012 with one Foundational Level General Science Content and Methods course (3 units) in Sonoma County only. Additionally, we offered a physics course (2 units) for additional units for the candidates, as requested by the previous participants, and expanded the Institute to four weeks in length. Candidates were selected based on their science content knowledge and science teaching experience. We also encourage credential candidates in the Multiple Subject Credential Program to add the Foundational Level General Science Credential to their newly-obtained MS credential; we do the same for our Single Subject credential candidates where more are taking the Science CSET to add to their newly-earned credential. We're recruiting Multiple Subject Credential teachers with no current teaching position.		
Sonoma State University	Science	2012-13	Yes	32				

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
Sonoma State University	Science	2013-14	Yes	54				
St. Mary's College of California	Science	2011-12	Yes	5	No	As primarily an institution focused on the liberal arts, the undergraduate population of the College, from which many of our elementary and special education teachers come, does not have a large number of science majors. Recruitment in the science areas has suffered as a result.	The program is developing strategies to reach out beyond the undergraduate population to increase our single subject enrollment in the sciences.	
St. Mary's College of California	Science	2012-13	Yes	2				
St. Mary's College of California	Science	2013-14	Yes	2				
Stanford University	Science	2011-12	Yes	15	Yes	Recruiting sessions at Stanford and events nationwide; informing applicants of the Knowles fellowship, San Francisco Teacher Residency, loan forgiveness options for science teachers with Stafford and Perkins loans; promoting the Avery-Stanford forgivable loan and Woodrow Wilson fellowship.	Will continue recruiting sessions at Stanford and nationwide; informing applicants of loan forgiveness options for science teachers (ie. Perkins and Stafford loans); increase contact with science departments at local universities; increase promotion of the Avery-Stanford forgivable loan and Woodrow Wilson fellowship.	
Stanford University	Science	2012-13	Yes	15				
Stanford University	Science	2013-14	Yes	15				
The Master’s College	Science	2013-14	Yes	3				

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Touro University	Science	2011-12	Yes	5	Yes	Single subject science candidates undertake an intensive study oft the state adopted Common Core State Standards in the curriculum and instruction courses, EDU 775: Curriculum and Instruction: Secondary Methods I and EDU 777: Curriculum and Instruction: Secondary Methods II, through a series of observations in EDU780:Orientation to Student Teaching & Seminar, and through supervised teaching in EDU781: Student Teaching & Seminar. Candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted content standards. Candidates identify the connections across major concepts and principles within science and across disciplines throughout the curriculum and instruction classes. Candidates learn the expected sequence of instruction designed to provide students with opportunities to reinforce foundational skills and knowledge and to revisit concepts, principles, and theories previously taught throughout the 7-12 grade levels.	All science credential candidates need specific instruction in both life and physical science curriculum strategies along with instruction on incorporating literacy in the content are of science.	
Touro University	Science	2012-13	Yes	5				
Touro University	Science	2013-14	Yes	5				
United States University	Science	2012-13	Yes	2				

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
United States University	Science	2013-14	Yes	2				
University of California, Berkeley	Science	2011-12	Yes	12	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.	
University of California, Berkeley	Science	2012-13	Yes	12				
University of California, Berkeley	Science	2013-14	Yes	12				
University of California, Davis	Science	2011-12	Yes	20	No	The Program was 2 short of meeting its goal. The Program continues to do targeted recruitment in this area by: •Continuing faculty contact to potential applicants in mathematics and related disciplines; •Continuing to invest in the mathematics and science undergraduate pipeline program; and •Recruit for the NSF scholarship opportunity for mathematics applicants.	The state budget context in California and the impact on teacher hiring has had a significant dampening impact on the number applying to teaching credential program in the State, including areas of previous shortage such as mathematics and science. We are pleased that our enrollments are holding steady, and not declining as is common in credential programs across the state.	
University of California, Davis	Science	2012-13	Yes	20				
University of California, Davis	Science	2013-14	Yes	20				We will recommend for admission as many qualified applicants that we receive to yield a cohort size of 20-25.

Annual Goals for Science, 2011-12, 2012-13, and 2013-14 - Traditional Route

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
University of California, Irvine	Science	2011-12	Yes	24	Yes	We remain interested in attracting strong candidates for science credentials. To do so, we hold information sessions every other week and we have the Cal Teach Program for undergraduates including a satellite office on campus to serve the undergraduate population in STEM majors. The number of science candidates between 2008-09 and 2011-12 has been between 17 and 21, and we would like to increase that number to 25 or 30.		
University of California, Irvine	Science	2012-13	Yes	30				
University of California, Irvine	Science	2013-14	Yes	30				

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
University of California, Los Angeles	Science	2011-12	Yes	20	No	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 planning to major in STEM fields to consider teaching as a career. Offered a Science Teacher Education Program (STEP) for undergraduate science majors at UCLA who are considering teaching in secondary schools as a career. STEP offers seniors a way to begin taking courses leading to a secondary preliminary credential in their senior year. During that year, they engage in coursework and fieldwork within a cohort of STEP students under the supervision and guidance of an experienced science faculty advisor. Faculty advisors have long-term teaching experience in urban schools. The following year, STEP graduates are employed as full-time science teachers with full salary in TEP partnership schools and complete work towards their master's degree in education	1.Dedicated recruitment coordinator for CalTeach, STEP and IMPACT. 2.Ongoing partnership between the teacher education program and the UCLA Science Department 3.Emphasis on benefits of IMPACY program for all science applicants. 4.Develop strong partnerships with professional organizations and initiatives invested in science education such as NASA and 100Kin10. 100Kin10 is a multi-sector mobilization that responds to the national imperative to train 100,000 excellent science, technology, engineering, and math (STEM) teachers over the coming 10 years. 100Kin10 partners take action by increasing the supply of excellent STEM teachers; hiring, developing, and retaining excellent STEM teachers; and building the 100Kin10 movement. 5.Aggressive solicitation on funding to support the recruitment, selection and support of STEM majors interested in teaching as a career.	Our 2011 – 2012 goal was to enroll 20 science candidates into our teacher education programs. We enrolled 14.
University of California, Los Angeles	Science	2012-13	Yes	20				We enrolled 24 science candidates into our teacher education program in 2012 – 2013.
University of California, Los Angeles	Science	2013-14	Yes	15				Due to end of our IMPACT grant, we project a slight decline in applications to the Science pathway during the 2013 admissions cycle.

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University of California, Riverside	Science	2011-12	Yes	2	No	The Teacher Education Program in the Graduate School of Education has a close cooperative relationship with the University of California Cal Teach Science & Math Initiative. Some of the goals of the program are stated as: To encourage and create multiple pathways for students interested in science, mathematics, and engineering to consider teaching as a career To facilitate in and advisement of students toward completing a Bachelor's degree in science, mathematics, or engineering along with the possibility of establishing eligibility towards entrance into an intern teaching credential progra. To provide courses that include an introduction to schools and teaching as a profession, cultural diversity, and education and educational psychology To provide field experiences in K-12 classrooms with supervised "mentor teachers" focusing on discipline-specific teaching methods to meet state teacher credentialing requirements To provide information on credential requirements	The Graduate School of Education has initiated an education minor to help promote early experiences in the field of education within our undergraduate community. Recruitment for teacher education begins in these classes. Teacher Education attends recruiting fairs throughout the region and on our campus. Teacher Education continues to cooperate with the efforts of the Science and Math Initiative. UCR Teacher Education Program has continued to develop close ties with county offices of education and school districts. New partnerships are being developed with these institutions to increase mutual awareness of needs (hiring and curricular) between UCR and its education community.	The Teacher Education program has set a goal of 20% growth in the teacher shortage areas. The current goal for the all subject areas is to double our candidates in three years, with the understanding that it may be a matter of years before steps such as the new education minor can show any positive results. UCR's Teacher Education program has a new assistant director and director starting in the 2012-2013 academic year. They have started to design a Title II Implimentation Plan that will specifically address the all Title II teacher shortage areas.
University of California, Riverside	Science	2012-13	Yes	2				
University of California, Riverside	Science	2013-14	Yes	2				

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University of California, San Diego	Science	2011-12	Yes	3	Yes	Cal Teach collaboration with Science Departments on recruitment for Science Education minor as well as coursework & field placements; financial support for credential/M.Ed. program.	Continue early outreach through freshman seminars and faculty mentorships; streamline Science Education minor and to collaborate with departmental advisors.	
University of California, San Diego	Science	2012-13	Yes	3				
University of California, San Diego	Science	2013-14	Yes	3				
University of California, Santa Barbara	Science	2011-12	Yes	10	No	We have a goal of enrolling approximately 10 secondary science candidates per year primarily determined by the number of field placements in the local schools and our cohort model which places a site coordinator in each of the placement schools. We were just short of our goal, although the quality of the candidates was strong. We had just made a field placement mandatory in our undergraduate CalTeach courses and so the number of students in those courses decreased that one year as the adjustment was being made.	Our undergraduate program, CalTeach recruits and mentors talented STEM majors and provides them with coursework and field placements and a newly added Minor in Science and Mathematics Education.	We were confident that our undergraduate numbers would increase thus increasing our graduate certification program applications for the following year, which was indeed the case.

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University of California, Santa Barbara	Science	2012-13	Yes	10				We more than met our goal and had the largest SST cohort. Half of the cohort had been part of CalTeach. The quality of the cohort was also exemplary, as shown by the awarding of Knowles Fellowships to two of our teacher candidates (only 30 awards were awarded nationally). Our undergraduate program, CalTeach recruits and mentors talented STEM majors and provides them with coursework and field placements and it was the second year of the Minor in Science and Mathematics Education. Since we more than met our goal in terms of numbers we focused on increasing the number of candidates in the physical sciences and received a $1.9 million dollar Noyce grant to help in that endeavor. That Noyce will not, however, affect the graduate certification program until the academic year 2014-2015.
University of California, Santa Barbara	Science	2013-14	Yes	10				We met our goal not only in terms of the total number of candidates but we accepted three physics candidates, and two chemistry candidates, thus having the physical science candidates make up approximately half the cohort.

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University of California, Santa Cruz	Science	2011-12	Yes	16	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 science education: current students also promote the program. -Recruit at CSU/UC Diversity Forums. -NSF Noyce Grant and Mark Bruce Fellowship to support science students enrolled 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 program. -Actively promote NSF Noyce Grant for science students. -Further promote STEM Education Minor.	Grant funding provided is an incentive to attend the program. However, if students receive a larger amount 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 program.
University of California, Santa Cruz	Science	2012-13	Yes	15				Admission offered to all qualified science applicants.
University of California, Santa Cruz	Science	2013-14	Yes	18				Admission offered to all qualified science applicants.
University of LaVerne	Science	2011-12	Yes	4	Yes	Worked with STEM, Noyce Scholars Program, and community college transfer students to encourage science undergraduates and future teacher education enrollment.	Noyce Scholar Program ended. Working to identify other means of encouraging science teacher enrollment.	
University of LaVerne	Science	2012-13	Yes	4				Working to identify other resources to encourage science teacher enrollment.
University of LaVerne	Science	2013-14	Yes	4				

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University of Phoenix	Science	2011-12	Yes	18	Yes	Student centric cultivation Improved marketing communications Showing support with helping professions by reducing costs Developing technology-based solutions to facilitate learning Partnerships with leading education organizations	Development of marketing-specific brochures for education programs Phoenix.edu improvements to messaging and initial student support needs Significant improvements to online classroom to encourage participation and increase satisfaction and retention	
University of Phoenix	Science	2012-13	Yes	20				
University of Phoenix	Science	2013-14	Yes	20				
University of San Diego	Science	2011-12	Yes	1	Yes	As specified in the previous section, the Noyce Scholar program provides scholarships to students preparing to be math and science teachers. The financial award and honorary recognition raises the profile of the program and encourages future applications. Undergraduates in science teacher preparation programs are eligible for the Noyce scholarship. The new undergraduate program coordinator is specifically dedicated to recruiting, retaining, and supporting candidates in math, science, and special education. The program coordinator for the Master's Credential Cohort program is charged to recruit candidates in high needs areas including science. Our increased options in the form of a two-year MCC program increased science enrollment. A reduced tuition structure represents an investment in teacher education. The reduced rate coupled with outreach has increased science enrollment.	We have seen a moderate growth in enrollment in our program while recognizing that it can take several generations of students to fully realize the growth potential of these changes. We anticipate continuing with and intensifying these efforts in the coming year.	Most of our strategies to positively impact teacher preparation in mathematics apply to science as well.

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University of San Diego	Science	2012-13	Yes	2				
University of San Diego	Science	2013-14	Yes	2				
University of San Francisco	Science	2011-12	Yes	11	Yes	USF utilized a multi-faceted approach to recruit science candidates to include: general program information meetings, open houses, and individual meetings. We also have worked in partnership with various Intern committees as a way to nurture a pipeline for our program.	We will continue to use the information and open house meeting concept as a way of meeting our goals since it seems to be the most effective vehicle to share our program with interested applicants. During these meetings, we have an opportunity to meet and answer the perspective applicants' questions, direct them to application "next steps."	
University of San Francisco	Science	2012-13	Yes	15				
University of San Francisco	Science	2013-14	Yes	18				
University of Southern California	Science	2011-12	Yes	50	No	USC Rossier received fellowship support from the Noyce Foundation for students preparing to teach science.	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.	
University of Southern California	Science	2012-13	Yes	50				
University of Southern California	Science	2013-14	Yes	50				

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University of the Pacific	Science	2011-12	Yes	3	Yes	We had 3 program completers, 2 in science with biology, and one in science with chemistry. We attracted students to a graduate master's degree program in education with a single subject credential. This graduate program attracted science majors from undergraduate programs at the University of the Pacific and graduate students whose bachelor's degrees were awarded from other universities.	We will continue to contact advisors in the science departments at our university to help students be aware of opportunities for teaching in science fields, and we will inform them about our master's degree and credential program. We will continue to have our summer Master's degree and single subject program, with information provided at our School of Education web site.	
University of the Pacific	Science	2012-13	Yes	4				We have 4 science candidates student teaching in the 2012-13 academic year. Students were graduate students from our Master's degree and single subject program.
University of the Pacific	Science	2013-14	Yes	4				We will continue to meet with faculty in science departments to help us to inform undergraduate students about our credential program. The Master's degree and credential program continues to be advertised at our School of Education web site. The Master's degree and credential program has been attractive to students in the Stockton area with bachelor's degrees in science fields.
Vanguard University	Science	2011-12	Yes	1	Yes	Partnership with the faculty in the Science department and meetings with the senior capstone course.	Continue with partnership.	During this reporting year 2011-2012 we had a total of 7 science prospective teachers in the program, an increse of 4 prospective teachers from the previous reporting year 2010-2011.
Vanguard University	Science	2012-13	Yes	1				
Vanguard University	Science	2013-14	Yes	1				

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Western Governors University - CA	Science	2011-12	Yes	1	Yes	Our multi-level strategy was to concurrently increase enrollments through a variety of marketing approaches, decrease attrition, and maintain on time progress to graduation.		
Western Governors University - CA	Science	2012-13	Yes	1				We will continue the successful strategies that allowed us to meet our goal for 2011-2012, with an even stronger focus in the current and future years on higher graduation rates vs. enrollment increases.
Western Governors University - CA	Science	2013-14	Yes	2				We anticipate a modest increase in enrollment as a result of focused marketing efforts designed to attract students who demonstrate potential for success in this area of high demand.
Westmont College	Science	2011-12	Yes	1	Yes	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 credential in the Sciences and other fields at other colleges and universities in California.	We will continue to encourage our colleagues in the sciences to recommend promising candidates in their subject areas.	

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Westmont College	Science	2012-13	No					
Westmont College	Science	2013-14	Yes	1				Our current standing goal is one credential awarded annually. But there are so many variables, that we do not have a clear sense of how many credentials will actually be awarded.
Whittier College	Science	2011-12	Yes	4	Yes	Worked with science department faculty in the college's undergraduate program to identify majors who might be interested in exploring a career in teaching as a career. A new faculty professor for math/science education was hired.		
Whittier College	Science	2012-13	Yes	5				HHMI-funded (Howard Hughes Medical Institute)SMART Program (SMART = Science and Math in Research and Teaching) This program takes juniors/seniors interested in teaching and provides them with opportunities to conduct independent research in math/science field and extensive work with practicing high school math/science teachers.
Whittier College	Science	2013-14	Yes	6				In the upcoming year a freshman writing class is going to be offered related to science education/teaching & learning of science. This course will be paired with a course in education. The goal is to attract individuals who might pursue a careet in science teaching.

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Antioch University Los Angeles	SpecEd	2011-12	Yes	2	Yes	The Admissions office identified enrollment targets and committed resources to recruitment.	Hired a New Admissions Director and started the process of redesigning the Department recruitment brochure.	
Antioch University Los Angeles	SpecEd	2012-13	Yes	4				
Antioch University Los Angeles	SpecEd	2013-14	Yes	6				
Antioch University Santa Barbara	SpecEd	2011-12	Yes	5	Yes	Antioch Santa Barbara advertises the advantages of its Multiple Subject-Education Specialist Mild/Moderate program to students at Santa Barbara City College, BA students here at Antioch, and students at other four-year colleges in the area. Students are able to obtain the two credentials in one calendar year. Antioch also seeks out teachers with existing Multiple or Single Subject credentials to add the Education Specialist M/M credential.	We will continue to inform students that having an Education Specialist credential not only helps children in our schools with special needs, but also improves their employment prospects in the Santa Barbara area. There are currently few Multiple Subject jobs in the city or county.	
Antioch University Santa Barbara	SpecEd	2012-13	Yes	5				We were only able to enroll two Education Specialist/Multiple Subject candidates this year. We are preparing three additional students in our Education Specialist program who already have a Multiple Subject credential. Many of our students are planning to add the Ed Specialist and Masters next year after they have completed their initial MS credential.

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Antioch University Santa Barbara	SpecEd	2013-14	Yes	5				The university is increasing it's outreach efforts this year to increase enrollment in the education department, including all the credential programs. We are marketing to potential candidates who have participated in our local AmeriCorps program.
Azusa Pacific University	SpecEd	2011-12	Yes	3	No	The Department of Special Education aligned the program options for credential as well as Masters degree to the school district's current needs in addition to preparing candidates to be more marketable in the field of education. The following strategies are being implemented to achieve the annual goals for the Department of Special Education: *The leadership team has expanded and includes program directors responsible for mild to moderate, moderate to severe credentials and master degree programs. In addition, coordinators are assigned at each regional center to insure student support and program fidelity. *The Added Authorizations in Special Education includes Autism, Resource Specialist Program, Emotional Disturbance and Adapted Physical Education.	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 Credential for guidelines required by the CTC as per Ed. Code Section 44227(a).	
Azusa Pacific University	SpecEd	2012-13	Yes	3				More interactions with school administrators and mentors at school districts allows the program to respond to district needs making our candidates more marketable.
Azusa Pacific University	SpecEd	2013-14	Yes	3				

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Brandman University	SpecEd	2011-12	Yes	40	Yes	Due to the existing state of the job market in education, we set a goal of 40 enrolled students, which we slightly exceeded. Although most areas of education continue to see declining or stable employment, opportunities for special education jobs continue to be available at a steady or slightly increasing rate. We continued partnerships with districts local to our Brandman campuses, re-signed agreements with districts, and involved personnel from local districts on our education advisory committees. Through these committees, we could learn about needs districts had. Our goal is to translate the enrolled students into program completers in a timely manner.	We will continue working with program advisors to schedule students for program completion. We will also continue working with our clinical coordinators to find appropriate placements for students so they can finish their clinical work and file for their credentials.	
Brandman University	SpecEd	2012-13	Yes	40				We hope to add another 10 students over the 40 we had this year. Although this goal may seem low, the field of education is still in a state of flux from the recent budget crisis. Due to the economic crisis, retirements seem to be occurring at a slower pace than anticipated, resulting in fewer job openings. However, districts are beginning to report anticipated teacher shortages in upcoming years. However, this will take some time to translate into increased enrollments.

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Brandman University	SpecEd	2013-14	Yes	55				We hope to add another 15 students, with a goal of 55. This seems to be a reasonable goal as we anticipate retirements to continue to rise and teacher demand to increase as well. We also anticipate increased enrollments with the implementation of our early childhood special education full credential. However, if another budget crisis hits the state, then this number may be lower.
California Baptist University	SpecEd	2011-12	Yes	5	No	Host monthly information sessions Visit education prerequisite courses Held a Careers in Education workshop Targeted multiple subjects candidates who were having a difficult time securing employment	We require all candidates to complete EDU 341/541: The Exceptional Child as a prerequisite to all our preliminary credential programs. This course requires fieldwork. For many candidates, the course removes the fear of the unknown and creates a sense of mission. It is not unusual for this course to assist a few candidates per year to change into a special education program.	
California Baptist University	SpecEd	2012-13	Yes	3				
California Baptist University	SpecEd	2013-14	Yes	3				
California Lutheran University	SpecEd	2011-12	Yes	20	Yes	The Graduate School of Education received a Federal Grant that funded tuition for 12 students in the Deaf and Hard of Hearing program. In addition, administration has worked closely with the Marketing and Graduate Admissions Departments on increasing enrollment in all areas of need.	A number of meetings were held with Marketing and Graduate Admissions staff in order to plan for recruitment of candidates.	

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California Lutheran University	SpecEd	2012-13	Yes	12				In light of the recent economic downturn, local districts have been laying off teachers even in areas of need. While we have stepped up efforts in marketing and recruitment we have not seen a great increase in enrollment. We suspect this is caused by the lack of jobs available to new educators at this time.
California Lutheran University	SpecEd	2013-14	Yes	12				
California Polytechnic State University, San Luis Obispo	SpecEd	2011-12	Yes	0	Yes	Special Education faculty members have created a podcast describing both the course of study and admission procedures. The podcast link is located on the School of Education website. In addition, program faculty answer e-mail queries (circa 300 per year), conduct individual face to face, telephone or Skype meetings to answer individual questions once potential applicants have viewed the podcast. Finally, Special Education faculty members make presentations to classes on the Cal Poly campus and in local schools where there may be potential candidates. Once applications are received, they are reviewed by Special Education faculty members, 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 Polytechnic State University, San Luis Obispo	SpecEd	2012-13	Yes	0				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. In addition to the strategies used to achieve the goal described for the 2011-2012 year, in the 2012-2013 Academic Year, Special Education faculty have maintained contact via email, Facebook and various events in San Luis Obispo (e.g., the WALK for Autism) with former graduates . As former graduates have proved to be effective informal recruitment agents for our program, we are working to consciously maintain ties with them. Finally, in spring quarter all of our current candidates are making presentations in the community, at local and state conferences regarding autism and the inquiry projects they have conducted across the Academic Year. By creating this Cal Poly presence, they have indirectly raised the profile of our program in community and professional circles.

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California Polytechnic State University, San Luis Obispo	SpecEd	2013-14	Yes	0				In the 2013-2014 Academic Year, we anticipate a new tenure track faculty member in Special Education. While that faculty member will be replacing a current faculty member who has retired and no new program growth is anticipated, the new faculty member may well have additional ideas to share/implement in all areas related to instruction and recruitment.
California State Polytechnic University, Pomona	SpecEd	2011-12	Yes	12	Yes	At the request of our partner school districts, effort was placed on preparing teachers who already had a basic credential in either elementary of secondary education to earn a credential in special education. District has been concerned about retaining teachers who would have bee subject to furloughs. Additionally, teacher candidates have been encouraged to add a special education credential onto the basic credential at either the elementary or secondary level. Since the special education credential is being added onto a just earned credential, the number of candidates who are dual credentialing or adding on a credential are not included in these numbers.	We will continue doing as have as the our partner districts have encouraged credential students to add special education onto a basic credential. The number of credential candidate who add special education onto the initial credential is over double the special education only candidates.	During the 2011-12 year, the standards for earning a special education credential changed and a new program was implemented. The 2011-12 year was a transition year of teaching out the old program and beginning the new program. Therefore, the number of candidates completing the program at the initial level was far lower than reported in previous years as the some candidates were stalled due to added requirements.

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California State Polytechnic University, Pomona	SpecEd	2012-13	Yes	23				The academic year is not yet completed to have an accurate response. The new program is now in place and should generate larger numbers as there is less confusion as was in the transition phase. It is unclear at this point of the required standardized exams will hold some of the candidates up in completing the program.
California State Polytechnic University, Pomona	SpecEd	2013-14	Yes	25				The number of initial candidates should remain relatively flat as our capacity is limited by the large number of candidates who also add on the special education credential
California State University, Bakersfield	SpecEd	2011-12	Yes	25	Yes			
California State University, Bakersfield	SpecEd	2012-13	Yes	20				
California State University, Bakersfield	SpecEd	2013-14	Yes	25				
California State University, Channel Islands	SpecEd	2011-12	Yes	17	Yes	We continue to have a healthy number of students enrolled in special education.		A significant number of students enrolled in our program have credentials and are returning to add the additional special educaiton credential, the number listed does not reflect those students adding a second credential

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California State University, Channel Islands	SpecEd	2012-13	Yes	20				We have written the moderate/server authorization program and are awaiting approval. We aligned this new authoirzation with our current mild/moderate program standards and as a result students will only need to take one additional semester to have both the mild/moderate and moderate/sever authorization, if they choose. Our goal is to increase our number of students in our special education program by adding the two authoriztions.
California State University, Channel Islands	SpecEd	2013-14	Yes	25				We hope to have our new moderat/sever program approved and ready to admit for Spring 2014
California State University, Chico	SpecEd	2011-12	Yes	35	Yes	Continued to recruit candidates into TQP grant-funded programs focusing on increasing special education candidate numbers (RTR, ITEC, Concurrent and Next Steps).	Need to increase the number and quality of our special education school placements and recruit additional cooperating teachers. In addition, we need better advertisement and advisement strategies campus-wide to promote the Next Steps Program that recruits single subject candidates from majors across campus to earn credentials in their content area majors and special education.	The actual number might fluctuate based upon perceived teacher demand.
California State University, Chico	SpecEd	2012-13	Yes	40				The actual number might fluctuate based upon perceived teacher demand.

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California State University, Chico	SpecEd	2013-14	Yes	45				The actual number might fluctuate based upon perceived teacher demand.
California State University, Dominguez Hills	SpecEd	2011-12	Yes	26	Yes	• 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 to the community at large.	In Spring 2011, as a response to revised state standards, the Special Education Program began admitting candidates to their new Education Specialist Preliminary 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 individuals with disabilities from birth through age 22.	
California State University, Dominguez Hills	SpecEd	2012-13	Yes	54				As the program transitioned to its new Preliminary Education Specialist Credential, in Fall 2012, there was a surge of students who needed to complete the old Education Specialist Level I Credential before the state established deadline.

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California State University, Dominguez Hills	SpecEd	2013-14	Yes	30				
California State University, East Bay	SpecEd	2011-12	No		Not applicable			Candidates seeking initial certification in special education at this university must already possess a teaching credential or complete the initial certification in multiple subject teaching in conjunction with the special education credential. Therefore, initial certification in special education is not considered a Program Completer for Title II Reporting purposes.
California State University, East Bay	SpecEd	2012-13	No					
California State University, East Bay	SpecEd	2013-14	No					
California State University, Fresno	SpecEd	2011-12	Yes	46	Yes	1. School-wide marketing effort using print, web, and radio media. 2. Building additional partnerships with local districts to expand our capacity to serve the region.		
California State University, Fresno	SpecEd	2012-13	Yes	50				

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California State University, Fresno	SpecEd	2013-14	Yes	53				
California State University, Fullerton	SpecEd	2011-12	Yes	110	Yes	•New student organizations for early childhood special education and autism 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 fields of early childhood special education and autism •Recruitment at local conferences and school districts through the I:DREEAM grant which supports new early childhood teachers as well as recruitment through the Intern program for all three program areas (early childhood, mild/moderate, and moderate/severe) •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 an 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. Several faculty presented at the Road to Teaching conference as well as the SCTA conference to recruit new special education candidates. The program will continue to respond to student inquiries in a timely manner, attend future teachers' events, and hold department events that allow prospective teachers to ask questions and spend time with faculty.	

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California State University, Fullerton	SpecEd	2012-13	Yes	110				
California State University, Fullerton	SpecEd	2013-14	Yes	125				
California State University, Long Beach	SpecEd	2011-12	Yes	82	Yes	Faculty and staff in the Special Education program participate in college recruitment efforts. They communicate with district partners and advisory boards regarding the local needs for Special Education teachers.	i.With the renewed emphasis on narrowing the achievement gap between specific groups of students in our public schools, our program has placed several candidates at sites that are considered to be high-poverty and high-achieving schools such as Cesar Chavez Elementary in Long Beach and Washington Elementary in Santa Ana. More importantly, the program just completed the second year of participation in collaboration with Garden Grove School District where a co-teaching model has been put into place, allowing student teachers to co-teach with their collaborating/master teacher. This model has been shown to improve outcomes for EL and at-risk students in other areas and will be in place again next year with an increased number of student teachers being in co-teaching classrooms and in high-poverty, high-achieving schools when possible.	
California State University, Long Beach	SpecEd	2012-13	Yes	66				Statewide, enrollments in teacher education programs are low.

Institution	Area	Academic Year	Did your program prepare teachers in special education?	How many prospective teachers did your program plan to add in special education?	Did your program meet the goal for prospective teachers set in special education?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:	Provide any additional comments, exceptions and explanations below.
California State University, Long Beach	SpecEd	2013-14	Yes	65				
California State University, Los Angeles	SpecEd	2011-12	Yes	125	No	Credential advisors provided outreach, speaking to CSULA undergraduates regarding pathways to teaching. They also met with high school counselors to provide information for prospective teachers. They spoke in targeted classes with graduating seniors in related fields such as communication disorders, psychology, and social work. Group information sessions were advertised and posted for quarterly recruitment.	Increased recruitment efforts with CSULA undergraduate programs, including communication disorders and social work where graduating bachelor's degree candidates exceed space in corresponding graduate programs.	The Charter College of Education worked with the Los Angeles Unified School District and the Workforce Investment Board to prepare laid off elementary school teachers to add a second credential in special education. Three teachers were admitted and will be completing the three-quarter training sequence during the 2012-13 year. These three teachers will be second credential earners and cannot be reported in initial credential completers for 2012-13. Actual numbers of prospective teachers in special education have remained relatively consistent, but as a result of employment patterns in LAUSD and surrounding school districts a much larger percentage of students enrolled in special education are second credential earners.
California State University, Los Angeles	SpecEd	2012-13	Yes	67				
California State University, Los Angeles	SpecEd	2013-14	Yes	70				This number represents a 5% increase from 2012-13.

Institution	Area	Academic Year	Did your program prepare teachers in special education?	How many prospective teachers did your program plan to add in special education?	Did your program meet the goal for prospective teachers set in special education?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:	Provide any additional comments, exceptions and explanations below.
California State University, Monterey Bay	SpecEd	2011-12	Yes	2	Yes	Increased recruitment efforts.		
California State University, Monterey Bay	SpecEd	2012-13	Yes	2				
California State University, Monterey Bay	SpecEd	2013-14	Yes	2				
California State University, Northridge	SpecEd	2011-12	Yes	50	Yes	We have a large department of Special Education that prepares teachers in the following specializations: Deaf & Hard of Hearing, Early Childhood SPED, Mild Moderate, Moderate/Severe, and Education Therapist. In addition the department offers advanced credentials and master's programs. We do not set goals for how many Special Education teachers to prepare. Rather, the department recruits as many as possible.	Large grants supporting teacher quality (ACT R,TQP, or instructional improvement (ITQ)are very helpful in recruiting students.	
California State University, Northridge	SpecEd	2012-13	Yes	30				
California State University, Northridge	SpecEd	2013-14	Yes	50				At least 30 teachers are recruited through the ACT R grant. However, more are added who so not receive this grant.

Institution	Area	Academic Year	Did your program prepare teachers in special education?	How many prospective teachers did your program plan to add in special education?	Did your program meet the goal for prospective teachers set in special education?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:	Provide any additional comments, exceptions and explanations below.
California State University, Sacramento	SpecEd	2011-12	Yes	92	No	-Monthly updates to SELPA Region 3 administrators on campus opportunities and deadlines -Outreach to districts regarding opportunities for para-educators via Region 3 meeting presentations -Extension of online presence with descriptors of programs, opportunities, application materials, etc. (edweb.csus.edu/eds) -Partial campus admits to Special Education programs allowed both Fall and Spring semesters -Limits on 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	In 2011-2012, Sacramento State fell short of our 5% goal in terms of raw numbers of Special Education preliminary credentials. However, in 2011-2012, Sacramento State saw a 25% decrease in the number of credentials produced. Special Education credentials saw only a 1.1% decrease, and increased in the total proportion of first-time credentials from 11% in 2010-2011 to 16% in 2011-2012.
California State University, Sacramento	SpecEd	2012-13	Yes	96				We will continue to strive for an annual 10% increase in special education candidates, with at least 41 first time credentialed teachers.
California State University, Sacramento	SpecEd	2013-14	Yes	104				We will continue to strive for an annual 10% increase in special education candidates, with at least 45 first time credentialed teachers.
California State University, San Bernardino	SpecEd	2011-12	Yes	150	Yes	We have successfully maintained enrollment in the special education programs at CSUSB. The special education programs have developed a route for Multiple Subjects students to enter into the special education programs.		

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California State University, San Bernardino	SpecEd	2012-13	Yes	150				We meet our target for Fall 2012.
California State University, San Bernardino	SpecEd	2013-14	Yes	150				
California State University, San Marcos	SpecEd	2011-12	Yes	0	Yes	Due to changes in State standards for Special Education, this institution used 2011/12 to rewrite its Concurrent program (dual Multiple Subject/Special Education credentials) and did not admit students in an Education Specialist program for initial credential.		
California State University, San Marcos	SpecEd	2012-13	Yes	25				
California State University, San Marcos	SpecEd	2013-14	Yes	25				
California State University, Stanislaus	SpecEd	2011-12	Yes	4	Yes	Developed a growth plan and recruitment strategies aimed at Exceptional Children and 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. Advertised the ASD added authorization option which began Fall 2012.		Due to budget constraints the opportunity of increasing the number of class sections to accommodate a large increase in credential students is not feasible.

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California State University, Stanislaus	SpecEd	2012-13	Yes	1				Continued the recruitment efforts on and off campus to targeted audiences. Advertised the ASD added authorization option which began Fall 2012. Developing concurrent credential programs with MSCP and SSCP.
California State University, Stanislaus	SpecEd	2013-14	Yes	1				Developed concurrent credential programs for Mild-Moderate Education Specialist/Multiple Subject and for Mild-Moderate Education Specialist/Single Subject. Advertised these concurrent credential programs were to begin Fall 2013.
Chapman University	SpecEd	2011-12	Yes	3	Yes	By improving our marketing strategies and offering Teacher Fellowships		
Chapman University	SpecEd	2012-13	Yes	3				
Chapman University	SpecEd	2013-14	Yes	3				
Claremont Graduate University	SpecEd	2011-12	Yes	0	Yes	Special Education Teachers at CGU normally do the Internship Program. We never plan to have special education teachers in the traditional program. All goals related to the recruitment of special education teachers is included in the alternative program.		
Claremont Graduate University	SpecEd	2012-13	Yes	0				Special Education Teachers at CGU normally do the Internship Program. We never plan to have special education teachers in the traditional program. All goals related to the recruitment of special education teachers is included in the alternative program.

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Claremont Graduate University	SpecEd	2013-14	No					
Concordia University	SpecEd	2011-12	Yes	12	No		The university is supporting additional advertising for the program and we are pursuing the addition of an internship in special education and a clear induction program to better meet the needs of the current teaching population.	
Concordia University	SpecEd	2012-13	Yes	12				
Concordia University	SpecEd	2013-14	Yes	12				
Dominican University of California	SpecEd	2011-12	Yes	24	No		Increase marketing.	
Dominican University of California	SpecEd	2012-13	Yes	12				
Dominican University of California	SpecEd	2013-14	Yes	16				
Fresno Pacific University	SpecEd	2011-12	Yes	18	No			
Fresno Pacific University	SpecEd	2012-13	Yes	15				
Fresno Pacific University	SpecEd	2013-14	Yes	20				

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Holy Names University	SpecEd	2011-12	Yes	5	Yes	Continued collaboration with our Special Education Community Advisory Council Collaborate with Teacher Apprentice Program to identify secondary candidates for dual certification	First year under new Education Specialist credential standards, Autism Spectrum Disorder authorization and as added authorization Emphasis Special Education as a shortage area during monthly university Information Sessions	
Holy Names University	SpecEd	2012-13	Yes	10				
Holy Names University	SpecEd	2013-14	Yes	10				
Humboldt State University	SpecEd	2011-12	Yes	25	Yes	The Special Education program recruited individuals who already hold a multiple subject or single subject credential to add a mild/moderate special education credential by completing one semester of coursework. Information regarding this opportunity was disseminated to local school districts, previous credential completers, and Humboldt County Office of Education.		
Humboldt State University	SpecEd	2012-13	Yes	30				

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Humboldt State University	SpecEd	2013-14	Yes	35				The Special Education credential program at Humboldt State University plans to increase the number of credential candidates by 20% (30 total). The Special Education program has revised the schedule of course offerings to allow individuals who already hold a multiple subject or single subject credential to add a mild/moderate special education credential by completing one semester of coursework. Information regarding this opportunity has been disseminated to local school districts, previous credential completers, and Humboldt County Office of Education.
Loyola Marymount University	SpecEd	2011-12	Yes	5	Yes	Hosted info sessions for those interested in special education; attended graduate school fairs; coordinated efforts with the special education program to facilitate the process for students who want to transition from traditional education to special education; attended 2 California Forum for Diversity in Graduate Education forums; updated Special Education marketing materials.	Continue to: 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.	
Loyola Marymount University	SpecEd	2012-13	Yes	5				
Loyola Marymount University	SpecEd	2013-14	Yes	5				Changing state regulations regarding interns may impact our recruiting and enrollment in Special Education.

Annual Goals for Special Education, 2011-12, 2012-13, and 2013-14 - Traditional Route

Institution	Area	Academic Year	Did your program prepare teachers in special education?	How many prospective teachers did your program plan to add in special education?	Did your program meet the goal for prospective teachers set in special education?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:	Provide any additional comments, exceptions and explanations below.
Mills College	SpecEd	2011-12	Yes	5	Yes	Continue work in preparing teachers to work as part of a team and to develop collegial relationships and to serve as agents of changes. Students prepare portfolios reflecting their significant assignments, teaching experience, professional journals, and evaluation related materials. All credential students are required, in addition to completing portfolios, journal entries about their teaching and attend a Teaching Event which helps to measure all 13 of the Teacher Performance expectations required by the State of California. They also a part of both a formal evaluation and self evaluation of their student teaching experience.		
Mills College	SpecEd	2012-13	Yes	6				
Mills College	SpecEd	2013-14	Yes	6				

Institution	Area	Academic Year	Did your program prepare teachers in special education?	How many prospective teachers did your program plan to add in special education?	Did your program meet the goal for prospective teachers set in special education?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:	Provide any additional comments, exceptions and explanations below.
Mount St. Mary's College	SpecEd	2011-12	Yes	3	Yes	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 Specialist credentials within five years. It is important to note that our interns are in the same courses as our traditional candidates. The only difference is that the interns are working as the teachers of record and are supervised throughout their credential program. The university hired college supervisors directly observe and support the candidates in their own classrooms. Specifically, the college supervisors provide direct feedback on how candidates demonstrate their competency in the areas of instruction, content knowledge, classroom management, assessments, and how they ensure that all students are learning. The preparation in the credential coursework to meet students' needs is the same for interns as for our other candidates	We have revised our program to include general education and education specialist students in the same courses in order to a) increase the number of general education 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.	Also advised students who were seeking employment and informed them of openings in the area of mild/moderate disabilities.
Mount St. Mary's College	SpecEd	2012-13	Yes	2				

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Mount St. Mary's College	SpecEd	2013-14	Yes	10				We will add eight new students in the new deaf and hard of hearing program.
National Hispanic University	SpecEd	2011-12	Yes	20	Yes			
National Hispanic University	SpecEd	2012-13	Yes	15				
National Hispanic University	SpecEd	2013-14	Yes	12				
National University	SpecEd	2011-12	Yes	15	Yes	National University's flexible four week course format enables us to offer special education coursework throughout the year and respond quickly to the needs of our students and the districts we are in partnership with. National University has open enrollment and candidates can begin their program anytime throughout the year.		
National University	SpecEd	2012-13	Yes	30				Due to the economic downturn in California, the number of teacher candidate decreased but with additional funding planned for the next fiscal year, more candidates are enrolling each month.
National University	SpecEd	2013-14	Yes	50				a. The Department of Special Education is continually revising and updating courses, key assignments, and projects to ensure our candidates are highly qualified. b. Program Annual Review Data is used to inform practice and improve programs.

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Notre Dame de Namur University	SpecEd	2011-12	Yes	12	Yes			
Notre Dame de Namur University	SpecEd	2012-13	Yes	4				
Notre Dame de Namur University	SpecEd	2013-14	Yes	4				
Pacific Oaks College	SpecEd	2011-12	Yes	25	No	Increased marketing and admissions outreach and counseling; increased networking opportunities; increased contact with local school districts.		
Pacific Oaks College	SpecEd	2012-13	Yes	15				
Pacific Oaks College	SpecEd	2013-14	Yes	15				
Point Loma Nazarene University	SpecEd	2011-12	Yes	11	Yes	Worked with LEA's to provide instruction to current, in-service classroom teachers to add authorization to teach special education.	Continue to work with LEA's to increase the number of participants in these programs.	
Point Loma Nazarene University	SpecEd	2012-13	Yes	18				
Point Loma Nazarene University	SpecEd	2013-14	Yes	12				
San Diego State University	SpecEd	2011-12	Yes	60	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.

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San Diego State University	SpecEd	2012-13	Yes	60				
San Diego State University	SpecEd	2013-14	Yes	60				
San Francisco State University	SpecEd	2011-12	Yes	65	Yes			
San Francisco State University	SpecEd	2012-13	Yes	65				
San Francisco State University	SpecEd	2013-14	Yes	65				
San Jose State University	SpecEd	2011-12	Yes	50	Yes			
San Jose State University	SpecEd	2012-13	Yes	80				
San Jose State University	SpecEd	2013-14	Yes	100				
Sonoma State University	SpecEd	2011-12	Yes	31	Yes	General recruiting in the School of Education.		
Sonoma State University	SpecEd	2012-13	Yes	30				
Sonoma State University	SpecEd	2013-14	Yes	30				

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St. Mary's College of California	SpecEd	2011-12	Yes	14	No	In California, the Special Education credential is a basic teaching credential, but participants in our programs include elementary and secondary teachers who are adding special education to their existing authorization. However, as prior credential holders this production does not appear in the basic Title II report. It is not possible for us to predict how many participants in each year will fall outside the Title II definitions, so it will sometimes appear as if the goal was not met, as a portion is not on our completer list.	To address the short fall of one teacher, the program opened a part-time track for the special education credential that allows a January group to combine with the next summer start and in finish in 18 rather than 12 months. This added flexibility will make our goals more achievable.	
St. Mary's College of California	SpecEd	2012-13	Yes	20				
St. Mary's College of California	SpecEd	2013-14	Yes	20				
Teacher's College of San Joaquin	SpecEd	2012-13	Yes	1				
Teacher's College of San Joaquin	SpecEd	2013-14	Yes	5				

Annual Goals for Special Education, 2011-12, 2012-13, and 2013-14 - Traditional Route

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Touro University	SpecEd	2011-12	Yes	20	No	By creating a program that meets the needs of Education in the 21st Century. Dual credentials, technology, and more time in a real life setting for our candidates. Ever changing and improving the quality of our overall programs, Eduction Specialist, Multiple Subject and Single Subject.	By offering a board range of courses to fill the needs of the Education Specialist. Starting the Summer Semester of 2013 Touro University CA Graduate School of Education will start a new dual Teacher Credential Program that allows a student to obtain a Education Specialist and a Multiple Subject or Single Subject credentials simultaneously. This will meet the needs of the state and districts changing structures for the Special Education programs.	
Touro University	SpecEd	2012-13	Yes	25				
Touro University	SpecEd	2013-14	Yes	25				

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University of California, Riverside	SpecEd	2011-12	Yes	1	Yes	Strategies included identifying undergraduate groups on campus where the teacher education program may present information and encourage enrollment in teacher education and the needs especially for dedicated teachers of students with special needs. Events on and off campus were developed or identified in which information especially for serving students with special needs. GSOE Open house and various grad fairs were attended. Recruitment means and incentives for enrollment were discussed. A recruitment committee was formed to begin summer 2012. Ways to use the new education minor to develop a pool of students interested in special education were explored.	Teacher education needs to continue working especially with our undergraduate liberal studies advisers to present information that might encourage applications for UCR's special education program. Special emphasis at the GSOE's "Open House" and various grad fairs was made to recruit candidates for the special education program. This includes information about state and federal financial aid in the form of funded loans and grants. A limited number of recruitment scholarships were established for the coming year to encourage enrollment especially in the special education and bilingual education programs. The GSOE education minor program has identified several courses and the need to develop several courses that would expose undergraduates early to theories and field experiences in special education.	The Teacher Education program has set a goal of 20% growth in the teacher shortage areas. The current goal for the all subject areas is to double our candidates in three years, with the understanding that it may be a matter of years before steps such as the new education minor can show any positive results. UCR's Teacher Education program has a new assistant director and director starting in the 2012-2013 academic year. They have started to design a Title II Implimentation Plan that will specifically address the all Title II teacher shortage areas.
University of California, Riverside	SpecEd	2012-13	Yes	1				
University of California, Riverside	SpecEd	2013-14	Yes	2				
University of California, San Diego	SpecEd	2011-12	Yes	0	Yes	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, San Diego	SpecEd	2012-13	Yes	0				

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University of California, San Diego	SpecEd	2013-14	Yes	0				
University of California, Santa Barbara	SpecEd	2011-12	Yes	11	Yes	We have a goal of enrolling approximately 11 special education candidates per year. The program achieved the goal through recruiting efforts and informing applicants about available federal grants from Office of Special Education Programs.		
University of California, Santa Barbara	SpecEd	2012-13	Yes	11				The program did not plan to add any more prospective teachers this academic year because of the availability of fieldwork placements that met the criteria for a moderate/severe teaching credential. because of teacher turnover and district policies on host teachers for teacher candidates, the program was unable to increase the number of prospective teachers this year.
University of California, Santa Barbara	SpecEd	2013-14	Yes	11				The program did not plan to add any more prospective teachers this academic year because of the availability of fieldwork placements that met the criteria for a moderate/severe teaching credential. because of teacher turnover and district policies on host teachers for teacher candidates, the program was unable to increase the number of prospective teachers this year.
University of LaVerne	SpecEd	2011-12	Yes	10	Yes	Require Education Specialist students to establish electronic portfolio's to demonstrate preparedness to potential future employers. Began accepting students into newly approved Preliminary credential program.		

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University of LaVerne	SpecEd	2012-13	Yes	9				
University of LaVerne	SpecEd	2013-14	Yes	9				
University of Redlands	SpecEd	2012-13	Yes	20				
University of Redlands	SpecEd	2013-14	Yes	20				
University of San Diego	SpecEd	2011-12	Yes	5	Yes	Outreach efforts included hiring a coordinator who is a special educator and who can speak to candidates with full understanding. A forum was held in spring 2012 with the Teacher Education Group from the college to share information about K-12 special education opportunities and to encourage undergraduates to consider special education credential programs. In terms of future outreach, the biggest focus is on bringing the special education program into the multiple credential cohort program that provides greater visibility from increased marketing efforts and website redesign and reduced tuition costs. We anticipate that this will increase enrollment.		
University of San Diego	SpecEd	2012-13	Yes	10				Outreach efforts included hiring a coordinator who is a special educator and who can speak to candidates with full understanding. A forum was held in spring 2012 with the Teacher Education Group from the college to share information about K-12 special education opportunities and to encourage undergraduates to consider special education credential programs.

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University of San Diego	SpecEd	2013-14	Yes	10				Outreach efforts included hiring a coordinator who is a special educator and who can speak to candidates with full understanding. A forum was held in spring 2012 with the Teacher Education Group from the college to share information about K-12 special education opportunities and to encourage undergraduates to consider special education credential programs.
University of Southern California	SpecEd	2012-13	Yes	100				
University of Southern California	SpecEd	2013-14	Yes	100				
University of the Pacific	SpecEd	2011-12	Yes	4	Yes	We have 16 undergraduate students who in 2011-12 started the first two semesters of courses in the credential program for the Education Specialist program. The Curriculum and Instruction Department has provided information at Admissions events to explain the Special Education field and the opportunities for teaching in the field. This has led to an increase in the number of students who declared their interest in this credential.	We will continue to inform prospective undergraduate students about the special education field. We have been emphasizing the possibility of earning a multiple subject credential and an education specialist (special education credential).	

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University of the Pacific	SpecEd	2012-13	Yes	6				We have 16 undergraduate students who in 2011-12 started the first two semesters of courses in the credential program for the Education Specialist program. The Curriculum and Instruction Department has provided information at Admissions events to explain the Special Education field and the opportunities for teaching in the field. This has led to an increase in the number of students who declared their interest in this credential.
University of the Pacific	SpecEd	2013-14	Yes	7				We will continue to inform prospective undergraduate students about the special education field. We have been emphasizing the possibility of earning a multiple subject credential and an education specialist (special education credential). We have students completing two credentials; however, the Multiple Subject credential is selected for our Title II report for those who earned a multiple subject (elementary) and an education specialist credential (special education).
Western Governors University - CA	SpecEd	2011-12	Yes	10	Yes	High interest in the field along with a marketing strategy to increase enrollments has helped us in meeting this goal. We continue to focus on retention and graduation rates through ongoing curricular review and academic support.		

Institution	Area	Academic Year	Did your program prepare teachers in special education?	How many prospective teachers did your program plan to add in special education?	Did your program meet the goal for prospective teachers set in special education?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:	Provide any additional comments, exceptions and explanations below.
Western Governors University - CA	SpecEd	2012-13	Yes	10				We will continue the successful strategies that allowed us to meet our goal for 2011-2012, with an even stronger focus in the current and future years on higher graduation rates vs. enrollment increases.
Western Governors University - CA	SpecEd	2013-14	Yes	12				Although the focus on graduation rates will continue, a parallel emphasis on marketing to and admitting students with high potential to succeed in the field should result in a modest increase of enrollments, while still maintaining a strong focus on reaching out to underserved populations.
Whittier College	SpecEd	2011-12	Yes	5	Yes	In January 2011 our Mild/Moderate Education Specialist credential was accredited. Since that time we have been working hard at recruiting new students and getting the word out about our new program.		
Whittier College	SpecEd	2012-13	Yes	5				In fall of 2012 we hired our Director the director of our Education Specialist credential program. Interest in the program has increased and many of our Multiple Subject credentialed teachers have come back to add a Mild /Moderate Education Specialist Credential.
Whittier College	SpecEd	2013-14	Yes	5				By Fall 2013 we hope to have approval for the Moderate/Severe Education Specialist credential and to be offering a Master of Arts in Education with an emphasis in Education Specialist.

Annual Goals for LEP, 2011-12, 2012-13, and 2013-14 - Traditional Route

Institution	Area	Academic Year	Did your program prepare teachers in LEP?	How many prospective teachers did your program plan to add in LEP?	Did your program meet the goal for prospective teachers set in LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:	Provide any additional comments, exceptions and explanations below.
Alliant International University	LEP	2011-12	Yes	40	Yes	All candidates 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.	Alliant will continue to train its mentors and credential candidates to better serve limited English proficient students. Student and mentor evaluations will be taken into account each semester to drive these improvements.	Alliant's goal was to prepare 40 teachers total, including all subject areas and both traditional and alternative programs.
Alliant International University	LEP	2012-13	Yes	40				Alliant's goal was to prepare 40 teachers total, including all subject areas and both traditional and alternative programs.
Alliant International University	LEP	2013-14	Yes	50				Alliant's goal is to prepare 50 teachers total, including all subject areas and both traditional and alternative programs.
Antioch University Los Angeles	LEP	2011-12	Yes	14	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 had 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 2013-2014 academic year that will encourage additional candidates to attend who are committed to working with universal academic principles.	
Antioch University Los Angeles	LEP	2012-13	Yes	12				
Antioch University Los Angeles	LEP	2013-14	Yes	12				

LEP = Limited English Proficie nt

Annual Goals for LEP, 2011-12, 2012-13, and 2013-14 - Traditional Route

Institution	Area	Academic Year	Did your program prepare teachers in LEP?	How many prospective teachers did your program plan to add in LEP?	Did your program meet the goal for prospective teachers set in LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:	Provide any additional comments, exceptions and explanations below.
Antioch University Santa Barbara	LEP	2011-12	Yes	10	Yes	All teachers prepared in California have to be able to teach English language learners (ELLs) and all California teacher preparation programs must prepare candidates who are qualified to teach ELLs. We have worked to increase our enrollment and thereby improve the numbers of teachers who have earned a "CLAD" (Cross-cultural Language and Academic Development) authorization.		We were able to add 13 multiple subject and education specialist candidates.
Antioch University Santa Barbara	LEP	2012-13	Yes	15				We were able to add 17 this year.
Antioch University Santa Barbara	LEP	2013-14	Yes	15				We hope that our program continues to grow as we are able to prepare more teachers to meet the needs of California's English learners.
Argosy University	LEP	2011-12	Yes	5	Yes			
Argosy University	LEP	2012-13	No					
Argosy University	LEP	2013-14	No					

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Institution	Area	Academic Year	Did your program prepare teachers in LEP?	How many prospective teachers did your program plan to add in LEP?	Did your program meet the goal for prospective teachers set in LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:	Provide any additional comments, exceptions and explanations below.
Azusa Pacific University	LEP	2011-12	Yes	0	Yes	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 (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 main campus and seven regional centers.	Azusa Pacific University is approved to combine sections of the CTEL exam and coursework that gives the candidate more options in obtaining the CLAD Certificate more quickly. 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. Supervised fieldwork observations, along with clinical practice, provide opportunities for the candidate to experience diverse populations, including the ELL students.	
Azusa Pacific University	LEP	2012-13	Yes	0				
Azusa Pacific University	LEP	2013-14	Yes	0				
Biola University	LEP	2011-12	Yes	67	Yes	Started a pilot fieldwork observation of 10 hours at a local high school and middle school. Field placements are strategically selected in schools with high EL populations.	Will require fieldwork hours for all students starting Fall 2012. Students will observe and participate in a classroom with English language learners. Preferred classes include: sheltered content classes, English language classes, SDAIE classes. Students will observe and shadow an English learner and create a student profile focusing on the English learner's strengths.	All students completing the teacher preparation program will be authorized to teach English language learners. Therefore, the number indicated above is actually the total number of program completers for that academic year.

*LEP = Limited English Proficie*nt

Institution	Area	Academic Year	Did your program prepare teachers in LEP?	How many prospective teachers did your program plan to add in LEP?	Did your program meet the goal for prospective teachers set in LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:	Provide any additional comments, exceptions and explanations below.
Biola University	LEP	2012-13	Yes	75				All students completing the teacher preparation program will be authorized to teach English language learners. Biola's teacher preparation program averages a total of 70 program completers every academic year. Therefore, the number indicated above is the estimated number of program completers for 2012-13.
Biola University	LEP	2013-14	Yes	70				All students completing the teacher preparation program will be authorized to teach English language learners. Biola's teacher preparation program averages a total of 70 program completers every academic year. Therefore, the number indicated above is the estimated number of program completers for 2013-14.

LEP = Limited English Proficie nt

Institution	Area	Academic Year	Did your program prepare teachers in LEP?	How many prospective teachers did your program plan to add in LEP?	Did your program meet the goal for prospective teachers set in LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:	Provide any additional comments, exceptions and explanations below.
Brandman University	LEP	2011-12	Yes	25	Yes	We intend to continue our efforts for enrollment in these programs by continuing our outreach efforts withpotential teaching candidates and increasing articulation agreements with local communitycolleges, and recruiting from our undergraduate program in Liberal studies. We will be incorporating the new English Language Learner standards into all of our credential programs in the 2014 year. We continued partnerships with districts local to ourBrandman campuses, re-signed agreements with districts, and involved personnel from local districts on our education advisory committees. Through these committees, we could learn about needs districts had. Our goal is to translate the enrolled students into program completers in a timely manner.	We learned that our district partnerships are very important for growing our programs. Through professional development, the placement of student teachers and interns, and other university/district partnerships, we can determine needs and meet them.	The importance of English Language Learners is seen throughout our credential programs. Students in multiple and single subjects have EL standards interwoven throughout the program. Those pursuing the special education credential either take the multiple/single subjects methods courses or the entire CTEL program to build proficiency in meeting the needs of English Language Learners.
Brandman University	LEP	2012-13	Yes	25				Although our program saw a decline in enrollments, our attention to the needs of English Language Learners did not change.
Brandman University	LEP	2013-14	Yes	25				Due to the continued budget crisis in the state, we do not anticipate a large influx of candidates into the teacher education program for another year or so. Although we are starting to see a higher rate of retirements in the districts we serve, this has not yet translated into increased enrollments for our programs.
California Baptist University	LEP	2011-12	Yes	52	Yes	The state of California requires all preliminary credential programs to prepare candidates to work with English Learners.		

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Institution	Area	Academic Year	Did your program prepare teachers in LEP?	How many prospective teachers did your program plan to add in LEP?	Did your program meet the goal for prospective teachers set in LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:	Provide any additional comments, exceptions and explanations below.
California Baptist University	LEP	2012-13	Yes	57				The state of California requires all preliminary credential programs to prepare candidates to work with English Learners.
California Baptist University	LEP	2013-14	Yes	63				The state of California requires all preliminary credential programs to prepare candidates to work with English Learners.
California Lutheran University	LEP	2011-12	Yes	184	Yes	Due to the California teaching credential regulations, course work to teach limited English proficient students is embedded in the program. All of our candidates, upon graduation, are eligible to teach English Learners.		
California Lutheran University	LEP	2012-13	Yes	4				In light of the recent economic downturn, local districts have been laying off teachers even in areas of need. While we have stepped up efforts in marketing and recruitment we have not seen a great increase in enrollment. We suspect this is caused by the lack of jobs available to new educators at this time.
California Lutheran University	LEP	2013-14	Yes	4				
California Polytechnic State University, San Luis Obispo	LEP	2011-12	No		Not applicable			

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Institution	Area	Academic Year	Did your program prepare teachers in LEP?	How many prospective teachers did your program plan to add in LEP?	Did your program meet the goal for prospective teachers set in LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:	Provide any additional comments, exceptions and explanations below.
California Polytechnic State University, San Luis Obispo	LEP	2012-13	No					For the 2012-2013 year we will are working on writing and seeking approval from the California Commission on Teacher Credentialing to offer a Bilingual Authorization in Spanish for the 2013-2014 school year.
California Polytechnic State University, San Luis Obispo	LEP	2013-14	Yes	10				
California State Polytechnic University, Pomona	LEP	2011-12	Yes	124	Yes	Instruction in the teaching of Limited English Proficient (LEP) students is a state requirement in California	Continue to monitor both the basic course (TED 407) and the infusion of strategies in the content area courses. The implementation of the Common Core standards will make this process even more explicit.	
California State Polytechnic University, Pomona	LEP	2012-13	Yes	130				Instructional strategies for LEP students is a requirement for licensure in the State of California.
California State Polytechnic University, Pomona	LEP	2013-14	Yes	150				
California State University, Bakersfield	LEP	2011-12	Yes	200	Yes	Coursework and fieldwork in linguistically diverse environment		

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Institution	Area	Academic Year	Did your program prepare teachers in LEP?	How many prospective teachers did your program plan to add in LEP?	Did your program meet the goal for prospective teachers set in LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:	Provide any additional comments, exceptions and explanations below.
California State University, Bakersfield	LEP	2012-13	Yes	210				
California State University, Bakersfield	LEP	2013-14	Yes	220				
California State University, Channel Islands	LEP	2011-12	Yes	101	Yes	Based on SB2042 all our programs have the English Language authorization embedded in all our teaching credential programs. Prerequisite courses on English language development and assessment, intensive infusion of strategies for teaching ELL in literacy and other courses. EL must be addressed on lesson plans and in student teaching.	none needed	the number listed are enrolled and program completers for 2011-12
California State University, Channel Islands	LEP	2012-13	Yes	87				This number reflects number of admitted students for Spring 2012 and Fall 2013
California State University, Channel Islands	LEP	2013-14	Yes	100				We hope to increase our number of admitted students

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Institution	Area	Academic Year	Did your program prepare teachers in LEP?	How many prospective teachers did your program plan to add in LEP?	Did your program meet the goal for prospective teachers set in LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:	Provide any additional comments, exceptions and explanations below.
California State University, Chico	LEP	2011-12	Yes	0	Yes	In fall of 2011, the two education departments on campus merged to become one School of Education. As a result, expertise in bilingual education and education of English Language Learners is shared across all programs. We hired a centralized placement director who created a purposeful field placement process. Whereas we always required candidates to be placed in diverse placements, now we are collecting data that shows the linguistic and cultural diversity of the student population. The process ensures that every candidate has an opportunity to teach in a classroom with English whereby diverse placements based upon. In addition, all initial credential programs revised lesson plan templates so that every lesson plan written by candidates would include language objectives and English Language Development Standards.	To further professional development focused on teaching English learners, we will purchase for all faculty a book entitled " Improving Education for English Learners: Research-Based Practices." We obtained a 1.9 million dollar grant "Collaborative Professional Development in Rural California Schools" to provide professional development focused on teaching English learners to candidates, school partners, and university faculty. The grant will allow us to support professional development around research-based strategies for English learners.	All of our credential candidates are prepared to support English learners through the 2042 credential that integrates appropriate coursework throughout their credential program.
California State University, Chico	LEP	2012-13	Yes	0				All of our credential candidates are prepared to support English learners through the 2042 credential that integrates appropriate coursework throughout their credential program.
California State University, Chico	LEP	2013-14	Yes	0				All of our credential candidates are prepared to support English learners through the 2042 credential that integrates appropriate coursework throughout their credential program.

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Institution	Area	Academic Year	Did your program prepare teachers in LEP?	How many prospective teachers did your program plan to add in LEP?	Did your program meet the goal for prospective teachers set in LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:	Provide any additional comments, exceptions and explanations below.
California State University, Dominguez Hills	LEP	2011-12	Yes	173	Yes	•Specific multicultural courses within each program (e.g., TED 415 Multicultural Education in an Urban Context for the Multiple Subject and Single Subject programs or SPE 481-Educating Diverse Learners with Exceptionalities for Education Specialist programs). •Specific language courses that focus on language development and second language acquisition (e.g., TED 407-Language Learning the Multiple Subject and Single Subject programs OR SPE 560 Language Disorders and Communication for the Education Specialist programs).	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, Dominguez Hills	LEP	2012-13	Yes	175				
California State University, Dominguez Hills	LEP	2013-14	Yes	175				
California State University, East Bay	LEP	2011-12	No		Not applicable			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.

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Institution	Area	Academic Year	Did your program prepare teachers in LEP?	How many prospective teachers did your program plan to add in LEP?	Did your program meet the goal for prospective teachers set in LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:	Provide any additional comments, exceptions and explanations below.
California State University, East Bay	LEP	2012-13	No					
California State University, East Bay	LEP	2013-14	No					
California State University, Fresno	LEP	2011-12	Yes	378	Yes	English Learners theories and practices are embedded in the curriculum of all our credential programs.	n/a	
California State University, Fresno	LEP	2012-13	Yes	390				
California State University, Fresno	LEP	2013-14	Yes	400				

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Annual Goals for LEP, 2011-12, 2012-13, and 2013-14 - Traditional Route

Institution	Area	Academic Year	Did your program prepare teachers in LEP?	How many prospective teachers did your program plan to add in LEP?	Did your program meet the goal for prospective teachers set in LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:	Provide any additional comments, exceptions and explanations below.
California State University, Fullerton	LEP	2011-12	Yes	400	Yes	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 perspectives and experiences and relate these to course readings and discussions; candidates demonstrate the use of specific sheltered instruction strategies; guest speakers with an expertise in working with EL students provide presentations; podcasts are used to support candidates' understanding; candidates are provided with online resources; prerequisite courses.	Each department uses data collected by our CSU Survey, as well as other sources, to continually identify ways to improve LEP instruction. CSU data show an increase in the percentage of employers who find our candidates well or adequately prepared to meet the instructional needs of English Language Learners.	All of our programs are CLAD (Crosscultural, Language, and Academic Development) certified.
California State University, Fullerton	LEP	2012-13	Yes	400				All of our programs are CLAD (Crosscultural, Language, and Academic Development) certified.
California State University, Fullerton	LEP	2013-14	Yes	400				All of our programs are CLAD (Crosscultural, Language, and Academic Development) certified.

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Annual Goals for LEP, 2011-12, 2012-13, and 2013-14 - Traditional Route

Institution	Area	Academic Year	Did your program prepare teachers in LEP?	How many prospective teachers did your program plan to add in LEP?	Did your program meet the goal for prospective teachers set in LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:	Provide any additional comments, exceptions and explanations below.
California State University, Long Beach	LEP	2011-12	Yes	596	Yes	All candidates for California teaching credentials in Multiple and Single Subjects receive extensive preparation to teach English Learners. Methods courses incorporate strategies and fieldwork related to this area. For example, one of the key courses is EDEL 442 Teaching and Learning Language Arts K-8. This course has a strong focus on English learners including initial assessment of language proficiency levels, introduction to the new Common Core ELD Standards, vocabulary development for ELs, and content area literacy development for ELs. All methods courses are referencing the Common Core State Standards with particular attention to adaptations for ELs. iv.The CalTPA (teacher performance assessment) requires candidates to develop a lesson plan that includes adaptations for English Learners, and scores indicate that candidates are successfully completing this task.		
California State University, Long Beach	LEP	2012-13	Yes	514				Across California, enrollments in teacher preparation programs are low and continuing to decline.
California State University, Long Beach	LEP	2013-14	Yes	500				We do not expect to add additional students, and will extend our outreach efforts to maintain a viable level of enrollment.

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California State University, Los Angeles	LEP	2011-12	Yes	278	No	Increased recruitment of undergraduates from CSULA.	This recruitment effort needs to be consistent year round and the college will work with Admissions to establish more evenly spaced admission periods for the four quarters.	Authorization to work with English Learners is a component of all initial teacher credentials at CSULA. Overall enrollment of first time credential candidates is down overall.
California State University, Los Angeles	LEP	2012-13	Yes	247				
California State University, Los Angeles	LEP	2013-14	Yes	261				This number is an anticipated 5% increase from 2012-13
California State University, Monterey Bay	LEP	2011-12	Yes	2	Yes	Continue with English Learner Authorization certification in the general and special education programs.		
California State University, Monterey Bay	LEP	2012-13	Yes	2				
California State University, Monterey Bay	LEP	2013-14	Yes	2				
California State University, Northridge	LEP	2011-12	No		Not applicable			Because there are so many preK - 12 pupils who are English language learners in California, all teacher candidates receive preparation in instruction of limited English proficient students as part of the preliminary credential programs.

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Institution	Area	Academic Year	Did your program prepare teachers in LEP?	How many prospective teachers did your program plan to add in LEP?	Did your program meet the goal for prospective teachers set in LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:	Provide any additional comments, exceptions and explanations below.
California State University, Northridge	LEP	2012-13	No					Because there are so many preK - 12 pupils who are English language learners in California, all teacher candidates receive preparation in instruction of limited English proficient students as part of the preliminary credential programs.
California State University, Northridge	LEP	2013-14	No					Because there are so many preK - 12 pupils who are English language learners in California, all teacher candidates receive preparation in instruction of limited English proficient students as part of the preliminary credential programs.
California State University, Sacramento	LEP	2011-12	Yes	254	Yes	Our goal was to have 100% of teacher candidates meet this goal and this was achieved. This requirement is met through the infusion of language acquisition theory and culture into and across all coursework for Special Education, Multiple, and Single Subject candidates, as well as through a required course entailed, Bilingual Education: Introduction to Educating English Learners (EDBM 170 or EDS 292A/B)	Per the California State law, Sacramento State, College of Education teaching credential program candidates are required to learn how to effectively instruct English proficient students through program coursework.	
California State University, Sacramento	LEP	2012-13	Yes	250				Sacramento State will prepare 100% of our teaching candidates in this area. Per the California State law, Sacramento State, College of Education teaching credential program candidates are required to learn how to effectively instruct English proficient students through program coursework.

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California State University, Sacramento	LEP	2013-14	Yes	250				Sacramento State will prepare 100% of our teaching candidates in this area. Per the California State law, Sacramento State, College of Education teaching credential program candidates are required to learn how to effectively instruct English proficient students through program coursework.
California State University, San Bernardino	LEP	2011-12	Yes	10	Yes	In Spring 2012, we received approval for our Bilingual Reauthorization. Development of recruiting materials describing the new emphasis. Addressed issues of identifying qualified fieldwork supervisors & fieldwork sites. Liaison with local school districts to identify fieldwork sites & supervisors.	We continue to work to identify additional appropriate fieldwork sites and supervisors. At this time, we are focusing on the Bilingual Authorization for the Traditional Route (student teaching) only.	
California State University, San Bernardino	LEP	2012-13	Yes	10				Continue to address issues of identifying qualified fieldwork supervisors & fieldwork sites. Liaison with local school districts to identify fieldwork sites & supervisors.
California State University, San Bernardino	LEP	2013-14	Yes	10				

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California State University, San Marcos	LEP	2011-12	Yes	0	Yes	State Of California Commission On Teacher Credentialing: "All teacher candidates admitted to a California Multiple or Single Subject Teacher Credential Program on or after July 1, 2002 complete embedded English learner course work authorized under Assembly Bill 1059 (Chap. 711, Stats. 1999). In June 2006, an English Learner authorization was also embedded in the coursework for the Education Specialist Credential. These individuals earn an English learner authorization directly on their teaching credential."		
California State University, San Marcos	LEP	2012-13	Yes	0				State Of California Commission On Teacher Credentialing: "All teacher candidates admitted to a California Multiple or Single Subject Teacher Credential Program on or after July 1, 2002 complete embedded English learner course work authorized under Assembly Bill 1059 (Chap. 711, Stats. 1999). In June 2006, an English Learner authorization was also embedded in the coursework for the Education Specialist Credential. These individuals earn an English learner authorization directly on their teaching credential."

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California State University, San Marcos	LEP	2013-14	Yes	0				State Of California Commission On Teacher Credentialing: "All teacher candidates admitted to a California Multiple or Single Subject Teacher Credential Program on or after July 1, 2002 complete embedded English learner course work authorized under Assembly Bill 1059 (Chap. 711, Stats. 1999). In June 2006, an English Learner authorization was also embedded in the coursework for the Education Specialist Credential. These individuals earn an English learner authorization directly on their teaching credential."
California State University, Stanislaus	LEP	2011-12	Yes	0	Yes	The goal stated for 2011-2012 was 95% of our students would pass TPAs, which was met. An increase in the number of students admitted to our credential programs was not stated. 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. All of our teaching credential programs are designed to prepare candidates to meet the English Learner requirement. All faculty participate in a SIOP book study group and research project on using common strategies. We continue to include accommodations for LEPs in lesson plans; and we make sure all students are aware how to meet their expectations by incorporating strategies and techniques to instruct students at all levels of the CELDT. Keeping accommodations posters visible in class and adding to them as appropriate.		Due to budget constraints the opportunity of increasing the number of class sections to accommodate a large increase in credential students is not feasible.

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California State University, Stanislaus	LEP	2012-13	Yes	3				
California State University, Stanislaus	LEP	2013-14	Yes	3				
CalState TEACH	LEP	2011-12	Yes	600	Yes			
CalState TEACH	LEP	2012-13	Yes	500				
CalState TEACH	LEP	2013-14	Yes	500				All preliminary multiple subject program completers will receive the English Language Authorization that authorizes them to provide instruction to English learners.
Chapman University	LEP	2011-12	Yes	3	Yes			
Chapman University	LEP	2012-13	Yes	3				
Chapman University	LEP	2013-14	Yes	3				
Claremont Graduate University	LEP	2011-12	Yes	20	No	All prospective teachers in California are trained to work with limited English proficient students. There are limited job opportunities in California for teachers unless they are in the subject shortage areas of math, science, special education, or foreign language. Therefore enrollment in teacher education across California is down.	CGU has increased the amount of fellowship assistance given to teacher candidates to reduce the debt burden of teacher education graduates and increase enrollment. Additionally we continue to seek out federal and private fellowship opportunities for candidates pursuing high-need areas to increase the attractiveness of teaching as a career.	
Claremont Graduate University	LEP	2012-13	Yes	20				

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Institution	Area	Academic Year	Did your program prepare teachers in LEP?	How many prospective teachers did your program plan to add in LEP?	Did your program meet the goal for prospective teachers set in LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:	Provide any additional comments, exceptions and explanations below.
Claremont Graduate University	LEP	2013-14	Yes	20				
Dominican University of California	LEP	2011-12	Yes	5	Yes	Credential candidates are encouraged to apply for the APLE program to support their education.		
Dominican University of California	LEP	2012-13	Yes	5				Dominican University's Admissions and Education departments worked closely with our marketing team to develop new marketing materials and brochures. We also revised the content posted on our website to help prospective students learn about our teacher preparation programs.
Dominican University of California	LEP	2013-14	Yes	5				In addition to these marketing efforts made in the 2012-2013 year, the Education department worked on revising all of our course content. Beginning Fall 2013, our teacher preparation program courses are new and improved.
Fresno Pacific University	LEP	2011-12	Yes	100	Yes	The English Learner authorization is embedded in both the general education and special education preparation programs.		
Fresno Pacific University	LEP	2012-13	Yes	120				The English Learner authorization is embedded in both the general education and special education preparation programs.
Fresno Pacific University	LEP	2013-14	Yes	130				The English Learner authorization is embedded in both the general education and special education preparation programs.

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Holy Names University	LEP	2011-12	Yes	150	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 include academic language, English Development standards, primary language development (bilingual education)).	
Holy Names University	LEP	2012-13	Yes	150				
Holy Names University	LEP	2013-14	Yes	150				
Hope International University	LEP	2011-12	Yes	15	Yes	LEP strategies are embeded in our Multiple Subject and Single Subject Credential Programs.		All Multiple and Single Subject Credential Programs have LEP training.
Hope International University	LEP	2012-13	Yes	20				
Hope International University	LEP	2013-14	Yes	25				
Humboldt State University	LEP	2011-12	Yes	98	Yes	California requires that all teachers receive training for the instruction of limited English proficient students.		
Humboldt State University	LEP	2012-13	Yes	81				California requires that all teachers receive training for the instruction of limited English proficient students.
Humboldt State University	LEP	2013-14	Yes	90				Humboldt is hiring new faculty with expertise in preparing teachers to teach limited English proficient students.

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Loyola Marymount University	LEP	2011-12	Yes	7	Yes	Hosted information sessions for undergraduate students; attended numerous graduate school fairs; attended 2 California Forum for Diversity in Graduate Education forums; identified undergraduate Spanish majors; identified 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.	
Loyola Marymount University	LEP	2012-13	Yes	7				
Loyola Marymount University	LEP	2013-14	Yes	7				Changing state regulations concerning the ELL Authorization may impact our recruiting and enrollment.
Mills College	LEP	2011-12	Yes	55	Yes	The Teacher Performance Expectations, of the Mills Teachers for Tomorrow's School credential program, are correlated with the California Standards for the Teaching Profession. All Mills students must meet these performance expectations in order to graduate.		
Mills College	LEP	2012-13	Yes	49				
Mills College	LEP	2013-14	Yes	52				

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Mount St. Mary's College	LEP	2011-12	Yes	43	Yes	Goal: To increase the number of teacher candidates who are proficient 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 (TPE's) 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	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. Our students have a very high passing rate for the California Teacher Performance Assessment, which specifically measures adaptations for English Language Learners.	

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Mount St. Mary's College	LEP	2012-13	Yes	30				This year we redesigned our program to add an emphasis on Responsive and Inclusive Teaching. We enhanced our previous prerequisite course: EDU 253 into the new EDU 207: Teaching English Learners. The objectives of EDU 207 are: •Candidates will learn about state and federal legal requirements for the placement and instruction of English learners, and ethical obligations for teaching English learners. •Candidates will be introduced to pedagogical theories, principles, and practices for English Language Development leading to comprehensive literacy in English. •Candidates will learn how to effectively use materials, methods, and strategies so that students acquire listening, speaking, reading and writing skills in English and make satisfactory academic progress. •Candidates will acquire knowledge about linguistic development, first and second language acquisition, and how first language literacy connects to second language development.

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Mount St. Mary's College	LEP	2013-14	Yes	30				We will continue to regularly monitor teacher candidates' performance on TPE 7 throughout our coursework and on the California Teaching Performance Assessments (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. Our students have a very high passing rate for the California Teacher Performance Assessment, which specifically measures adaptations for English Language Learners.
National Hispanic University	LEP	2011-12	Yes	50	Yes	•internship •marketing •allow to add to existing credential		
National Hispanic University	LEP	2012-13	Yes	30				
National Hispanic University	LEP	2013-14	Yes	40				

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National University	LEP	2011-12	Yes	665	No	All candidates who complete a California teaching credential are required to meet the standards articulated by the CTC to include meet the needs of English Learners in acquisition of English, academic language, and content areas.	Our online, onsite and hybrid models of delivery for candidates seeking to teach in California public schools.2013/2014 may experience a strong increase in intern enrollment pending teacher retirements and implementation of Class Size Reduction (CSR) as per Governor Brown's Local Control Funding Formula proposed legislation in April 2013.Our candidates serve K-12 English Language Learners placed in traditional public schools; charter schools, non-traditional school settings across the state	
National University	LEP	2012-13	Yes	675				
National University	LEP	2013-14	Yes	700				2013/2014 may experience a strong increase in enrollment pending teacher retirements and implementation of Class Size Reduction (CSR) as per Governor Brown's Local Control Funding Formula proposed legislation in April 2013.
Notre Dame de Namur University	LEP	2011-12	Yes	100	Yes	Embedding EL curriculum across the programs		
Notre Dame de Namur University	LEP	2012-13	Yes	100				
Notre Dame de Namur University	LEP	2013-14	Yes	100				
Occidental College	LEP	2011-12	Yes	11	Yes	On going coursework and fieldwork	Program withdrawn/closed as of 6/30/2012	

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Pacific Oaks College	LEP	2011-12	Yes	25	Yes	Increased marketing and admissions outreach and counseling; increased networking opportunities; increased contact with local school districts.		
Pacific Oaks College	LEP	2012-13	Yes	15				
Pacific Oaks College	LEP	2013-14	Yes	15				
Patten University	LEP	2011-12	Yes	10	Yes	Information nights on campus by Associate Dean. Increased mailing and flyers to districts and schools. Some additional students were realized with additional presentations.	Need an additional person to help with recruitment.	
Patten University	LEP	2012-13	Yes	10				
Patten University	LEP	2013-14	Yes	15				
Pepperdine University	LEP	2011-12	Yes	50	Yes	Instruction of limited English proficient students is embedded in the teacher preparation program coursework. All candidates receive training and experience in serving this student group.	N/A	
Pepperdine University	LEP	2012-13	Yes	50				
Pepperdine University	LEP	2013-14	Yes	50				
Point Loma Nazarene University	LEP	2011-12	Yes	101	No		Increase general marketing of credentialing programs.	The Multiple, Single and Special Education Credentials are all required to include an authorization to teach English Language Learners.
Point Loma Nazarene University	LEP	2012-13	Yes	100				The Multiple, Single and Special Education Credentials are all required to include an authorization to teach English Language Learners.

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Point Loma Nazarene University	LEP	2013-14	Yes	100				The Multiple, Single and Special Education Credentials are all required to include an authorization to teach English Language Learners.
San Diego Christian College	LEP	2011-12	Yes	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 teaching English Learners in the classroom. We stay informed by reading and seeking out the most current information on this topic and teaching candidates how to implement new strategies in the classroom.	
San Diego Christian College	LEP	2012-13	Yes	5				
San Diego Christian College	LEP	2013-14	Yes	5				
San Diego State University	LEP	2011-12	No		Not applicable			Instruction of limited English proficient students is embedded in all teaching credential programs.
San Francisco State University	LEP	2011-12	Yes	200	Yes	Strategies for teaching LEP students are embedded in ALL credential program courses, including elementary, single and special education.		
San Francisco State University	LEP	2012-13	Yes	200				
San Francisco State University	LEP	2013-14	Yes	200				

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San Jose State University	LEP	2011-12	Yes	317	Yes	All candidates in our teacher preparation program must meet the state standards for teaching English Learners. Thus, all candidate finishing our programs are recommended for their credential which certifies them to work with an English Language Learner student population.		
San Jose State University	LEP	2012-13	Yes	250				All candidates in our teacher preparation program must meet the state standards for teaching English Learners. Thus, all candidate finishing our programs are recommended for their credential which certifies them to work with an English Language Learner student population.
San Jose State University	LEP	2013-14	Yes	250				All candidates in our teacher preparation program must meet the state standards for teaching English Learners. Thus, all candidate finishing our programs are recommended for their credential which certifies them to work with an English Language Learner student population.
Sonoma State University	LEP	2011-12	Yes	200	Yes	All teachers are prepared to work with LEP students.		
Sonoma State University	LEP	2012-13	Yes	200				
Sonoma State University	LEP	2013-14	Yes	220				
St. Mary's College of California	LEP	2011-12	Yes	84	Yes	In California all basic teaching credential program completers are required to have completed training to teach English Learners that is integrated into their credential program.		
St. Mary's College of California	LEP	2012-13	Yes	70				

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St. Mary's College of California	LEP	2013-14	Yes	70				
Stanford University	LEP	2011-12	Yes	89	Yes	In the state of California the SB 2042 credential includes an English learner authorization. All students credentialed for for a single or multiple subject credential will have this certification. It covers ELD and SDAIE. STEP also offers a bilingual authorization (formerly know as BCLAD) at the elementary level.		
Stanford University	LEP	2012-13	Yes	84				In the state of California the SB 2042 credential includes an English learner authorization. All students credentialed for for a single or multiple subject credential will have this certification. It covers ELD and SDAIE. STEP also offers a bilingual authorization (formerly know as BCLAD) at the elementary level.
Stanford University	LEP	2013-14	Yes	95				In the state of California the SB 2042 credential includes an English learner authorization. All students credentialed for for a single or multiple subject credential will have this certification. It covers ELD and SDAIE. STEP also offers a bilingual authorization (formerly know as BCLAD) at the elementary level.
Teacher's College of San Joaquin	LEP	2011-12	No		Not applicable			
Teacher's College of San Joaquin	LEP	2012-13	Yes	5				

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Teacher's College of San Joaquin	LEP	2013-14	Yes	5				
The Master's College	LEP	2011-12	Yes	12	Yes			
The Master's College	LEP	2012-13	Yes	11				
The Master's College	LEP	2013-14	Yes	14				
Touro University	LEP	2011-12	Yes	20	Yes	In Touro University CA, Graduate School of Education Teacher Credential program, candidates learn the purpose, goals, and content of the adopted instructional program for the effective teaching and support English Learners; and candidates understand the local and school organizational structures and resources designed to meet English Learners students' needs.	Candidates have sixty hours observing in local public schools, under the guidance of master teachers demonstrating adopted instructional programs for the effective teaching 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 student's 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 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: Education Psychology & Classroom Management,EDU 771: Teaching Diverse Learners, and EDU 772 or EDU 773	
Touro University	LEP	2012-13	Yes	20				

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Touro University	LEP	2013-14	Yes	20				
United States University	LEP	2011-12	Yes	1	Yes			
United States University	LEP	2012-13	Yes	1				
United States University	LEP	2013-14	Yes	0				
University of California, Berkeley	LEP	2011-12	Yes	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 the previous year by restructuring one program and realizing cost savings.	
University of California, Berkeley	LEP	2012-13	Yes	62				
University of California, Berkeley	LEP	2013-14	Yes	64				
University of California, Davis	LEP	2011-12	Yes	131	Yes	All UC Davis program completers are prepared to instruct limited English proficient students.		
University of California, Davis	LEP	2012-13	Yes	144				All UC Davis program completers are prepared to instruct limited English proficient students.
University of California, Davis	LEP	2013-14	Yes	150				All UC Davis program completers are prepared to instruct limited English proficient students.

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University of California, Irvine	LEP	2011-12	Yes	184	Yes	Based on California state law, all California teachers are prepared to work with limited English proficient students.	Each candidate takes three courses to learn how to work with limited English proficient students: a course on language acquisition (329, 349), another on culture (327, 347), and a third on reading and literacies (326, 346).	
University of California, Irvine	LEP	2012-13	Yes	157				157 students began the program in 2012-13; at the start of winter quarter, fourteen students were either in need of more time to pass required exams, decided that teaching is not the right career pathway, or were counseled out by us because we did not think they possessed the necessary dispositions for teaching. We anticipate that 143 students will successfully complete the program this year.
University of California, Irvine	LEP	2013-14	Yes	210				With the economy stabilizing and many retirements anticipated, we are hoping that our applicant pool will return to its pre-recession levels.

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University of California, Los Angeles	LEP	2011-12	Yes	137	Yes	1.All preliminary credential candidates complete coursework and fieldwork that meet Commission on Teacher Credentialing Standards for addressing the needs of English Language Learners. 2.Offering a CTC approved Bilingual Authorization Program (Spanish) which prepares Spanish-bilingual preliminary teaching credential candidates to provide the following types of instruction to English Learners: Instruction for English Language Development (ELD), Instruction for Primary Language Development, Specially Designed Academic Instruction Delivered in English (SDAIE), and Content Instruction Delivered in the Primary Language. 3.Increased recruitment, selection and support of fluent Spanish speakers interested in teaching as a career.	1.As the language diversity of Los Angeles continues to increase, the need for highly prepared and effective bilingual teachers increases. We intend to submit applications to the California Commission on Teacher Credentialing to increase the number of Bilingual Authorization Programs offered to include Mandarin and Korean. 2.Increased recruitment, selection and support of fluent Mandarin and Korean speakers interested in teaching as a career. 3.Partner with UCLA's Asian Culture and Language Department to create strong Bilingual Authorization Programs in Mandarin and Korean.	
University of California, Los Angeles	LEP	2012-13	Yes	140				All preliminary credential candidates enrolled in the UCLA Teacher Education Program complete coursework and fieldwork that meet Commission on Teacher Credentialing Standards for addressing the needs of English Language Learners.
University of California, Los Angeles	LEP	2013-14	Yes	140				

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University of California, Riverside	LEP	2011-12	Yes	1	No	All of UCR's teacher education candidates receive training to deliver instruction and services to English learners. UCR also developed a bilingual education program in Spanish, and our numerical goals reflect plans for that program. Strategies included identifying undergraduate populations that would already be likely to develop candidates interested in bilingual education. This involved working especially close with our education minor and exploring methods of delivering information and incentives to potential candidates and tracking those who have shown interest.	Bilingual and English learner issues was a special topic of our programs' Community Advisory Committee and UCR teacher education is exploring especially the idea of expanding the bilingual program from only multiple subject candidates to single subject candidates. UCR Teacher Education Program has continued to develop close ties with county offices of education and school districts. New partnerships are being developed with these institutions to increase mutual awareness of needs (hiring and curricular) between UCR and its education community. Strategies of making bilingual education attractive to candidates are also being explored. The teacher education program needs to closely with the liberal studies and non-English language programs to communicate with undergraduate students to provide information about credentialing and financial aid to potential candidates. The education minor adviser has started a list of students that have expressed interest in bilingual education.	The Teacher Education program has set a goal of 20% growth in the teacher shortage areas. The current goal for the all subject areas is to double our candidates in three years, with the understanding that it may be a matter of years before steps such as the new education minor can show any positive results. UCR's Teacher Education program has a new assistant director and director starting in the 2012-2013 academic year. They have started to design a Title II Implimentation Plan that will specifically address the all Title II teacher shortage areas.
University of California, Riverside	LEP	2012-13	Yes	1				
University of California, Riverside	LEP	2013-14	Yes	2				

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Annual Goals for LEP, 2011-12, 2012-13, and 2013-14 - Traditional Route

Institution	Area	Academic Year	Did your program prepare teachers in LEP?	How many prospective teachers did your program plan to add in LEP?	Did your program meet the goal for prospective teachers set in LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:	Provide any additional comments, exceptions and explanations below.
University of California, San Diego	LEP	2011-12	Yes	0	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 PACT assessment required for licensure is reviewed by faculty on an on-going basis.	N/A	
University of California, San Diego	LEP	2012-13	Yes	0				
University of California, San Diego	LEP	2013-14	Yes	0				
University of California, Santa Barbara	LEP	2011-12	Yes	95	Yes	We have a goal of enrolling approximately 90-95 candidates per year. The preparation of all of our teachers to teach English Learners is a very important part of our mission. We have coursework throughout the year to prepare for this through the following courses: ED 361, Ed 261, ED 318/319, Ed LA320, and Ed L321. In addition, we only place teacher candidates in partner schools with a diverse student body and with students for whom English is a second language.	We continue to provide professional development for faculty so candidates are supported in this important mission throughout their course- and field-work.	

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University of California, Santa Barbara	LEP	2012-13	Yes	90				Assessment: In ED 361 course, assessment is interwoven and integrated into learning tasks, projects, and discussions. In practical terms, all materials created by students both individually or in collaboration with peers (e.g., writings, projects, posters, etc.) can potentially be used as assessment outcomes. Please keep all the written assignments you create in ED 361. In addition, candidates' work will also be assessed according to the completion of the three main projects for the course. See table below for the description of the three main projects for the course. Please consult the ED361 GauchoSpace page regularly for due dates, assignments, and the outline of main topics for the course. Project Description Due Date Project 1: ELD Observation and Site Collaborative Categorical Program Monitoring Assessment: Peer Assessment Opportunity to get to know more about ELD and SDAIE programs in current placements and in the Santa Barbara School District;
University of California, Santa Barbara	LEP	2013-14	Yes	90				
University of California, Santa Cruz	LEP	2011-12	Yes	84	Yes	Approved SB2042 Program.		

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University of California, Santa Cruz	LEP	2012-13	Yes	58				Approved SB2042 Program.
University of California, Santa Cruz	LEP	2013-14	Yes	69				Approved SB2042 Program.
University of San Diego	LEP	2011-12	Yes	10	Yes	All of the candidates completing our program are authorized to teach LEP students. Therefore, the strategies used to increase the number of LEP candidates are synonymous with the strategies used to increase overall program enrollment and include the following: Appointment of new undergraduate and MCC program coordinators, options for both one and two-year MCC program tracks, reduced tuition for the MCC program, and increased outreach and marketing efforts.		
University of San Diego	LEP	2012-13	Yes	10				All of the candidates completing our program are authorized to teach LEP students. Therefore, the strategies used to increase the number of LEP candidates are synonymous with the strategies used to increase overall program enrollment and include the following: Appointment of new undergraduate and MCC program coordinators, options for both one and two-year MCC program tracks, reduced tuition for the MCC program, and increased outreach and marketing efforts.

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Institution	Area	Academic Year	Did your program prepare teachers in LEP?	How many prospective teachers did your program plan to add in LEP?	Did your program meet the goal for prospective teachers set in LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:	Provide any additional comments, exceptions and explanations below.
University of San Diego	LEP	2013-14	Yes	10				All of the candidates completing our program are authorized to teach LEP students. Therefore, the strategies used to increase the number of LEP candidates are synonymous with the strategies used to increase overall program enrollment and include the following: Appointment of new undergraduate and MCC program coordinators, options for both one and two-year MCC program tracks, reduced tuition for the MCC program, and increased outreach and marketing efforts.
University of San Francisco	LEP	2011-12	Yes	158	Yes	In the state of California, due to the diverse nature of our classrooms and the number of languages, other than English, spoken by our K-12 students, all teaching credential programs are required to prepare candidates to teach limited English proficient students. This preparation requires specific course work as well as practicum (classroom teaching) experience planning, teaching, analyzing assessments, and adapting or modify instruction to meet the needs of students with limited English proficiency. A state required Teaching Performance Assessment which requires candidates to demonstrate their ability to teach English language learners must be passed in order for a candidate to be recommended for a preliminary teaching credential.	We recruit candidates through a range of methods and media. We advertise in print, on radio, and electronic media (website, emails, etc.). We hold Information (recruiting) Meetings throughout the year where prospective candidates can meet faculty and be provided with information about K-12 education in California and what is required to teach in these schools in terms of knowledge and skills (including the requirements related to teaching English language learners and special needs students), California Commission on Teacher Credentialing (CTC) requirements for recommendation for a credential and specific information about our credential program – requirements for admission, an in-depth overview of the program sequence and courses, requirements for program completion and credential recommendation. Faculty and staff also meet with potential candidates 1:1 if they cannot attend one of the Information	All of our students are prepared in instruction of limited English proficient students. Students received faculty mentorship regarding instruction of limited English proficient students throughout program. A Students interested in pursuing Bilingual Authorization (Spanish) received additional mentorship and completed a Spanish assessment to determine appropriateness for program as well as complete two additional course on how to provide instructions and select appropriate materials for instruction in bilingual classrooms and student teaching placements in a bilingual classroom. Seventeen (17) of our program completers earned Bilingual Authorization in addition to their credential.
University of San Francisco	LEP	2012-13	Yes	160				

LEP = Limited English Proficie nt

Institution	Area	Academic Year	Did your program prepare teachers in LEP?	How many prospective teachers did your program plan to add in LEP?	Did your program meet the goal for prospective teachers set in LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:	Provide any additional comments, exceptions and explanations below.
University of San Francisco	LEP	2013-14	Yes	160				
University of Southern California	LEP	2011-12	Yes	70	Yes	We have revisited all course syllabi to weave strategies for teaching English Language Learners throughout each course.		
University of Southern California	LEP	2012-13	Yes	70				
University of Southern California	LEP	2013-14	Yes	70				
University of the Pacific	LEP	2011-12	Yes	66	Yes	Our program completers all have English Language Development authorization included with earning a multiple subject (elementary), single subject (secondary), and education specialist credentials.	Our teacher education faculty regularly review data from Content-Specific assessments and the Teaching Event for the PACT assessments. We have revised our reading-language arts methods courses and our Teaching English Learners course to include more attention to academic language development.	
University of the Pacific	LEP	2012-13	Yes	138				Potential program completers for 2012-12 are included in this number.Our program completers all have English Language Development authorization included with earning a multiple subject (elementary), single subject (secondary), and education specialist credentials.
University of the Pacific	LEP	2013-14	Yes	90				Potential program completers for 2013-14 are included in this number.Our program completers all have English Language Development authorization included with earning a multiple subject (elementary), single subject (secondary), and education
Vanguard University	LEP	2011-12	Yes	0	Yes	English Learner Authorization is embedded in our credental course work. All prosepective teachers are prepared to instruct limited English proficient students.	We did not designate a specific goal in the previous reporting years as we listed 100% of our students will be LEP trained.	

LEP = Limited English Proficie nt

Institution	Area	Academic Year	Did your program prepare teachers in LEP?	How many prospective teachers did your program plan to add in LEP?	Did your program meet the goal for prospective teachers set in LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:	Provide any additional comments, exceptions and explanations below.
Vanguard University	LEP	2012-13	Yes	5				Since all of our teacher candidates are trained in LEP, our goal is to add an additional 5 prospective teacher candidates in 2012-2013
Vanguard University	LEP	2013-14	Yes	5				Since all of our teacher candidates are trained in LEP, our goal is to add an additional 5 prospective teacher candidates in 2013-2014.
Western Governors University - CA	LEP	2011-12	Yes	2	Yes	Our multi-level strategy was to concurrently increase enrollments through a variety of marketing approaches, decrease attrition, and maintain on time progress to graduation.		
Western Governors University - CA	LEP	2012-13	Yes	2				We will continue the successful strategies that allowed us to meet our goal for 2011-2012, with an even stronger focus in the current and future years on higher
Western Governors University - CA	LEP	2013-14	Yes	3				Although the focus on graduation rates will continue, a parallel emphasis on marketing to and admitting students with high potential to succeed in the field should result in a modest increase of enrollments, while still maintaining a strong focus on reaching out to underserved populations.
Whittier College	LEP	2011-12	Yes	3	Yes	All teachers in our credential courses are instructed in working with limited English proficient students. EDUC 404/504 Second Language Acquisition is the course taken by all credential students. EDUC 404/504 helps prospective teachers develope a sound understanding of first (L1) and second language (L2)processes. TPA #3 is embedded in this course. The	Continue to work on scope and sequence and embedding new TPE's into our program.	Since preparing students in instuction of limited English proficient students relates to all of our students seeking a credential either Multiple Subject, Single Subject or Education Specialist by just increasing the number of credentialed teachers we increases the number prepared to work with LEP students.
Whittier College	LEP	2012-13	Yes	3				
Whittier College	LEP	2013-14	Yes	4				

*LEP = Limited English Proficie*nt

Institution	Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.	Preparation is closely linked with the needs of school and the instructional decisions new teachers face in the classroom.	Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.	Prospective general education teachers are prepared to provide instruction to students with disabilities.	Prospective general education teachers are prepared to provide instruction to LEP students.	Prospective general education teachers are prepared to provide instruction to students from low-income families.	Prospective teachers are prepared 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
California Polytechnic State University,	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State Polytechnic University,	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
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

Institution	Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.	Preparation is closely linked with the needs of school and the instructional decisions new teachers face in the classroom.	Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.	Prospective general education teachers are prepared to provide instruction to students with disabilities.	Prospective general education teachers are prepared to provide instruction to LEP students.	Prospective general education teachers are prepared to provide instruction to students from low-income families.	Prospective teachers are prepared 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
Chapman University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Claremont Graduate University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Concordia University	Yes	Yes	Yes	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
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

Institution	Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.	Preparation is closely linked with the needs of school and the instructional decisions new teachers face in the classroom.	Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.	Prospective general education teachers are prepared to provide instruction to students with disabilities.	Prospective general education teachers are prepared to provide instruction to LEP students.	Prospective general education teachers are prepared to provide instruction to students from low-income families.	Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.
National Hispanic University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
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	Not applicable	Yes	Yes	Yes	Yes
Pepperdine University	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes
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
Teacher's College of San Joaquin	Yes	Yes	Yes	Yes	Yes	Yes	Yes
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

Institution	Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.	Preparation is closely linked with the needs of school and the instructional decisions new teachers face in the classroom.	Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.	Prospective general education teachers are prepared to provide instruction to students with disabilities.	Prospective general education teachers are prepared to provide instruction to LEP students.	Prospective general education teachers are prepared to provide instruction to students from low-income families.	Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.
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
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
University of San Francisco	Yes	Yes	Not applicable	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	Yes	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	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 (both Multiple Subject and Education Specialist) participate in at least two placements while fulfilling their field experience and student teaching requirements. In at least one of these placements the candidate will be teaching many English learners. Each student teacher plans, 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 for California Teachers) is also required. In this assessment candidates must show that they meet the needs of all students in their class, including special needs, low income, and English learners. They must be able to include academic language in all their lessons to meet the needs of all students. Our Education Specialist program is a dual credential program in which the candidates earn both a Multiple Subject and an Education Specialist credentials. These candidates also must be able to meet the diverse needs of their students. Additional teacher candidates in the Education Specialist M/M program enter the program with a preliminary or clear Multiple Subject or Single Subject credential.
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 teacher education programs provide candidates with opportunities to learn ways in handling many different situations. Azusa Pacific University, located in Los Angeles County in Southern California provides many practical opportunities for our candidates to experience urban schools, limited English proficient students, provide instruction to children from low-income families and children with a variety of disabilities. The University has NCATE accreditation and both teacher preparation programs (Department of Teacher Education and Department of Special Education), are aligned per the NCATE diversity standards. The syllabi include program diversity goals. The departments collaborate with the school districts to prepare teacher candidates to address the specific needs of all students. The Teacher Education Program continued to use the Concentrated Instructional Modules (CIMs) curriculum implemented and developed in 2009 to provide effective strategies for teaching culturally, intellectually and linguistically diverse students. The CIMs curriculum is embedded in the program coursework as outlined below: 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 EP 545/546 TEP 588 CIM The Pre-Referral Process The credential programs ensure 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
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 have 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, San Luis Obispo	The Single Subject Program embeds strategies for general education teachers in coursework, providing multiple and systematic instruction for children with disabilities, with limited English proficiency, and from low-income families in urban and rural schools. The PACT Teaching Event provides a culminating experience that includes the context for learning, which impacts planning and instruction in each subject area. The Multiple Subject Program courses present all subjects with a multicultural perspective that specifically integrates teaching limited English proficient students. The School of Education is currently reviewing all teacher education programs with an emphasis on meeting 21st Century professional teaching standards. Review efforts are focused on addressing standards as they relate to teacher leadership, assessment, differentiation of instruction, diversity, and classroom management. The Special Education Program tracks the identified needs of graduates' employers to monitor the types of positions graduates obtain and the requirements of

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	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	Candidates are placed at the local school districts that are widely diverse. This diversity includes low SES, rural, linguistic, racial and ethnic minorities, as well as students with disabilities.
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 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-

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	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 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,	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.

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
Long Beach	In the Multiple Subject and Single Subject programs, during the application stage and through the programs, candidates are advised about current job opportunities in the local area, regionally, and across the nation. They are informed about ways to expand their marketability through authorizations, special education, and alternative work settings (i.e. charter schools, private schools, tutoring centers, etc.) The credential programs have 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 Teacher Education Department on a broad range of issues related to the credential program, including new program directions generated by the Department; issues presented by the Department; program objectives required by the Commission on Teacher Credentialing; future needs of the schools; research questions and areas of inquiry; and 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 Multiple Subject students participate in the College of Education Program called Service Experiences for Re-Vitalizing Education (SERVE), which places university students in K-8 classrooms for early fieldwork. Single Subject candidates participate in a 45-hour field-work experience in their pre-requisite class, EDSS 300 (Introduction to Teaching). 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 tutors 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 addition, in methods courses classroom observations 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. College faculty are collaborating with LAUSD in a data sharing effort to examine teacher pathways and their impact on teacher performance and student learning outcomes. Results will be used for ongoing program improvements. Structured collaborative teaching between general and special education faculty will be supported in credential classes in 2012-13.
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.

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
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.
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	Continued collaboration with surrounding districts through individual meetings with site administrators and instructors; faculty book studies related to specific needs of students; Community forum "Team Learn" (CSU/District Administrators) meet once each semester to discuss district needs and program modifications to address needs; and feedback from employer and graduate surveys.
CalState TEACH	To ensure that CalStateTEACH prepares teachers 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

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	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 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

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	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.
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	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

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	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. Fresno Pacific University's Teacher Education program was invited to partner with the University of California, Merced, by providing a seamless pathway from undergraduate programs at the University into FPU's general education teaching programs. The emphasis within the partnership as described in a Memo of Understanding focuses on the preparation of science and math teachers. Fresno Pacific has established a regional center in the city of Merced. UC grads will enroll in their first courses at this center in the summer, 2013. In order to remain responsive to the needs of local schools, Linda Hoff, Department Chair, meets monthly with administrators from Fresno Unified School District and Fresno State University, to develop a shared vision for teacher preparation. The district invites FPU faculty to join them in Friday "Walk-through" wherein they observe classrooms in the district and discuss findings. This year, the focus of the "walk-through" is on identifying Common Core Teaching strategies. Special education candidates are prepared to meet core academic subjects through their Curriculum & Technology course. Four Curriculum & Technology courses are offered, each credential specific. In addition, special education candidates must successfully complete three general education courses in the core academic areas, Language & Literature 1, Language and Literature 2, and Mathematics. Special education candidates are also exposed to and receive mentoring in a variety of urban and rural school settings. Through initial observations, initial student teaching, and final practicum placements, candidates are provided mentoring and guidance in addressing the unique needs of students in urban and rural settings.
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 Southern California fellows to learn about the needs of public school students in the area adjacent to HUC in downtown Los Angeles as well as in San Francisco for our Northern California fellows.
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. *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	Graduates of the credential programs are prepared to meet the needs of the local region and the state of California. Candidates receive extensive training in

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
State University	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 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 prepared 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 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.

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	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 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 take many courses in our General Education program, and we recently augmented our General Education coursework to include additional focus on exceptional children. We now offer a Certificate in Responsive and Inclusive Teaching for general education candidates to recognize the increased preparation they receive in meeting the needs of exceptional students. 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 lesson plans integrating the use of technology in Special Education courses, methods courses, and in the Technology for Teaching course. 2.Students complete 60 hours of required coursework. General Education teachers receive information and training on how to work with English language learners and special needs students through required coursework. Students address struggling students in their methods classes such as Reading-Language Arts and Secondary Methods.

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	3. The special education course of study includes core subjects, instructional methods, English Language Learner training, general information on autism and other disabilities as identified in the IDEA references. 4. Students are required to assess, analyze, and develop plans to address concerns in the Secondary Methods class, Reading-Language Arts, and special education courses. 5. Students are required to address Gifted and Talented, special needs, and English learners in all lesson plans.
National University	In each of the past 12 years, National University has prepared more credentialed teachers than any other single institution of higher education in the state of California, according to the Commission on Teacher Credentialing. National University is committed to accessibility and features locations throughout San Diego County. Regional campuses are also located in Costa Mesa, Sacramento, Redding, San Jose, Stockton, Fresno, Bakersfield, Ontario, San Bernardino, Los Angeles, Oxnard, Woodland Hills and Twenty-nine Palms, as well as Henderson, Nevada. National University provides online options for most credential courses. Our online courses are interactive with tools to support individual learning styles including: e-mail, links between candidate, professor, and classmates, lectures, readings, presentations, evaluations, quizzes, and exams. These tools also combine to create a strong sense of community within online classes. All candidates completing our commission-approved teacher preparation programs are responsible for meeting competency in 13 Teacher Performance Expectations (TPEs) across Six Domains of Professional Teaching. These TPEs prepare candidates in the areas of differentiated and responsive instruction for students identified as English Learners, Special Needs or from Low Income Families. Additionally, prospective general education teachers complete the California Teaching Performance Assessment (TPA). TPA TASKS 1-4 require that our candidates show competence in designing and providing specific modifications made in instruction 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. Faculty working in the regional campuses throughout the state understands the specific needs of their region. As the curriculum is designed or revised, faculty from throughout the state as well as those representing special needs areas (English learners, and special education) are involved. 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.
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.

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
Point Loma Nazarene University	Inclusion of LEAs During the 2011-12, the School of Education (SoE) interviewed various Local Education Agencies (LEAs) through site based Advisory Councils. At each of the SoE's three 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 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	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.

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
College of California	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 ED299: Educating for Equity and Democracy, ED284: Teaching and Learning in Heterogeneous Classrooms, ED388A: Language Policies and Practices, ED285: 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 ED299: Educating for Equity and Democracy and ED284: Teaching and Learning 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 ED289: 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

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	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.
Teacher's College of San Joaquin	Credential course work and practicum supervision includes strategies to meet the assurances.
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 Graduate School 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 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 Literacy Instruction). To support the disposition and ability of Education Specialist/Mild-Moderate and Moderate Severe Preliminary 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

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	EDU 718: Inclusive School Environments for all Learners 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 Graduate School of Education 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 Graduate School of Education 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 Graduate School 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 under served 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. Starting the Summer Semester 2013, Touro University California's Graduate School of Education has started a new dual-teacher credential program that allows students to obtain an Education Specialist and Multiple Subject or Single Subject Credential simultaneously. These four (4) unique credential options will allow the students to be prepared for the needs of education in the 21st century. The program's course scope and sequence are designed to support student success and the development of dynamic teachers. Additionally, Touro University is one of the few local universities which offers the Education Specialist Moderate/Severe credential. A student who completes the dual-credential program will be able to pursue many employment opportunities and be very a strong candidate for a variety of teaching positions. Each dual credential program is a total of 46 semester units and provides students with two teaching credentials. Students can complete program as either a student teacher or as an IHE Intern. NEW DUAL CREDENTIAL PROGRAMS: Dual Credential Program: Multiple Subjects and Education Specialist Mild/Moderate Dual Credential Program: Single Subjects and Education Specialist Mild/Moderate Dual Credential Programs: Single Subjects and Education Specialist Moderate/Severe Dual Credential Programs: Multiple Subject and Education Specialist Moderate/Severe
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

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	training consists of three phases, early fieldwork experiences, Coursework and clinical practice. The Credential Program has Student Learning Outcomes (SLO)aligned with the university mission and TPEs. These are assessed through its Signature Assignments (SA). SLOs give students the knowledge, skills and abilities for becoming excellent teachers in all schools. Students are then able to organize their own learning and instructional goals for their students. The use of rubrics as an authentic instrument of assessment is also being stressed at USU
University of California, Berkeley	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	UC Irvine teacher preparation is grounded in the central belief that if we prepare our candidates to be effective with the struggling student, they are ready to face the challenges of the workplace, whether it be in an urban or rural school, in a school in an at-risk environment or an elite neighborhood. Whether the struggling student has fallen behind because of low income or frequent school changes, is an English learner or a student with disabilities, our candidates are prepared by and assessed in their clinical experience and coursework to make the instructional decisions that teachers face every day in the classroom. Most struggling students have literacy challenges, so each program is focused on literacy development across courses, but there are also separate courses that delve into language acquisition theory, reading, and educational equity. Since 2003, when an academic language component was introduced in the Performance Assessment for California Teachers (PACT), clinical faculty have engaged in an ongoing exploration of academic language research in order to make this complex construct as transparent as possible. The work of Scarcella, Zwiers, and Gandara, to name a few, is used to unpack the complex interactions of culture, economic status, and language development. Candidates are assessed in their courses when they create artifacts grounded in clinical practice. For example, in the secondary course on language acquisition, candidates conduct an in-depth analysis of one learner's current language contexts and abilities, situate the data in research on language acquisition, and write a lesson that meets the needs of this particular language learner. Similarly, in the final project of the multiple subject course on language acquisition, they carefully examine a grade-level topic and determine how they will assess students' experiential background and prior knowledge in order to plan a lesson that will activate and build on this prior knowledge while supporting English language development and/or academic language proficiency. The lesson planner promotes the development of practices that support language learners and special needs students with the following questions: 1.Describe the cognitive task related to the content learning objective: 2.Language Demands: How will students be communicating in relation to the content in the cognitive task? Receptive – listening, reading, and viewing: Productive – speaking and writing: 3.Describe the genre of the chosen language demand. 4.What key language skill(s), related to one of the language demands above will you assist students in developing during the lesson? 5What instructional strategies will you use to support the development of academic language skills (related to the identified language demand above). Include strategies you will use to meet the needs of individual or groups of students with varying language abilities. Between the PACT and the Lesson Planner, both formative and summative assessment occurs to shape the practice of our candidates to consider the language demands of a given lesson whenever they plan instruction. All candidates take a separate special education course that identifies the learning disabilities most commonly found in mainstream classrooms and prepares them to participate meaningfully in the IEP process. They encounter special needs students in their clinical placement. In fact, secondary student teaching includes an Academic Support Placement where the candidate works closely with individuals and groups in a classroom where the curriculum has been modified to meet the needs of the students. Also, on a daily basis, the UC Irvine lesson planner promotes the development of practices that support both language learners and special needs students. The ability to differentiate instruction is assessed in the PACT when they select a struggling student and analyze his or her performance during the three- to five-day learning segment. While we have not yet introduced the model of Universal Design for Learning, our practices for instructional design map

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	readily onto the three main principles of Universal Design; namely, providing multiple means of 1) representation, 2) action and expression, and 3) engagement. In the future, we plan to share University Design principles with our candidates. Without a doubt, our teacher preparation programs meet the criterion of being "closely linked with the needs of schools and the instructional decisions new teachers face in the classroom." Beginning in 2011-12, UC Irvine clinical faculty began attending conferences, drawing on state and national resources, and connecting with our partner school districts to introduce the Common Core State Standards. Finding that districts were moving rapidly towards implementation, we positioned our candidates to be at the leading edge of this major change in the education environment. Instructors are revamping courses to include the Common Core State Standards and the Smarter Balanced Assessment that California has chosen. We have close ties with our employing districts and use their input to make program decisions. We have a standing advisory council with whom we exchange ideas and mutual support. There are some exciting programmatic elements that are grounded in these partnerships. For example, some schools are receptive to paired student teaching placements because of the additional resources that are available to support students. We have two partner schools where there are pairs of student teachers in virtually every classroom. At one of those schools, their teachers provide a day-long demonstration, with all of our multiple subject candidates present, of how technology can be utilized to enhance instruction for elementary students. At another school, our secondary and elementary science methods courses are taught in a state-of-the-art science classroom. In another case, we have an average of ten student teachers in dual immersion classrooms preparing to apply for their bilingual credential. These ongoing strong partnerships keep us nimble and in turn support our partner schools with bright, passionate, and well-prepared student teachers—their future employees.
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 foundation, methods and fieldwork courses specifically geared towards preparing them to meet the needs of limited English proficient students. Foundational courses provide teacher candidates with the theoretical frameworks and historical context to understand today's diverse students. These courses establish a theoretical foundation that challenges deficit thinking about students of color and promotes an asset model approach to understanding and working in urban schools. These courses help candidates examine the principles of educational equity and diversity. Methodology courses provide opportunities for candidates to learn content-specific teaching approaches and strategies that support English language development and academic language development among K-12 students, including Specially Designed Academic Instruction in English (SDAIE) and Guided Language Acquisition Design (GLAD). Fieldwork courses provide candidates opportunities to learn and practice EL strategies withing the context of their student teaching and to debrief and reflect upon areas of improvement within a subject-specific cohort. Candidates who are fluent in Spanish may elect to take additional coursework in Language, Culture and Primary Language Methodology to earn a Bilingual Authorization.
University of California, Riverside	UCR maintains relationships with the districts and county offices of education in our region and holds regularly scheduled meetings with our Community Advisory Committee. UCR staff regularly attend the various regional colloquia to keep abreast of needs and trends in our area. 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, San Diego	Partnerships with urban school districts; partnerships with professional development providers; intensive clinical practice in urban settings including large numbers of English learners; cohort approach for methods courses that include multiple-subject/education specialist candidates; clinical faculty who teach methods and supervise candidates are experienced K-12 teachers. All candidates complete PACT (Performance Assessment For California Teachers) which is aligned with California academic content standards as well as teaching performance expectations set by the state.
University of California,	Terms: TEP=Teacher Education Program at UCSB

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
Santa Barbara	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 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

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	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 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:

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	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) 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

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	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 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)

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	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) 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).

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	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 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

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	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 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

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	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. 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

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	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.
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.

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
	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 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 receive extensive reading instruction situated within urban, low-income schools. Teacher candidates enrolled in the Master of Arts in Teaching in Urban Education and Social Justice program receive further training in identifying and meeting the needs of students in urban schools. 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 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. Teacher Education faculty use data on assessments to revise these courses. We have revised the Teaching English Learners course to add more content in the area of "academic language" development. 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 69.2% English Language Learners and 88.4% of their students are classified as Socioeconomically Disadvantaged (2011-2012 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	Response to local needs: Compliant. Local teachers, principals, and key district officials are on our Teacher/Principal Advisory Board, and regularly contribute

Program name	Describe your institution's most successful strategies in meeting the assurances listed above:
College	suggestions on how we can serve the local community even more effectively. The fact that all full-time faculty serve as supervisors for student teachers in the local schools helps to ensure that we are in at least weekly direct contact with local schools and local students, and are constantly in conversation with our own teacher candidates about how to address local needs most effectively. Local principals and teachers consistently point to this area as a strength of the Westmont program, in contrast to larger programs where several layers of bureaucracy potentially interfere with the kind of direct communication described above. Link to needs of schools: Compliant. In addition to the above, we survey our graduates and their employers each year, and ask for ways to align even more effectively candidates' professional preparation with the felt 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.

Provide the following information about the approval or accreditation of your teacher preparation program.							
Institution	**Is your teacher preparation program currently approved or accredited?**	**Accredited by state?**	**Accredited by NCATE?**	**Accredited by TEAC?**	**Accredited by Other organization?**	**If yes, specify organization**	**Is your teacher preparation 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/NCA	No
Argosy University	Yes	Yes					No
Azusa Pacific University	Yes	Yes	Yes				No
Biola University	Yes	Yes			Yes	Association of Christian Schools International	No
Brandman University	Yes	Yes			Yes	CTC accredited and also seeking national (NCATE) program recognition.	No
California Baptist University	Yes	Yes					No
California Lutheran University	Yes	Yes	Yes		Yes	WASC	No
California Polytechnic State University, SLO	Yes	Yes	Yes				No
California State Polytechnic University, Pomona	Yes	Yes					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
Chapman University	Yes	Yes		Yes			No

Provide the following information about the approval or accreditation of your teacher preparation program.							
Institution	**Is your teacher preparation program currently approved or accredited?**	**Accredited by state?**	**Accredited by NCATE?**	**Accredited by TEAC?**	**Accredited by Other organization?**	**If yes, specify organization**	**Is your teacher preparation program currently under a designation as "low-performing" by the state?**
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	CCTC	No
National University	Yes	Yes			Yes	WASC, CTC	No
Notre Dame de Namur University	Yes	Yes			Yes	WASC	No
Occidental College	No						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	No
Pepperdine University	Yes	Yes			Yes	WASC	No
Point Loma Nazarene University	Yes	Yes	Yes				No
San Diego Christian College	Yes	Yes			Yes	CTC	No
San Diego State University	Yes	Yes	Yes				No
San Francisco State University	Yes	Yes			Yes	WASC	No
San Jose State University	Yes	Yes	Yes				No
Santa Clara University	Yes	Yes			Yes	WASC	No
Simpson University	Yes	Yes			Yes	CTC	No
Sonoma State University	Yes		Yes				No

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Institution	**Is your teacher preparation program currently approved or accredited?**	**Accredited by state?**	**Accredited by NCATE?**	**Accredited by TEAC?**	**Accredited by Other organization?**	**If yes, specify organization**	**Is your teacher preparation program currently under a designation as "low-performing" by the state?**
St. Mary's College of California	Yes	Yes			Yes	WASC	No
Stanford University	Yes	Yes	Yes				No
Teacher's College of San Joaquin	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			Yes	WASC and CCTC	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

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Institution	Does your program prepare teachers to:			
	integrate technology effectively into curricula and instruction	**use technology effectively to collect data to improve teaching and learning**	**use technology effectively to manage data to improve teaching and learning**	**use technology effectively to analyze data to improve teaching and learning**
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, San Luis Obispo	Yes	Yes	Yes	Yes
California State Polytechnic University, Pomona	Yes	Yes	Yes	Yes
California State University, Bakersfield	Yes	Yes	Yes	Yes
California State University, Channel Islands	Yes	Yes	Yes	Yes
California State University, Chico	Yes	Yes	Yes	Yes
California State University, Dominguez Hills	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 Bay	Yes	Yes	Yes	Yes
California State University, Northridge	Yes	Yes	Yes	Yes
California State University, Sacramento	Yes	Yes	Yes	Yes
California State University, San Bernardino	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
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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	Yes	Yes	Yes
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
Teacher's College of San Joaquin	Yes	Yes	Yes	Yes
The Master’s College	Yes	Yes	Yes	Yes

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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 the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program 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 Fall 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, including databases and other institutional library catalogs. Students are required during their PACT (performance assessment) activities to collect, manage, and analyze data to improve their instruction. The students use Taskstream to collect their PACT work, including a classroom video, lesson plans, reflections, assessments, and student work.
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	I.S.T.E technology standards are fully integrated with signature assignments described in each syllabus that address the California technology standards. The technology signature assignments are submitted online to TaskStream and are scored by trained and calibrated assessors. Additionally, instructors model technology best practices in the application of technology in the classroom. 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 (digital platforms), video clips, power point presentations, pod casts and digital textbooks. Guest speakers introduce candidates to assistive technologies available to students with special needs.
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, tablets, Smart phones, 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 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

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	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	All preliminary credential candidates are required to successfully complete ETC 305: Educational Computing Level I and ETC 520: Educational Computing Level II. Course syllabi include the following: 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) - 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

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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 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

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	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. In addition to technology tools to improve teaching and learning directly with students, the prerequisite course and program coursework includes experiences in 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. Additionally, 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 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 instructors use LiveText as a tool to submit and review course assignments. Instructors review assignments using a course rubric, from which information is tabulated to inform the teaching and learning process. This data management system allows us to collect and track data over an extended period of time. Additionally, technology is integrated throughout the program and used to enhance the delivery of the curriculum content. For example, students use online discussions, research databases, video cameras for lesson recording and analysis, podcasts and vidcasts, presentation software, and more to enhance their learning. 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 sets of iPads or laptops on carts in our School of Education classroom spaces. Additionally, HD projector systems are utilized with Apple TV connections to demonstrate instructional approaches in certain lab spaces. Each program in the School of Education has set goals for improving the technological competence of candidates. Professional development is also being provided to faculty on a variety of technologies, software and applications that are available for their use in their instruction. A digital initiative is currently underway in the School of Education to explore the use of iPads in our student teaching placements for Co-Teaching, our Educational Leadership MA program with candidates seeking to become school/district leaders, and with University Field Supervisors as they work with teacher candidates in their student teaching placements and practice.

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	In a collaboration with Google, CI faculty has 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. 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. 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

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	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. 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: The Department of Secondary Education requires that students have a level of technology skills and access to appropriate hardware, software, and infrastructure. In prerequisite and credential courses in the Single Subject Credential Program, teacher candidates are expected to: •Have ongoing reliable access to a computer with Internet connectivity for regular course assignments; •Use a personal computer to locate, create, move, copy, delete, name, rename, and save files and folders on hard drives and on secondary storage devices; •Perform basic troubleshooting and access appropriate avenues of technical support, including the University Help Desk. •Utilize current versions of MS Office (including Word, PowerPoint, Publisher, and Excel) to learn content and communicate with colleagues and faculty; •Maintain and access three times weekly a student email account; •Use Internet search and retrieval skills to complete assignments;

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	•Upgrade his/her skills in educational technology throughout the program; •Apply his/her educational technology skills to complete program competencies; •Utilize web-based and software applications as course requirements dictate; •Utilize TITANium Moodle (previously Blackboard) to access course materials and complete assignments; and •Create lessons that require K-12 student use of educational technologies to improve achievement. In addition, candidates demonstrate proficiency in the use of technology in the classroom through the successful complete EDSC 304, Proficiency in Educational Technology for Secondary Teachers, which is a required course in the Single Subject Credential Program. The overall objective of EDSC 304 is to provide students with the know-how to create pedagogically sound learning units using technology. Through hands-on activities students will develop a comprehensive standards-based unit of study in their content area that promotes the development of 21st century skills. During the course, candidates explore project-based learning; become familiar with National Educational Technology Standards and Performance Indicators for Teachers (NETS*T); become familiar with the position statement on technology for their professional organization; identify content standards, create objectives, and develop curriculum-framing questions for units of study; utilize word-processing, presentation, publication and spreadsheet software to create student samples, assessment rubrics, student support and facilitation tools, visual aids and teacher management tools; utilize web-based collaboration and communication sites to support teaching and learning; incorporate 21st century skills into lesson objectives and activities; reflect on assessment practices; explore and evaluate Internet resources for use in research; examine and discuss copyright laws and Fair Use guidelines as they pertain to education; discuss ways to ensure students use the Internet safely and responsibly; identify ways to use technology to effectively differentiate instruction and insure equitable access for all students; and reflect on effective pedagogical practices. Technology embedded teaching and learning is infused across the credential program. Assignments in each class require use of these skills. For example, candidates utilize Word Processing and PowerPoint skills in EDSC 440S; develop technology-embedded instructional and assessment materials in 442 and 449S; and utilize these skills and knowledge to support secondary student learning during 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. All candidates who complete EDSC 304 develop a comprehensive, standards-based unit for their content area that includes: learning objectives and curriculum-framing questions; an assessment to gauge students' needs; a visual aid to support student learning; a teacher lecture presentation; a unit project with student planning guide, sample, assessment tool, and support tool; a web-based student learning activity; an assessment plan; and a comprehensive unit plan. Candidates are informed of legal and ethical issues related to computer-based teaching and learning, including acceptable use policies. They are required to complete works cited on EDSC 304 assignments and are presented with extensive information on copyright issues. They review district acceptable use policies. They demonstrate their understanding of legal and ethical issues through the development (in EDSC 304) and implementation (during student teaching) of technology-enriched units of student. Candidates utilize Internet search and retrieval to develop lessons and class assignments. They evaluate data for authenticity, reliability and data, paying particular attention to websites that lack credibility. They learn the difference between directories and web search engines and conduct searches on topics in their content area. To help pre-service teachers select appropriate tools for instruction, we categorize tools into six categories according to purpose: collection, communication, presentation, collaboration, organization and interaction. •Tools used for collection, including search engines such as Bing®, Google® and Yahoo®, and social bookmarking sites such as Diigo® and Delicious®, are primarily used to search, gather and store information and sources. •Tools used for communication, including blogs such as Edublogs® and Wordpress®, surveys such as Zoomerang® and SurveyMonkey® and audience response systems such as TurningTechnologies® and Quizdom®, are primarily used to facilitate the flow of information between teacher and student. •Tools for presentation, including presentation software such as Powerpoint® and Keynote®, online presentation tools such as Prezi®, Empressr®, Sliderocket®,

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	Glogster®, and SlideShow®, interactive white boards such as Promethean® and Smart Board® and video sharing such as Youtube®, TeacherTube®, and Flickr®, are primarily used by the teacher or student to present new information or share learned knowledge. •Tools for collaboration, including wikis such as Wikispaces®, PBWiki® and Google Sites® and real time document suites such as Google Docs®, are primarily used for collective construction and display of new knowledge. •Tools for organization, including graphic organizers, charts, tables, graphs, and mindmaps such as Microsoft Office®, iWork®, Gliffy®, Popplet®, and Creately® and timelines such as Timetoast® and Dipity®, are primarily used to organize new information in meaningful ways and make connections to prior knowledge. •Tools for interaction, including various educational interactives such as Quizlet®, Pixton®, IBM's Many Eyes®, and Intel's Thinking with Technology® tools, are primarily used for critical-thinking, active engagement with content and application of knowledge. Grouping technology tools by purpose helps pre-service teachers plan with technology in mind. For example, when they learn how to effectively deliver new content, they learn how it can be done through various presentation technology tools. As they learn how to design activities to guide student learning, they learn about interactive technology tools that help accomplish this goal. Candidates also review the latest research on educational technology in the classroom and adapt lessons for English learners, special populations, GATE students, and struggling readers. All candidates who complete program prerequisite courses (EDSC 310, 320, 330 and 340) participate in online discussion forums throughout the semester using text based means through Moodle and software programs such as VoiceThread and Adobe Connect; candidates unitize Word Processing and PowerPoint, Prezi, and SlideRocket in the development of all assignments. Department of Elementary and Bilingual Education: Beginning spring 2010, all of our credential candidates have participated 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. Our program also uses Titanium (Moodle). Courses require students to utilize Wikis, Google docs, on-line surveys and quizzes linked from the course site. 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 our program (EDEL 435 mathematics, 436 science and 437 social studies), 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 (Social Studies) where candidates are asked to develop a unit that they will teach during a student teaching experience (EDEL 439). 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

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	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. Beginning fall 2007, we started a technology enriched block (cohort). All teacher candidates in the block receive laptop computer, all instructors must utilize technology in all of the methods courses and all students must include technology in their lesson plan development. This cohort begins every fall semester. Finally, beginning fall 2011, our combined credential master's program students began to pilot the use of iPads in schools. We have purchased iPad for our credential candidates as well as for our partnership schools. We plan to expand the use of iPads in this program and in the partnership schools over the next two years.. 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 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 we have begun to make sure that that we make our Word documents fully accessible. Once this is in place we will move to making PowerPoint presentation accessible. Faculty will participate in online training to ensure this change.
California State University, Long Beach	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 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 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. Candidates in all programs have first-hand experience of the "digital divide" and 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 provide 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. Student teaching also provides opportunities for candidates to demonstrate mastery of Excel software to create databases, charts, and graphs to record and analyze student data.
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,

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	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 CSULA Center for Effective Teaching and Learning provides faculty training in the use of technology in effective teaching. 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 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. This year we are piloting "Teach Live" a simulation that offers student teachers the opportunity for simulated targeted practice sessions while being videotaped and receiving feedback from faculty supervisors. If the pilot study results demonstrate significant improvements in the performance of our student teachers we will seek support to expand use of this supplementary material.
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	The program introduces candidates to current technology applications that address student learning. Candidates demonstrate understanding via projects and lessons

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State University, Stanislaus	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. In addition, all TPAs for all students are submitted via TaskStream, which include their uploading of documents and lesson plans, floor plans, assessments and a 20 minute video of instruction of students.
CalState TEACH	Technology Best Practice In December 2012, CalStateTEACH was designated an Apple Distinguished Program for its innovative design and implementation of a one to one iPad mobile learning initiative. The Apple distinguished program recognizes outstanding programs that demonstrate visionary leadership, innovative learning and teaching, compelling evidence of success, and exemplary learning environments. The CalStateTEACH Program includes different types of technologies and formatting to prepare candidates to teach a growing number of technology proficient students. CalStateTEACH students and faculty interact online in a custom learning management system (LMS) designed to foster rich communication, effective learning, and timely evaluation. System highlights include a flexible work folio system tied to dynamic curriculum, standards-based lesson/unit plan builder, and an observation tool for video or on-site faculty observations of candidate teaching. An advanced video annotation system allows students and faculty to comment and reflect on their teaching performance. The CalStateTEACH website is fully compatible with the iPad. CalStateTEACH uses both Facebook and Twitter. Using social media allows interaction with teacher candidates in alternative formats. Faculty and teacher candidates can share experiences and pictures to clarify and enhance the curriculum. Social media is also used as a means of communication between teacher candidates by sharing ideas, pictures, and links, developing 21st century classrooms. The iPad provides continuous access to the tools of teacher preparation and is the candidates' window to both personal and professional social networks. It has become the hub of CalStateTEACH instruction, in academic coursework, as well as, in the classrooms where candidates practice teaching and collaborate with school site mentors. Candidates read their e-Texts on the iPad, access the LMS through it, use productivity apps to create new content, create lessons, teach with it, record their lessons, and communicate with faculty on it. CalStateTEACH candidates utilize the iPad to present content to children and to support children in making and demonstrating content. The expectation of using personal mobile devices within the classroom invites innovation from teacher candidates. For instance, K-12 students do research in small groups on a historical figure and prepare an iPad video presentation of their research. Other candidates incorporate iPads into their lessons and introduce useful apps to their cooperating teachers while collaborating with them to integrate the iPad into their joint lessons. In reading, for example, candidates create media presentations that practice skill building, vocabulary development, fluency and comprehension. For all candidates, rural and urban, e-Supervision is a powerful tool for learning, whether it is synchronous using video conferencing software or asynchronous with recorded video. CalStateTEACH has provided innovative online tools to faculty and candidates: My Teaching Video ©, a video annotation tool, allows both candidates and faculty to examine and comment on candidates' teaching performance. The Observation Event ©, a faculty and technology coordinator created e-Supervision software, streamlines the work of faculty and deepens the reflective process for candidates. CalStateTEACH faculty expand their skills and knowledge by attending relevant training, conferences and symposia. In addition, they come together for intensive professional development twice each year for sessions that promote creativity and innovative thinking while introducing and assessing the latest technologies. Faculty routinely collaborate with peers with new uses of technology, providing avenues for experimentation and reflection. Faculty share in leadership through the creation of iBooks and iTunes U courses, creating new models of educational technology integration that foster creative critical thinking, group problem solving and collaboration, and reinforce core and interdisciplinary content knowledge. CalStateTEACH's mobile initiative has earned support from rural and urban school partners, school districts and county offices of education, where teacher candidates gain clinical experience and practice teaching. Our partners are committed to, and excited about, the professional development the mobile initiative provides and the expertise teacher candidates bring to their schools.
Chapman	The educational application of technology is a theme integrated throughout credential courses. There is also a specially designed course that provides an overview

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University	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 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

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	assessed with the California Teaching Performance Assessment (TPA) they access and respond to that assessment on-line. The data from those Assessments is analyzed and used for program revision and improvement.
Fresno Pacific University	The program prepares teachers to integrate technology effectively into curricula and instruction by requiring candidates to take EDUC 644,Teaching with Technology. In this course candidates learn the basics of using technology; using technology to support instruction; integrating new technology into classroom practice. The program prepares teachers to meet the principles of universal design for learning by teaching candidates to provide flexibility in the ways information is presented to students, in the ways students respond or demonstrate their knowledge and skills, and in the ways students are engaged in instruction and learning. In addition, Universal Design helps candidates reduce barriers in their instruction, provide appropriate accommodations, supports, and challenges, and maintain high achievement expectations for all students, including students with disabilities and students who are English learners. The education specialist program prepares candidates through the integration of technology throughout their program. Candidates are required to apply effective technology tools their own course requirements, e.g. Word, Excel, and PPT. As part of exiting the program, candidates are also required to develop an eportfolio and ewebfolio. These systems allow students to collect data which reflects their progress throughout the program, and in turn, to develop effective induction plans which address their area of need. In addition, candidates are prepared for us of technology in the classroom as it pertains to their education specialist credential area. Technology is interwoven in SED 714, SPEC 605, SPEC 606, SPEC 612, SPEC 613, SPEC 614, and SPEC 615. Candidates are introduced to and apply current assistive technology tools and strategies to meet the needs of their students.
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 culmination 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

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	peripheral devices (e.g. checking the connections, isolating the problem components, distinguishing between software and hardware problems) before accessing the appropriate avenue of technical support; demonstrates knowledge and understanding of the legal and ethical issues concerned with the use of computer-based technology; and uses computers to communicate through printed media (e.g. newsletters incorporating graphics and charts, course descriptions, and student reports). 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, 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

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	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 using for purchase software and free shareware. Candidates in the education specialist program learn how to use Aimsweb (a benchmark and progress monitoring system based on direct, frequent, and continuous student assessment) in order to monitor student achievement and to improve teaching and learning. This enables candidates to collect, manage, and analyze data to improve the teaching and learning for students with disabilities. Professional development continues to be provided to all teacher education faculty related to Universal Design for Learning. Students in the education specialist program use a lesson plan based on principles of Universal Design for Learning. Multiple and single subject programs have developed a new lesson plan that incorporates principles of Universal Design for Learning. The lesson plan is currently being piloted and will be implemented in fall 2013.
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 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. All instructors must minimally provide a syllabus on Angel. 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 lesson plans integrating the use of technology. •Students demonstrate integration for general education and for special education through projects and unit planning. •Students complete 30 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 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

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	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	General education candidates complete a 3-unit course in integrating and utilizing technology in teaching. Special education candidates complete a 2-unit course which includes utilizing assistive technology.
Pacific Union College	All teacher candidates take the core technology class, EDUC 332/332L: 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; 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 332 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 google sites. 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 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 332 encounter data collection, management, and analysis in several ways. First, they learn how to organize a growing collection of useful Internet websites, 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. 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 evel computer competence. State CTC Level I certification, required for Preliminary 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.

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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) 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

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	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 University	Students in the Credential program must fulfill basic technology requirements either through coursework or our technology exam. These requirements verify each candidates proficiency in the use and trouble shooting of technologies, tools and resources commonly found in educational settings. These technologies, tools and resources include, but are not limited to, computers, LCD projectors, email, Internet websites, and common software (word processing and spread sheets). Once they have begun the credential program, all candidates 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 cameras, iPads and other technologies to tape their lessons and analyze their teaching and their students behaviors during the lessons •use standard software for recording, managing and reporting grades and/or prepare reports •use common communications programs like listservs, groups, and social networking sites •Elementary Education students have to plan, teach and be observed as well as evaluate teaching lesson incorporating technology for teaching and learning. For PACT students also have to plan teach and analyze a taped lesson. 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 prepare credential candidates to integrate technology into their practices by (1) teaching curriculum content to credential candidates using technology as an instructional tool; (2) creating activities and experiences in which credential candidates use appropriate technologies in

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	meaningful ways to reach standards-based curriculum goals; (3) demonstrating and evaluating current software and mobile apps recommended by our preK-12 clinical faculty (4) teaching credential candidates to use 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. Evidence of our efforts to ensure that our candidates are prepared to integrate technology into their practice in meaningful ways can be found on the instructional materials available on each credential program course's site in our university's Learning Management System, in course syllabi, in rubrics for assessing projects that require the use of technology for instruction and/or assessment, and in samples of our candidates' in-class work and course assignments.
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 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-

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	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 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

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	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 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. 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	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

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College	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 Graduate School 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 Graduate School 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 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

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	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 CTC standards and requirements, we teach courses on technology that prepare students to communicate through a variety of electronic media; to design, adapt, and use lessons to promote information literacy; to optimize lessons based on technology available in the classroom or school setting, etc. Students are taught the use of electronic research tools and the ability to assess the authenticity, reliability, and bias of the data gathered. Students also learn to analyze best practices and research on the use of technology to deliver lessons that enhance student learning. Our program faculty use data, such as the PACT assessment, to evaluate the effectiveness of our teacher training programs, and to identify areas that may need improvement. 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	Although it is a challenge, we keep ourselves up to date on technology. In each program, candidates have the opportunity to study and observe the uses of technology in education environments. The elementary credential program, for example, utilizes an embedded approach to teaching candidates how to use technology in their classrooms. The candidates themselves, with their phones, laptops, and gaming experiences, find it natural to use technology; they add new

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	tools and techniques as they encounter them in the schools. It is the expectation that they will incorporate existing technologies into their lessons. Moreover, in order to complete program requirements, they are required to video tape, post to blogs and wikis, submit work to dropboxes, and use other tools to maintain contact with each other and submit assignments. In an environment with some who know and some who don't, the most natural approach is to help each other, just like students would do in a K-12 classroom. One of their most educative experiences is spending the day watching a demonstration at one of our partner schools showing how they integrate technology into their program. They come away from this experience with new ideas and a real-world sense of the possibilities.
University of California, Los Angeles	•All credential candidates included, are required to take ED466, 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. ED466 introduces candidates 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, ED466 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 ED466 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. •ED466 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 must show evidence of receiving instruction in the basic use of technology in an educational setting through one of several methods. They must either pass an approved basic technology course, pass the state approved exam for "Preliminary Educational Technology" or satisfactorily complete the Graduate School of Education's "Technology Workshop." 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. Future plans include developing faculty capacity during 2013-14 to support candidates' understanding of principles of hybrid and blended online learning for K-12 students. Activities will include providing opportunities for faculty to examine current research and practice in the field, to visit K-12 classrooms using hybrid/blended learning, and to consult with faculty at UCSD and elsewhere who have developed expertise in this area. As an outcome of this faculty professional development, candidates will learn to design hybrid or blended learning opportunities for their K-12 students and be expected to employ these strategies in selected lesson and unit planning as part of their methods coursework and field experiences.
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 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

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	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. Finally, new for 2011-12 is the push by local area schools to use ipads into the classroom. We have made a significant push in this regard in coursework and through the purchase and use of ipads with our own faculty. We have state-of-the art technology rich classrooms, and a new technology instructor who is an Apple Distinguished Educator. We feel we are making some new transformations in the way we teach about technology, teaching, and learning
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

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	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 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	Several faculty members in the Department of Learning and Teaching are currently taking courses in our Mobile Technology Learning Center's certificate program in advance of the launch of an online MEd that has been approved by the university and is now pending WASC review. Knowledge derived from those courses are integrated into both online and onsite teaching within the department. We anticipate launch of the online program in September 2013. Over the past year all faculty received iPads and we have hosted several workshops to support faculty in learning innovative uses of hardware and applications in

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	educational settings. Two of our faculty have participated in a university-level iPad adoption program that explores technology use in teacher preparation classrooms. Each month since the start of the academic year the school offered technology training for faculty in a roundtable setting. Faculty have experienced benefits from real-time evidence of student learning provided by applications designed for use in the classroom. Technology use and access is a priority when selecting student teaching and practicum placements. Our priority is to have every candidate have at least one field experience placement in each of the following: Urban technology emphasis, and project based learning emphasis. Two focused innovations of interest include the fall technology showcase that has been successful for the past two years, and a technology in the classroom video challenge that will be conducted this spring. Our online MEd, currently in development, will feature heavy emphasis on technology through a specialization in 21st Century Literacies specialization as well as through core courses. UDL and inclusive education will be the focus of another specialization area in the online program. The process of developing courses for these specializations provided an opportunity for our faculty to better understand the UDL concept. Our Multiple Credential Cohort program has expanded to include special education. That approach has resulted in better integration between multiple/single subject programs and special education coursework that has an emphasis on UDL. Response rates for end of course evaluations have steadily climbed to approximately 80 percent and information derived from our online survey system is being used to identify faculty who would benefit from additional development. Information from teaching evaluations is also used as one of several data elements in the process of determining merit pay increases for faculty.
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 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, iPad/iPhone applications, 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 have the opportunity to provide feedback to students and their parents through the local school website. 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	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. The USC MAT Program offers identical curricula on-campus and online. The online 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 an online 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. Candidates use sources for research, and for lesson planning.

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	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, California Content Standards and Common CORE. 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.
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. Candidates are observed during the clinical practicum by a WGU Clinical Supervisor and a Cooperating or Host Teacher. Observers use the WGU Performance Observation

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	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, taught by an experienced local practitioner, published author, holder of 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-area methods classes. Candidates learn 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.

Provide the following information about your teacher preparation program. Please note that choosing "yes" indicates that your teacher preparation program would be able to provide evidence upon request.

	Does your program prepare general education teachers to:			**Does your program prepare special education teachers to:**		
Institution	**teach students with disabilities effectively**	**participate as a member of individualized education program teams**	**teach students who are limited English proficient effectively**	**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
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

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	Does your program prepare general education teachers to:			**Does your program prepare special education teachers to:**		
Institution	**teach students with disabilities effectively**	**participate as a member of individualized education program teams**	**teach students who are limited English proficient effectively**	**teach students with disabilities effectively**	**participate as a member of individualized education program teams**	**teach students who are limited English proficient effectively**
Concordia University	Yes	Yes	Yes	Yes	Yes	Yes
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
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
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	Not applicable	Not applicable	Not applicable
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

Provide the following information about your teacher preparation program. Please note that choosing "yes" indicates that your teacher preparation program would be able to provide evidence upon request.

	Does your program prepare general education teachers to:			**Does your program prepare special education teachers to:**		
Institution	**teach students with disabilities effectively**	**participate as a member of individualized education program teams**	**teach students who are limited English proficient effectively**	**teach students with disabilities effectively**	**participate as a member of individualized education program teams**	**teach students who are limited English proficient effectively**
Teacher's College of San Joaquin	Yes	Yes	Yes	Yes	Yes	Yes
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
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	Yes	Yes	Yes
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

Program name	Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
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. TESE 541, Introduction to Autism Spectrum Disorders. The basics of autism spectrum disorders (ASD) covering historical perspectives, current definitions, and characteristics will be introduced. Emphasis will be placed on incidence and prevalence trends, and characteristics associated with language/communication, cognition/neurology, social skills, sensory issues, and behavior. Students will also be taught the implications for program planning and service delivery. Course

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		completion requires five hours of fieldwork. ELL instruction is included in all methods courses and candidates are required to complete their novice teaching in schools with significant populations of second language learners. TEP 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.
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 (TEP 601B). These courses include IEP team meeting functions. All other required courses require candidates to meet the needs of all students, including those with 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. The required performance assessment (PACT) includes creating lesson plans that meet the needs of both English learners and those with special needs. The candidate must include teaching academic language in all lessons.	Candidates for the Education Specialist Mild/Moderate credential take these required courses: Behavior Assessment and Support (TESE 538); Assessment in Special Education (TESE 509); Understanding and Teaching Students with Mild/Moderate Disabilities (TESE 516 & 517); Family Dynamics (TESE 518); and Intro to Autism Spectrum Disorder (both TESE 541 and TESE 541A). 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.	

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Azusa Pacific University	We have fully integrated strategies and methods for meeting the needs of special needs students in general education classes. Response to Intervention (RtI) is covered along with the IEP process. Course assignments are designed to measure students' skills and competencies and are uploaded into TaskStream for scoring. The Teacher Education Program continued to use the Concentrated Instructional Modules (CIMs) curriculum implemented and developed in 2009 to provide effective strategies for teaching culturally, intellectually and linguistically diverse students. The CIMs curriculum is embedded in the program coursework as outlined below: Multiple Subject Single Subject CIMs 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	All of the courses in the special education specialist program are updated and aligned to the CTC standards and the programs were approved by the state. Each candidate in the program has access to an advisor and university mentor throughout the credential program. The scope and sequence of the program includes how to develop, implement and participate in an IEP in each of the four modules. In addition, the special education department ensures program effectiveness through the collection of data and examination of all courses through the use of an evaluation survey, comprehensive exam, signature assignments, as well as external feedback from employers and supervisors. The data collected informs program improvement planning.
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	

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	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 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	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

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	- 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: - 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	the various special education settings. They complete three case studies of individual children with special needs in K-12.

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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. 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	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

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	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. During the student teaching experience, candidates are involved in the IEP process within their host schools.	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 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

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		student teaching).
California State Polytechnic University, Pomona	STUDENTS WITH DISABILITIES Teacher candidates in the Multiple (elementary) and Single (secondary) Subject 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 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. LIMITED ENGLISH 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.	TEACH STUDENTS WITH DISABILITIES All candidates are required to take TED 407 (Education in a Diverse Society) which covers first and second language acquisition, strategies for teaching English learners in K-12 settings (including SDAIE), as well as legal mandates regarding English learners. In TED 443 (Theory and Practice in Reading Education) focuses on strategies for teaching reading to K-12 students (including English learners). Teacher candidates in the Education Specialist credential programs are required to take 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	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

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	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 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.	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 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	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

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	designed to address the teaching adaptations, modifications and IEP requirements associated with middle and high school students. For students who have limited English skills, candidates all complete a prerequisite course about English learning where the development progress of English learners, assessment and strategies for teaching English learners are emphasized. The Single Subject program has a course accompanying the credential program teaching the specific skills for secondary educators. Multiple and Single Subject Programs (elementary and secondary education) teach universal design as a strategy for lesson planning 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.	program (36 units), candidates take specific coursework on the legal aspects of special education, managing learning environments, curricula and assessment, literacy, the process of IEP development, and student teaching in two different settings and grade levels. The program was revised in 2010 to reflect new state standards, among these is an added emphasis on working with students with autism.
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 students with	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 skills

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	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.	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 discussion of everyday experiences in the classroom including examination of attitudes.
California State University,	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	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

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Dominguez Hills	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.	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 15 weeks. 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, Fresno	Students in the elementary and secondary credentials programs have required courses in both teaching students with special needs as well as teaching English Learners. EL and special needs strategies are also infused in all other required coursework as well as in field experiences.	All Special Education students take required courses in teaching students with disabilities and in teaching English Learners. Students also have training on working within an IEP team in their coursework as well as "hands-on" experience in their field placements. All course syllabi and field placement expectations are available for review on our accreditation website at http://www.fresnostate.edu/kremen/about/accreditation.html
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.	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

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	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. 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	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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	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 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	

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	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) The CSUF Single Subject Credential Program provides teacher candidates with strategies to support students with disabilities by doing the following: •Providing a session during the seminar week of EDSC 440 conducted by a SPED expert. Teacher candidates learn about strategies to support and assess learning for student with Special needs. • Utilizing lesson plan formats always include plans to support students with special needs. •Integrating supports for students with special needs within several pre-requisite courses, including 340 and 410 •Requiring students to complete TPAs that address the needs of students with special needs.	
California State University, Long Beach	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. The Multiple Subject program incorporates two separate placements for each student teacher, with at least one placement in a full-inclusion school site. Single Subject candidates do student teaching for one full semester, in classrooms that often include learners with special needs. All 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. 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	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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	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.	
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. In 2011-2012 an online course was added to deepen candidates' ability to integrate the IEP and academic content standards for education specialist credential students. 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 programs.	Candidates in the Education Specialist programs are required to complete two (2) levels of coursework series in order to earn a preliminary and clear credential. They are also required to take three(3)courses on teaching English Language Learners.
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	The Preliminary Education and Clear Specialist Credentials 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

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	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.	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 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.	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.
California State	CSUSB's general education teachers' experience varies based on their supervision experiences and placements. Typically, our candidates receive a lot of experience	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

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University, San Bernardino	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.	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 University, Stanislaus	Department of Teacher Education has special courses designed to accommodate students with special needs: special ed, EL and IEPs. We teach our students 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.	Students complete relevant coursework and practica. EDSE 4210 Reading & Language Arts in Special Ed EDSE 4450 Teaching Students with Mild/Moderate Disabilities EDSE 4440 Teaching Students with Moderate/Severe Disabilities EDSE 4915/4916 Student Teaching
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.	

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	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 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	

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	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. 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	

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	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. 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	

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	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 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.	The program prepares special education students to teach students with disabilities by providing a series of courses and experiences that address fully the educational needs of students who are characterized by mild to moderate and moderate to severe disabilities. Each candidate learns how to facilitate the development of literacy (listening, speaking, reading, and writing) not only for native English speakers, but also for those whose primary language is other than English. The coursework teachers candidates the characteristics of students with disabilities, effective teaching strategies, how to work with diverse populations, as well as the legal aspects and requirements of special education. The coursework includes a study of the theories, practices, and ethical issues regarding the modification of behavior to facilitate learning. Furthermore, candidates develop the skills to use and communicate assessment results. Students learn how to make appropriate recommendations for report writing and for 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

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		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 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. Candidates 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	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 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. Candidates 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

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	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. 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.	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, 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

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		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 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

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		for education specialists, we utilize a modified version of the CA 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."	Special education teachers acquire knowledge related to teaching students with disabilities throughout all special education program courses and field work. Students learn to participate as members individualized education program teams during the courses "Advanced Curriculum Methods for Special Populations", "Case Management, Assessment, and Collaboration", and during student teaching. 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

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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	Preparing special education teachers to effectively teach students who are 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 University	The mission of Holy Names University credential programs is to prepare teachers for urban schools; we believe it is essential that every candidate in our program	The candidates in the Education Specialist Mild Moderate Program take several courses to acquire the before mentioned skills. In EDUC 261, students learn

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	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 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	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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	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. 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	Teach Students with Disabilities Effectively The Special Education Program at Humboldt State University promotes the vision that students with disabilities can enjoy academic confidence and developmental, educational growth by interacting with teachers who maximize the students' learning potential and provide a student-centered learning environment. The program focuses on preparing successful special education teachers who model advocacy for their students and work within an expanded educational community student support system of parents, colleagues, and community members. Through their written and oral communication skills, they demonstrate sound subject matter knowledge and pedagogical methods. They model respect for and rapport with diverse student, parent, and community populations.

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	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.	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 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

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		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 •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,

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		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, 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	The State of California does not require coursework in special education in the	We do not offer this program currently.

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University	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 course work, field experiences, clinical practice, and professional development.	Candidates are prepared to teach students with disabilities effectively through course work, 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 single subject candidates.	This combined degree/credential authorizes the holder to provide early intervention and/or special education services and supports to young children from birth to Pre-Kindergarten and their families. Eligible children include but are not limited to those with developmental delay, specific learning disabilities, mental retardation, emotional disturbance, other health impairment, autism, a disabling medical condition or congenital syndrome, multiple disabilities, speech and language impairment, and others at risk of having a substantial developmental disability due to a combination of risk factors. Services and supports are provided in the following settings: natural environments (home and community), typical early childhood programs, special day programs, hospitals, and special and/or non-public, nonsectarian schools and agencies.
Mount St. Mary's College	Our revised 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	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

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	needs.) All lesson plans throughout the programs include adaptations for both language learners and 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, 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.	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, collaboration, and the application of knowledge and skills in settings that demonstrate effective practices. Working in partnership with schools and communities, the program 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

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		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 were 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 (# 1-3) 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 -All methods courses for general education require students to demonstrate lesson plans that address special needs students. We have an entire course devoted to the teaching of English language learners, and strategies and methodologies are integrated throughout all other methods classes and credential programs. 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	All prospective single and multiple subject teachers must complete the California	Candidates in our program learn to teach students with disabilities effectively

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University	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 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. Furthermore, candidates are expected to observe and learn how Individualized Education Program teams work and participate in them as appropriate during their student teaching and/or internship.. During coursework, general education candidates need to learn about multiple disabilities and how to implement RTI in response to needs of special needs students, co-teaching for inclusion. Their Clinical Practice placements require that candidates be placed in public educational settings that are considered diverse as per the multiple learner profiles of the P12 students they serve.	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 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	

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	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 (special education) 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 Union College	TRAINING TO WORK WITH DISABILITIES All candidates for preliminary multiple and single subject credentials take EDUC 340-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	

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	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 the California Teaching Performance Assessment. TRAINING TO WORK WITH ENGLISH LEARNERS All candidates in the preliminary multiple and single subject matter programs take EDUC 339-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	

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	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 Nazarene University	Throughout credentialing coursework, candidates are introduced to and required to display an understanding of meeting the needs of SWD and limited English proficient students. All candidates enroll in EDU 602 Foundations of Special Education, which specifically addresses meeting the needs of SWDs and the individualized education program (IEP) team process. All candidates enroll in EDU 601 Language Acquisition, which specifically addresses meeting the needs of limited English proficient students.	Candidates for special education receive instruction through a CCTC approved special education preparation program for servicing either students with mil/moderate or moderate/severe disabilities. The program includes theory and methodology instruction provided to candidates, as well as fieldwork and clinical practice in special education in local LEAs. All special education candidates must complete the course EDU 652 Collaboration & Consultation for IEP Implementation, Evaluation & Program Improvement.
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	

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	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 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	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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	an introduction to students with disabilities, such as the law governing disabilities, an understanding of IEPs, and an introduction to disabilities that a teacher would be expected to address in a general education classroom. In addition, teacher candidates are provided with some initial training about adaptations for the child with disabilities. This area of the program continues to be a challenge; the program has started to explore possibilities through collaboration with the Special Education Department. Presently, the two chairs and four professors from Elementary Education and special education are scheduling two sets of math methods (EED 784) and literacy methods (EED 782/882) courses, which will be team-taught in fall 2010. General education teachers (and instructors) will receive training in working with children with disabilities and special education teachers (and instructors) will receive training in working with children whose native language is not English. In addition, the chairs of the Elementary and Special Education departments have an interest in designing a dual credential program (preliminary credential and level I mild to moderate) that would become institutionalized in the next 2 years. 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	

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	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 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	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

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	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 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.	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-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. 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

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		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 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

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		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: (1) our program includes dedicated courses that focus on serving these particular populations; (2) we integrate strategies for accommodating and supporting students with special needs and students who are English Learners into all of our courses; and (3) we place our candidates in clinical practice sites in which students with special learning needs and EL students are taught in ways that enable them to experience academic success. (1) All teacher candidates take a dedicated course focused on creating effective, inclusive learning environments that support the academic achievement and social success of students with disabilities/ exceptionalities. In this course, general education credential candidates learn about Response to Intervention and develop an understanding of the classroom teacher's central role in providing multi-tiered supports for all struggling learners. Further, the candidates also learn about the pre-referral process, the role of parents in special education referrals, the types of tests that are typically used to identify students' special needs, the	

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	special educators' procedures for developing an IEP based on student performance data, the general education teacher's role in implementing the IEP, and the importance of partnership with special educators. All our teacher candidates also take a dedicated course focused on strategies for supporting English Learners' English language development and facilitating these students' attainment of academic competencies in the general education classroom. This course includes engagement with the foundational principles of first and second language acquisition and the key theories of communicative competence; this enables candidates to understand the stages of ELs' emerging English proficiency. Candidates learn and practice a range of instructional strategies, including Sheltered English Immersion and Specifically Designed Academic Instruction in English, that support ELs' vocabulary development and their learning of discipline-specific academic language. Candidates learn to interpret EL students' scores on the California English Language Development Test (CELDT) and to use the CELDT data to create effective instructional plans for students at all levels of English proficiency. Candidates also learn how to determine the cognitive and linguistic demands of adopted instructional materials and how to adapt and adjust those materials to make them more accessible to EL students. (2) The needs of English Learners, of students who qualify for special education services, and of students who pose other learning challenges are taken into consideration within every methods course in our multiple and single subject preliminary credential programs. 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. (3) We ensure that our candidates are placed in clinical practice field placement 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. Further, the lesson plan template implemented by our clinical practice instructors requires candidates to document- in every lesson- the instructional adaptations they intend to make for the English learners and students with special needs in their placement classrooms. California requires all prospective teachers to demonstrate their ability to interpret formal and informal student assessment data	

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	and use that information to make appropriate adaptations to their lessons to accommodate the specific needs of the students in their class who are English Learners, have identified special needs, or who present other learning challenges. These skills are assessed using the four California Teaching Performance Assessment (TPA) tasks. Teacher candidates must demonstrate proficiency in these specific skills in order to pass the TPA and earn a recommendation for a teaching credential.	
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 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	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

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	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.	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 two kinds of lessons: lessons that meet the content learning needs of English learners, and English language development lessons for English learners.	Education Specialist candidates take highly specialized courses to prepare them to teach both students with disabilities and English Learners.
Stanford University	All candidates complete the required course ED285: 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	

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	with other categories of disabilities, including those related to sight and vision, auditory perception, and physical handicaps. In ED285: 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 ED285: 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. 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	

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	deeply ED289: 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 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	

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	academic language. 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/Sunnyvale 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.	
Teacher's College of San Joaquin	Course work and practicum supervision/mentoring & coaching is provided throughout the duration of the program.	Course work and practicum supervision/mentoring & coaching is provided throughout the duration of the program.
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 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	The design of all three teacher preparation programs (Multiple Subject, Single Subject, Education Specialist) in the Graduate School 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

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	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 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	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 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

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	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 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	education teachers, teacher preparation candidates in all of the Graduate School of Education 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 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 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

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	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 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	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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	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 (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	

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	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 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	

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	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 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	To prepare to meet the needs of special education students, all candidates take a separate special education course (ED 348) that identifies the learning disabilities most commonly found in mainstream classrooms and prepares candidates to participate meaningfully in the IEP process. Most of our candidates encounter special needs students in their fieldwork and student teaching. In fact, secondary student teaching includes an Academic Support Placement wherein the candidate works closely with individuals and groups in a classroom where the curriculum has been modified to meet the needs of the students. Most struggling students have literacy challenges, so each program is focused on literacy across courses, but also has separate courses (ED 329, 349, 326, 346, 345, 347) to provide strong foundations in language acquisition theory, reading, and equity. Since 2003, when the Performance Assessment for California Teachers was introduced with an academic language component, clinical faculty have engaged in an annual update on the research and discourse about academic language so that they can expose candidates to current views on this dynamic concept in their lesson planning.	
University of	1.Each credential candidate takes ED425 Principles of Teaching Exceptional	

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California, Los Angeles	Individuals. This course is required to meet the California teaching credential special needs learners standard. The course is intended to provide students with a survey of characteristics and related educational needs of elementary school students with disabilities of various kinds. In this course students develop an understanding of the main types of student exceptionalities, with an emphasis on the role that teachers will play in teaching students with special learning and behavioral needs in the general education setting. The course provides students with a knowledge base of the various disabilities and exceptionalities and how to accommodate them in order to foster an equitable, productive educational experience for all learners. Included in the schedule of topics are opportunities for candidates to understand the IEP process and make connections between IEP goals, accommodations and instructional modifications (See ED425 syllabus). When approved by the school district and/or school site, candidates have opportunities to sit in on IEP meetings. 2.All credential candidates take foundation, methods and fieldwork courses specifically geared towards preparing them to meet the needs of limited English proficient students. Foundational courses provide teacher candidates with the theoretical frameworks and historical context to understand today's diverse students. These courses establish a theoretical foundation that challenges deficit thinking about students of color and promotes an asset model approach to understanding and working in urban schools. These courses help candidates examine the principles of educational equity and diversity. Methodology courses provide opportunities for candidates to learn content-specific teaching approaches and strategies that support English language development and academic language development among K-12 students, including Specially Designed Academic Instruction in English (SDAIE) and Guided Language Acquisition Design (GLAD). Fieldwork courses provide candidates opportunities to learn and practice EL strategies withing the context of their student teaching and to debrief and reflect upon areas of improvement within a subject-specific cohort. Candidates who are fluent in Spanish may elect to take additional coursework in Language, Culture and Primary Language Methodology to earn a Bilingual Authorization. 3.All credential candidates create instructional unit and lesson plans that reflect modifications that meet the needs of English Learners and Special Education students. These units/plans become part of the Novice Year Portfolio, which is required signature assessment of the program.	

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University of California, Riverside	UCR's program assures that prospective teachers' training is closely linked with the needs of the school and the challenges new teachers face in the classroom by having the student teachers actively teach under a mentor for the entire school year in classrooms full of diverse learners. We equip them for this by giving them theory and practical instructional strategies for teaching English learners, students with diverse cultural and economic backgrounds, and students with varied learning styles and ability levels. The student teachers then have many opportunities to put their university training into practice, respond to feedback from students and mentors, and reflect and improve. We emphasize the complexity of teaching in response to CA standards and education law by requiring lesson planning that explicitly addresses these requirements. This includes addressing the requirements of their students' IEP's and academic language instruction that utilizes SDAIE strategies. Additionally, our program integrates the student teachers into the school community by requiring that they attend back to school night, faculty and department meetings, parent conferences, and some extra curricular events. 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.	The Special Education programs are based on the integration of theory and practice and educate candidates in the characteristics of learners and issues in curriculum and instruction, as well as the practical necessities of the classroom. Candidates study various means of adapting lesson and curriculum. Coursework includes assignments that require development of individualized education program (IEP) goals and opportunities are provided to communicate with parents and other professionals involved in implementing the IEP goals. 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.
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	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

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	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.	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 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	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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	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 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	

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	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 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	

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	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. 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	

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	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 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	

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	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. 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	

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	assignments support teacher candidates in developing the knowledge and skills required to effectively teach English language learners and special education students in the general education setting. Topics include: Students with disabilities •The role of the general education teacher in the IEA process. •Identification of students who need support with the SST process. •Teaching strategies to support students in general education setting. •Different types of learning disabilities(e.g. ADD, ADHD) and strategies to address them in the classroom. •Case study of a student with a learning disability (auditory or visual processing, etc.). •Working collaboratively with special education staff. Limited English Proficient Students •Identify levels 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	

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	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.	
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. Teacher candidates learn to understand and work with grade appropriate Common Core Standards. Special education and general education candidates work collaboratively to design differentiated instruction and adaptive assessment based on IEP learning outcomes. The Performance Assessment of California Teachers (PACT) assessment that elementary and secondary teacher candidates must take for successful program completion requires students to include thorough adaptations for special education in their lesson development, implementation,	We have a CTC approved Preliminary Education Specialist Credential with Mild/Moderate Authorization. The approved credential includes English Learner and individuals classified as autism spectrum disorders students receiving services across the K-12 and education setting to age 22 with mild/moderate identified service needs. Our CEC SPA/NCATE recognition includes identification of seven key evidence-based assignments that are the criteria for ensuring a highly qualified level of teaching competency. The rubrics for these assignments are the CTC and NCATE approved criteria for biannual program and candidate review. The signature assignments are designed and evaluated to ensure course and field based evidence-based demonstration of special educator competency in all CEC, NCATE and CTC standards for the profession. These include introduction to laws, legal mandates and IEP design and delivery in EDSP 389/589 (Healthy Environment & Inclusive Settings). Expanded understanding and application of legal mandates and cultural/diversity

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	and assessment. The special education program received the benefit of curricular review and improvement as it was aligned with the MCC program structure. This provides a mechanism for more opportunities for interaction between general and special educator credential candidates. All education specialist candidates are now taking both elementary and secondary literacy courses with multiple and single subject candidates. There are opportunities for collaboration embedded in the courses across areas of focus. Placements are made at schools that include both general and special educator candidates with opportunities intentionally designed to engage all in co-teaching classrooms. EDSP 389/589: Healthy Environments and Inclusive Education was restructured to increase focus on inclusive education and emphasis is put on universal design as a learning principle. IEP learning outcomes are aligned with appropriate Common Core Standards in inclusive classroom. The program has focused identification and application of technology as a learning and instructional support mechanism for K-12 students. Faculty have been heavily invested in building an online MEd program that includes "UDL and Inclusive Education" as one of four areas of specialization, each with five specially designed courses. The UDL specialization is intentionally designed for both special educators wishing to increase their understanding of special needs students and for general educators who recognize the need to diversify their skill set in order to meet the needs of all the students in their classes. Building this program has afforded all of our faculty opportunities to strengthen our understanding of the special education field and update our knowledge of recent research and best practices. This knowledge will undoubtedly carry over into the credential programs. Courses taught in the UDL specialization include: Designing Learning Environments for All, Identifying and Responding to the Needs of Diverse Learners, Teaching Students on the Autism Spectrum, Co-Teaching: Collaborating in an Inclusive Environment, and Disability in Education Policy and Law. The online MEd program is scheduled for implementation in September 2013 and is pending review by WASC.	learning needs including IEP/ITP design and delivery and legal case decisions is taught by a lawyer in the USD Law School who directs the Family Services Clinic in EDSP 379/579 (Cultural, Legal and Ethical Aspects). Building on the introduction and law courses the methods courses (EDSP 375/575 & EDUC 375/575) include assignments requiring direct application of IEP learning outcomes, and CTC English learner assessment and instruction techniques within both the course and aligned field placements. Assessment, classification and IEP and ITP of individuals with mild/moderate disabilities and English learners related to participation as a member of individualized education program teams is learned and practiced in EDSP 370/570 Assessment in Special Education course and field aligned embedded signature assignments. In EDSP 371/571 Management of Behavior and Instruction candidates learn to identify, measure and create action plans to increase learning outcomes, self-management and self-determination skills for students with mild/moderate needs and diverse background needs including students who are English Learners. In the behavior class candidates develop an understanding of inappropriate behaviors and working with school psychologist and/or behavior intervention qualified professionals to apply the behavior intervention plan and functional behavior assessment process as delineated in CA Title V Education Code. Collaborating and communication skills ensuring active participation by families across the life span IEP and ITP development occur across all courses. Specific approaches applicable to working with the diversity of families, cultural and primary language students bring to education settings is the focus of EDSP 373/573 Family Systems. The embedded assignment in this course requires a comprehensive case study based on a semester long interaction with a family of an individual with special needs. The family case study requires working with a specific family to ensure their active participation in the individual education program teams. In the case design candidates also focus on other school, home, community, transition and social situations where an individual with a special need requires assistance to comply with IDEA. As part of the approval of the mild/moderate credential and degree design a focus on embedding understanding and application of action research is threaded throughout all course and field experiences. Candidates use their action research skills to reflect and write their state required Individual Induction Plan as a culminating transition between preliminary education specialist credential and

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		their future clear credential planning upon employment. The student teaching case study and their own midpoint and final point reflective pedagogy of practice essay requires applying action research skills through the use of clearly cited evidence-based practices, theoretical models and sharing of field based artifacts to demonstrate their competency as a highly qualified preliminary education specialist. In addition to the discussion, readings and application of action research practices as part of being an effect education specialist and case manager, special education have always taken EDUC 500 Research Design which focuses on the details and design of a research study by applying action research. Beginning in fall 2013, all Special Education Masters and Credential candidates will now design, carry out and write a research report based on an action research project already required of all multiple and single subject master degree candidates (previously special education candidates designed an action research question, reviewed the literature and prepared a action research methodology implementation plan but were not required to prepare a research report that described actually carrying out the research design and preparing data analysis and conclusion). In the pre-fall 2013 model after completing student teaching special education candidates participated in an action research poster session demonstration of their use of action research. The revised requirement will allow them to develop the knowledge, skills, and dispositions needed to systematically investigate challenges and opportunities in their classrooms to ensure that they are responding to the needs of all students. All SPED MCC candidates will now take both the multiple subject and the single subject literacy courses. The single subject literacy course was added based of faculty conviction that special education teachers need knowledge and practice competencies in both elementary and secondary reading, writing and literacy to effectively address the needs of at-risk learners. A significant focus of the SS literacy course (EDUC 534) is an emphasis on developing academic language for all students that is appropriate to the discipline and responsive to the students. Special education candidates will also continue to take EDUC 584 the EL methods course as part of meeting their competency in working with English Learners. All SPED MCC candidates will have two semesters of student teaching in addition to an extensive practicum in their first semester of the program. The two semesters of student teaching will allow for placement in both an

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		elementary, secondary and post-secondary to age 22 education sites to ensure that candidates are fully prepared to respond to the 5-22 service delivery requirement. 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 ages 5-22 as well as students with English Language Learner needs. FOUNDATIONS BLOCK EDUC 558XB First and Second Language Development for the Classroom Teacher/ 3 CEU/na/YR 1 Fall EDSP 589 Healthy Environments and Inclusive Education/3 units/5 hours/YR 1 Fall EDSP 574 Global Foundations and Foundations Mild to Moderate/3 units/Autism observation & data collection 5 hours/ YR 1 Spring EDSP 573 Diverse Family Systems and Transition/3 units/Family case study 5 hours EDSP 579 Legal, Ethical and Professional Practices in Diverse Society/2 units/na EDUC 500 Research Design/3 units/na METHODS BLOCK (may be taken concurrently with the Foundations Block and in any order; must be completed before beginning Student Teaching) Course title/Units/ Field requirement EDSP 571 Management Behavior and Instruction/3 units/5 hours recording data collection/YR 1 Fall EDUC 575 Inclusive Curricula for Learners 5-22/ 3 units/ 20-hour practicum/YR 1 Fall EDUC 583 Methods of Teaching Reading and Language Arts in Elementary Schools/3 units/50 hour practicum/YR 2 Fall EDUC 584 Methods of Teaching English Language and Academic Development/ 3 units/20 hours/YR 1 Spring EDSP 570 Assessment Identification to Transition in Special Education/3 units/5-hours/YR 2 Fall EDUC 534 Methods of Teaching Literacy in Secondary Schools/3 units//YR 1 Spring EDSP 572 Typical & Atypical Language Development/3 units/Shadow Speech Language Teacher 5 hours {if we are talking about post Spring 2013 this course

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		no longer existed replaced with EDUC 534 Methods of Teaching Literacy in Secondary Schools/ 3 units/20 hours EDSP 575 Evidence Based Inclusive Practices Mild to Moderate/ 3 units/ 20-hour practicum/YR 1 Spring STUDENT TEACHING BLOCK (courses taken concurrently) EDSP 590P Student Teaching Mild/Moderate / 6 unit/Full-day, full-time assignment in K-12 school/60 percent load/YR 2 Fall Student Teaching Seminar/0 units/3 Saturday RESEARCH BLOCK EDUC 557 MCC Action Research Seminar I /3-units/YR 2 Fall EDUC 558 Action Research Seminar II/ 1-unit/YR 2 Spring MULTIPLE SUBJECT ADDITIONAL BLOCK:(Recommended to add Multiple Subject Credential to Preliminary Education Specialist with Mild/Moderate Authorization) EDUC 581 Multicultural Philosophical Foundations of Education in a Global Society/ 3-units/ YR 1 or YR II Summer EDUC 582 Psychological Foundations of Education in a Diverse Society/ 3-units / YR 1 or YR II Summer EDUC 590P Student Teaching for Multiple Subjects Candidates/ 6-units/ 6-8 week full time student teaching with supervision /YR 2 Summer
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. This course increased from 2 units to 3 units in fall 2012. 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 Development and in analyzing student progress as a result of the	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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	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	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 513AB, 556, 566, 541AB) 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. Candidates receive information on RTI. Candidates learn about differientiating instruction for students. The course on Teaching English Learners is a comprehensive course on SIOP and SDAIE and on needs of elementary children and needs of secondary children. Students learn about placement of English learners, based on state and district assessments.	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, teacher candidates 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 realated to students' academic, physical, emotional and social well-being. Some of the major special population topics covered in EDUG 558 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 teacher 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 and to the school community. Faculty instructors explain the purposes, the content, and the uses of the California English Language Development Testing	

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	(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 our goal to prepare exemplary candidates for the role of teachers, WGU provides within each 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 Fundamentals of Educational Psychology 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 Fundamentals of Diversity, Inclusion, and Exceptional Learners course 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.	
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 areas. The course for teaching students with disabilities is taught by an experienced local practitioner who holds a graduate degree in the field of school	

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	psychology. Among many other topics addressed, candidates are taught how to participate effectively as a member of individualized education program teams. Some—but not all—student teachers participate in actual team sessions as part of their full-time student teaching placement. All candidates demonstrate their preparedness to work with students with disabilities on the California Teaching Performance Assessment. 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. 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,	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 to develop a sound understanding of first and second language processes and researched-based strategies for working with English Learners.

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	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.	
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.	

Provide any additional information that describes your teacher preparation program(s).	
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	The multiple subject preparation program and education specialist program take a calendar year to complete. The students are admitted as a cohort and complete all their courses together. Students in the Antioch Santa Barbara teacher preparation programs (Multiple Subject and Education Specialist Mild/Moderate) are supported by small classes and seminars and therefore are able to work closely with others in their cohort and with the professors in the program. 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 (both TEP 536 and TEP 536A). Antioch University Santa Barbara does not give letter or number grades. The students receive narrative evaluations based on program goals and course objectives.
Azusa Pacific University	Azusa Pacific University (APU) is an evangelical Christian University 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. Six-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, Special Education Mild/Moderate and Moderate/Severe teacher preparation. Teacher credentialing programs are offered on the Azusa Campus and seven regional centers.
Brandman University	During the Fall of 2010, a new Dean for the School of Education at Brandman University was appointed and quickly realized that the university had a long history of providing high quality teaching and services credential programs across the 19 campuses in California and that Brandman graduates were highly sought after by their local school districts and county offices. However, what was less obvious was a systematic and holistic process for gathering and analyzing data for the important purpose of continuous program improvement. Data collection and analysis processes were certainly in place, but varied by program and while some assessment data was collected from all candidates in a given program other data was collected using a sampling approach. A significant amount time during the first year of this deanship was spent identifying the gaps, developing new processes for systematic and comprehensive data collection, review, and course/program revision processes.
California Baptist University	In December 2012 we submitted our Biennial Program Reports in compliance with the CA Commission on Teacher Credentialing standards. This report assesses student responses upon program completion and one year later. We also 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 andsummer classes
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).

Provide any additional information that describes your teacher preparation program(s).	
Institution	**Contextual Information**
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." All educator preparation programs are at the post-baccalaureate level as prescribed by the State of California. 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
California State University, Channel Islands	CSUCI Mission Statement Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines though integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives. California State University Channel Islands, the newest CSU campus prepares educators for careers in teaching elementary, secondary and special education students. All areas of study within the Education program at California State University Channel Islands are united in a single goal: to prepare future equators and educations learners to be facilitators of learning. Our shared purpose is to ensure that all of our graduates are well prepared to succeed by helping them to establish strong foundational knowledge, skills, and dispositional beliefs. To achieve this goal, educations faulty share the privileges and responsibilities
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. Special Education transition points are linked to early fieldwork and final fieldwork whereas candidates' coursework and assessment requirements must be met before acceptance into fieldwork. Interns (Alternative Program) in Multiple Subject, Single Subject, and Special Education work full-time in a classroom as the 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 Administrator. All candidates have extensive opportunities to study and apply the state-
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.

Provide any additional information that describes your teacher preparation program(s).	
Institution	**Contextual Information**
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.
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. In Fall 2011, the CCOE underwent a joint, onsite accreditation visit by the California Commission on Teacher Credentialing (CCTC) and NCATE. The unit received full accreditation, as well as full approval for all credential programs.
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: CTC
California State University, Sacramento	All credential programs at Sacramento State, particularly those housed within the College of Education, honor our professional bond with the community. Five themes guide this philosophy of community engagement, illustrated by the acronym TEACH: T = Transformative Leadership, Learning and Leadership Roles E = Equity and Social Justice A = Active Civic Engagement C = Collaboration and Communication H = Human Differences and Diversity As educators committed to equity and social justice, we promote positive social change in our schools and communities from the local to the state to the federal level. Faculty and staff create a welcoming teaching, learning, and working environment, one that will enable our candidates to acquire the knowledge, skills, and dispositions necessary to be successful.
California State University, San Bernardino	California State University San Bernardino, part of the California State University System, is a comprehensive public institution located 70 miles east of Los Angeles. CSUSB is an Hispanic Serving Institution and strives to have its university community represent the demographics of its region which encompasses 27,000 square miles. Nearly 15,000 CSUSB students are enrolled in bachelor's and master's degree programs in the Colleges of Arts and Letters, Business and Public administration, Social and Behavioral Sciences, Education, and Natural Sciences. The College of Education offers post-baccalaureate credentials and master's degrees, as well as a new education doctoral program in educational leadership which began September 2007. State-accredited by California's Commission on Teacher Credentialing and nationally accredited by the National Council for Accreditation of Teacher Education (CTC and NCATE continuing accreditation in 2009).

Provide any additional information that describes your teacher preparation program(s).	
Institution	**Contextual Information**
California State University, Stanislaus	The SSCP at CSU Stanislaus consists of a year-long student teaching experience for candidates. Student teacher candidates attend courses in the evening after a day of student teaching. In the first semester, students observe, assist, volunteer, and insert themselves in the school setting in any way acceptable to the school site and program. They are on campus 3 days per week, 3 periods per day, gradually building responsibility to co-teach one period during the first semester. Beginning day one of their second semester, students are the teacher of record for two periods per day, five days per week, with the third period acting as a co-teacher or assisting the Cooperating Teacher.
CalState TEACH	The CalStateTEACH Program CalStateTEACH (http://calstateteach.net) is an online, site-supported teacher preparation program that is eco-sensitive and techno-inventive. An effective combination of candidate contact with faculty, on-site mentors and peers, as well as online independent learning has helped to establish and maintain CalStateTEACH as an extremely successful program. CalStateTEACH prepares creative, collaborative and reflective teachers who understand the important relationships among technology, content, and pedagogy. In 2010, the CalStateTEACH Program Faculty and Administration created its blueprint for transformation; incorporating 21st century knowledge and skills, research in cognition and brain function, and the revolutionary interface of the iPad. The program developed a new conceptual framework and launched a one-to-one mobile learning initiative dedicated to preparing tomorrow's teachers and reducing the digital divide across urban and rural California.
Chapman University	Chapman University in Orange County, California, founded in 1861, is a private university with seven schools and five colleges and enrolls more than 6,000 undergraduate, graduate and law students, about 4500 at the undergraduate level and more than half of whom are women. The university offers 46 undergraduate and 17 graduate areas of study. The students are served by over 600 faculty members and slightly more than half are full-time, yielding a student/faculty ratio of 14:1 with an average class size of 23. The university seeks overall to provide personalized education with a goal of preparing inquiring, ethical and productive global citizens. The College of Educational Studies (CES) prepares professionals to work as educators in K-12 schools, community settings and other service organizations. Students select one or more of the CES's 11 program options within the common framework of its vision, mission, values and principles. The CES, which has a staff of 48 (35 faculty), enrolls nearly 700 students
Claremont Graduate University	In 2011-12, 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 Candidates 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.

Provide any additional information that describes your teacher preparation program(s).	
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. The program solicits employer feedback by inviting all employers to complete a survey when they attend the spring FPU Job Fair. The Survey was developed by the department Chair, Linda Hoff. The survey utilizes variables that pertain to employers' perception of how effectively FPU has prepared new teachers in key areas of teacher expertise (examples: Prepared teachers to teach English learners and exceptional learners, prepared students to use technology effectively). Findings from this survey are shared with community members and educational advisors who attend campus functions.
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 our candidates 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 Accreditation
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. Our program is accredited to provide CTEL certificate for teachers needing to add CLAD to their credential. In addition, the CTEL/CLAD required coursework is embedded in all credentials including special education. Autism is embedded in all Education Specialist Credential programs and has been since 2012-2013 academic year.
National University	Kinesiology-20,Recreation-4,Child Development-22,Film and Visual Culture-2,Advertising-4,Art-7,American Studies-3,Music-4,Culture,Ecology and Sustainable Community-2,Communicative Studies-4,Human Development-6,Criminal Justice-13,Environmental Studies,Behavioral Science-4,Organizational Behavior-3,Art History-2,Radio and TV-2,Women's Studies-2,Global Studies-2,Dietetics and Food Administration-3,Social Work-1,Commerce-1,American Ethnic Studies-1,Paralegal Studies-1,Industrial Technology-1,Animal Science-1,Graphic Design-1,Zoology-1,Dance-1,Merchandising-1,Home Economics-1,Classical Civilization-1.Real Estate-1,Biopsychology-1,Celtic Studies-1.
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.

Provide any additional information that describes your teacher preparation program(s).	
Institution	**Contextual Information**
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. The program has been withdrawn 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 and Seventh-day Adventist Basic and Professional Elementary and Secondary.
San Diego Christian College	San Diego Christian College (SDCC) is a private, liberal arts institution located east of San Diego, California. The Teacher Credential Program (TCP) has been in operation through SDCC‘s Department of Education since the 1970s. The TCP is a small program with approximately 20-40 program finishers per academic year. The Program offers both a Single Subject and a Multiple Subject credential offered in a postgraduate format. For more information about the college and the SDCC Teacher Credential Program, please visit www.sdcc.edu and click on the Teacher Credential Program button.
San Diego State University	Our programs are evaluated on an ongoing basis for NCATE and state accreditation. Our assessment plan includes steps for regularly collecting, aggregating and reviewing assessment and demographic data.
San Francisco State University	The Graduate College of Education at SF State is accredited by the California Commission on Teacher Credentialing (CTC). The program assessment system is described and results are available at the following link: http://coe.sfsu.edu/ncate Biennial Reports to the CTC are 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. Small class sizes and personal attention are the hallmarks of the Simpson University experience. Candidates are well served by full-time professors and exemplary practicing educator adjuncts. Simpson University credential graduates are well received by area administrators. Candidates are deeply prepared in curriculum, content s
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 Stanford Teacher Education Program, please visit the STEP website at http://gse-step.stanford.edu/. Accreditation reports are posted here under "About STEP."

Provide any additional information that describes your teacher preparation program(s).	
Institution	**Contextual Information**
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. Starting the Summer Semester 2013, Touro University California's Graduate School of Education has started a new dual-teacher credential program that allows students to obtain an Education Specialist and Multiple Subject or Single Subject Credential simultaneously. These four (4) unique credential options will allow the students to be prepared for the needs of education in the 21st century. The program's course scope and sequence are designed to support student success and the development of dynamic teachers.
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.
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 leadingto the elementary credential or secondary credential in agriculture, English, mathematics, science, and social science. UC Davis continues to offer qualified candidates the option ofenrolling 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, and resilie
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

Provide any additional information that describes your teacher preparation program(s).	
Institution	**Contextual Information**
University of LaVerne	The University of La Verne Teacher Education Program is approved under the California SB2042 requirements. The university is now an NCATE accredited preparation program. 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.
University of San Diego	The program is primarily postgraduate. Undergraduate students may begin the multiple subject (elementary) or single subject (secondary) teaching credential program while completing the baccalaureate degree. The School of Leadership and Education Sciences has numerous partnership agreements with local elementary and secondary schools in several school districts.
University of San Francisco	The University of San Francisco, the City's first institution of higher education, was founded by the Society of Jesus in 1855. The University's academic philosophy emphasizes enrichment of personal values, expression of personal responsibility, and lifelong learning. The USF School of Education links instruction, research, and service in a manner that reflects the intellectual, ethical, and service traditions of Jesuit education. Teacher credential programs within the School of Education recruit and prepare candidates for the multiple and single subject preliminary teaching credentials as well as a mild/moderate education specialist, school counseling, 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 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 or Master of Arts degree. The special education program was changed due to new California standards for the Education Specialist programs. 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 (Performance Assessment for California Teachers) content-area as
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 in the uploaded NCATE Board of Examiners Report, based on an April 2012 reaffirmation of accreditation site visit.
Whittier College	Biennial Reports were submiited in 2009.

Institution	Program Type	When students are formally admitted into initial teacher certification program?	Does your initial teacher certification program conditionally admit students?	Formal admissions - Other specify
Alliant International University	Alternative, IHE-based	Postgraduate	Yes	
Azusa Pacific University	Alternative, IHE-based	Postgraduate	Yes	
Bay Area School of Enterprise (REACH Institute)	Alternative, not IHE-based	Postgraduate	Yes	
Brandman University	Alternative, IHE-based	Postgraduate	Yes	
California Baptist University	Alternative, IHE-based	Other	Yes	Undergraduate and Postgraduate
California Lutheran University	Alternative, IHE-based	Postgraduate	No	
California State Polytechnic University, Pomona	Alternative, IHE-based	Postgraduate	Yes	
California State University, Bakersfield	Alternative, IHE-based	Postgraduate	Yes	
California State University, Channel Islands	Alternative, IHE-based	Postgraduate	No	
California State University, Chico	Alternative, IHE-based	Postgraduate	Yes	
California State University, Dominguez Hills	Alternative, IHE-based	Postgraduate	No	
California State University, East Bay	Alternative, IHE-based	Postgraduate	Yes	
California State University, Fresno	Alternative, IHE-based	Postgraduate	Yes	
California State University, Fullerton	Alternative, IHE-based	Postgraduate	No	
California State University, Long Beach	Alternative, IHE-based	Postgraduate	Yes	
California State University, Los Angeles	Alternative, IHE-based	Postgraduate	No	
California State University, Monterey Bay	Alternative, IHE-based	Postgraduate	Yes	
California State University, Northridge	Alternative, IHE-based	Postgraduate	No	
California State University, Sacramento	Alternative, IHE-based	Postgraduate	No	
California State University, San Bernardino	Alternative, IHE-based	Other	Yes	
California State University, San Marcos	Alternative, IHE-based	Postgraduate	No	
California State University, Stanislaus	Alternative, IHE-based	Other	Yes	Completion of prerequisites
CalState TEACH	Alternative, IHE-based	Postgraduate	Yes	
Chapman University	Alternative, IHE-based	Postgraduate	Yes	
Claremont Graduate University	Alternative, IHE-based	Postgraduate	Yes	
Dominican University of California	Alternative, IHE-based	Postgraduate	No	
Fortune School of Education (Project Pipeline)	Alternative, not IHE-based	Other	No	When application, Pre-Service, and employment requirements are met.
Fresno Pacific University	Alternative, IHE-based	Postgraduate	No	
High Tech High Communities	Alternative, not IHE-based	Postgraduate	Yes	Intern Program
Holy Names University	Alternative, IHE-based	Postgraduate	Yes	
Humboldt State University	Alternative, IHE-based	Postgraduate	No	
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	Postgraduate	No	
La Sierra University	Alternative, IHE-based	Sophomore year	Yes	Postgraduate

Institution	Program Type	When students are formally admitted into initial teacher certification program?	Does your initial teacher certification program conditionally admit students?	Formal admissions - Other specify
Los Angeles Unified School District	Alternative, not IHE-based	Postgraduate	No	
Loyola Marymount University	Alternative, IHE-based	Other	Yes	After first 4 courses with grade of "B" or better
Mount St. Mary's College	Alternative, IHE-based	Postgraduate	Yes	
National Hispanic University	Alternative, IHE-based	Postgraduate	Yes	
National University	Alternative, IHE-based	Other	Yes	Open enrollment any month.
Notre Dame de Namur University	Alternative, IHE-based	Postgraduate	Yes	
Orange County Office of Education	Alternative, not IHE-based	Postgraduate	Yes	
Pacific Oaks College	Alternative, IHE-based	Postgraduate	Yes	
Patten University	Alternative, IHE-based	Postgraduate	No	120 hour pre-service & CTC & University Program requirements.
Pepperdine University	Alternative, IHE-based	Postgraduate	No	
Point Loma Nazarene University	Alternative, IHE-based	Postgraduate	No	
San Diego City Unified School District	Alternative, not IHE-based	Postgraduate	Yes	Fall
San Diego State University	Alternative, IHE-based	Postgraduate	Yes	
San Francisco State University	Alternative, IHE-based	Postgraduate	Yes	
San Jose State University	Alternative, IHE-based	Postgraduate	Yes	Fall and Spring
Sonoma State University	Alternative, IHE-based	Postgraduate	Yes	
St. Mary's College of California	Alternative, IHE-based	Postgraduate	Yes	none
Stanislaus County Office of Education	Alternative, not IHE-based	Postgraduate	Yes	
Touro University	Alternative, IHE-based	Postgraduate	Yes	
University of California, Berkeley	Alternative, IHE-based	Postgraduate	No	
University of California, Irvine	Alternative, IHE-based	Postgraduate	Yes	Spring Start Program
University of California, Los Angeles	Alternative, IHE-based	Postgraduate	No	
University of California, Riverside	Alternative, IHE-based	Postgraduate	Yes	
University of California, San Diego	Alternative, IHE-based	Senior year	Yes	
University of LaVerne	Alternative, IHE-based	Postgraduate	Yes	
University of Phoenix	Alternative, IHE-based	Other	Yes	Within 12 credits of program
University of Redlands	Alternative, IHE-based	Postgraduate	Yes	
University of San Francisco	Alternative, IHE-based	Postgraduate	Yes	
University of the Pacific	Alternative, IHE-based	Junior year	Yes	Graduate students are formally admitted after completing the prerequisite teacher education
Whittier College	Alternative, IHE-based	Postgraduate	No	

Institution	Provide any additional about or exceptions to the admissions information provided.
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. Passing TFE scores are required at admission for Early Completion Option(ECO) intern candidates; TFE not required for Standard Intern candidates. ECO and Standard Intern candidates who will be teacher of record must have a job offer from the district to enroll in seminar and field supervision courses. However, a job offer is not required for admission to the program track.
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. 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. The Internship track is for contracted teacher candidates who are employed full time in a public school or WASC-approved private school setting. Candidates who are admitted under Provisional Status (cumulative GPA of 2.99 to 2.5) must follow the provisional requirements of the Education Department.
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 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, Chico	Second link (single subject): http://www.csuchico.edu/educ/programs/initial/single_sub_intern.shtml

Institution	Provide any additional about or exceptions to the admissions information provided.
California State University, Dominguez Hills	All Intern candidates must complete a pre-service requirement consisting of coursework and early fieldwork.
California State University, Fresno	Exception to the Postgraduate admissions is our blended Liberal Studies program. Students complete 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.
California State University, Monterey Bay	Just a clarification that "undergraduate" students refer to the few students in the integrated/blended Liberal Studies-Multiple Subject program. This program began at CSUMB in 2008-09.
California State University, Northridge	Intern Coordinator Advisement required to apply to the Intern Program. Exceptional Admission may be used in the case of a lower GPA but a strong candidate overall. Exceptional admission does not exceed 15% of fully admitted to basic programs the prior year. Per Executive Order, the admission GPA is either a gpa of at least 2.67 in all baccalaureate and postbaccalaureate course work or a gpa of at least 2.75 in the last 60 units attempted.
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, Stanislaus	Prior to June 2012 the Education Specialist Credential Program was housed in the Department of Advanced Studies (www.csustan.edu/advstd/SpecialEd). This program is now located in the Department of Teacher Education along with the Multiple and Single Subject Credential Programs (www.csustan.edu/TeacherEd/).
CalState TEACH	We limit conditional admits to 15%. We do not accept undergraduates into the university intern (alternative program). University interns complete 160 hours of pre-service professional development before they are formally admitted into the university intern program and recommended for the intern credential to become the teacher of record in their public school classroom.

Institution	Provide any additional about or exceptions to the admissions information provided.
Chapman University	Students with an admission grade point average between 2.750 and 2.990 can be admitted in provisional standing for a maximum of one semester; provisional standing for MAT specifies that students can enroll only in 400 or 500 level courses and can complete a maximum of 12 credits. Students who are below a 2.750 grade point average will be denied admission to the MAT. Applicants to the stand alone Multiple and Single Subject Credential programs and the Education Specialist Instruction Credential program (mild/moderate and moderate severe)with a grade point average between 2.500 and 2.740 may be enrolled but are required to submit passing scores from one of the following standard admission tests: (a)The California Subject Exam for Teachers (CSET) (all subtests of the subject matter), or (b)The Graduate Records Exam (GRE) minimum score of 550, or (c)The Miller Analogies.Test minimum scaled score of 404(MAT).
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.
Fortune School of Education (Project Pipeline)	All applicants must complete and submit the required documentation at the designated application deadlines: March 1st for "Early Bird" applicants and April 1st for "Regular" applicants. If the candidate's application meets the minimum requirements, candidates are asked to interview. If accepted into Pre-Service during the interview process, candidates begin Pre-Service during the summer. Upon successful completion of Pre-Service and with the appropriate recommendations and required GPA, eligible candidates will be able to advance to the District Intern Program once they are able to obtain a teaching position as teacher of record in a classroom. The deadline to find a position is September 30th. If candidates are unable to find an appropriate teaching placement during this time frame, their files are placed a pool of eligible District Intern candidates and must be renewed once per year to remain active.
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. For candidates applying to the internship program, additional requirements must be met including: demonstration of the ability to become a teacher of record in a classroom. This is evidenced by prior observation, and letters of recommendation from people who have observed the candidate in the classroom setting.
High Tech High Communities	At HTH, employment decisions are made first. Once a person is hired to teach, then the credential office meets with the person to determine what steps they need to take to be credentialed for the assignment they are given. Hires who do not yet have a credential, complete the testing prerequisites then gain a CA Intern credential (good only at HTH) and are enrolled in the HTH Intern program. When an Intern successfully completes the two year program, HTH applies for a CA preliminary credential for the teacher.
Holy Names University	Students with an exceptional interview, relevant experience in education and personal statement may be admitted despite the minimum GPA requirement.

Institution	Provide any additional about or exceptions to the admissions information provided.
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.
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.
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: The Internship program is for post-graduates only.
Orange County Office of Education	Provisional acceptance may be granted to program for various outstanding requirements. All requirements must be met by end of credential introductory course and before the start of an intern position. Applicants may be put on hold until requirements are met.
Patten University	Strict adherence to the California CTC Internship Credential requirements.
Pepperdine University	The University Intern Program is available to all of the candidates enrolled in our traditional program who also meet the intern eligibility requirements. There are no additional admission requirements for the University Intern Program. To be eligible for the intern program, candidates must meet the requirements for traditional student teaching, complete 120 hours of pre-service education, and demonstrate subject area competence.
Point Loma Nazarene University	Master of Arts in Teaching (Multiple, Single, or Special Education Credentials) Exceptions Candidate Statement: In addition to all University admissions requirements, all applicants with a cumulative GPA between 2.25 and 2.99 must complete an exceptions letter which addresses the following: 1)Explanation of low cumulative GPA. 2)Work/Study habits gained that will lead to a higher cumulative GPA in the graduate education program. 3)Reason for pursuing graduate education. Applicants with cumulative GPA between 2.99 and 2.76 must complete all the following items: 1.Exceptions Candidate Statement (see prompts listed above) Applicants with cumulative GPA between 2.75 and 2.51 must complete all the following items: 1.Exceptions Candidate Statement (see prompts listed above) 2.Pass CBEST (or equivalent) 3.Pass the CSET exam in applicable subject area as required by CTC Applicants with cumulative GPA between 2.50 and below must complete all the following items:1.Exceptions Candidate Statem

Institution	Provide any additional about or exceptions to the admissions information provided.
San Diego City Unified School District	Our program conditionally admits interns in to the program in the spring for pre-service, however they are not formally enrolled until they complete all pre-service work and receive a teaching position. Our program was inactive in 2011-2012
San Diego State University	Students m ay be admitted to some programs pr ior to passing CBEST. Th ey a re not a llowed to do the second semester of student teaching until they have passed the exam.
San Francisco State University	According to Executive Order 1077, department chairs may conditionally admit up to 15% of applicants who have not met all the admissions requirements if the candidate shows other strengths. All admissions requirements must be met by a stated deadline, however.
St. Mary's College of California	In all three credential programs the candidate must be offered employment as teacher of record in their authorization area to be considered to be an intern. State regulations mandate an intern complete at least 120 hours of instruction in the credential program prior to entering the K-12 classroom as an intern. 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.
Stanislaus County Office of Education	If an intern teacher is hired by a school district and the intern does not meet the minimum required GPA, the district is requested to write a letter on behalf indicating the other factors that should be considered for entrance into the program.
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. -Candidates are not admitted to the intern program until the end of their first semester in the Credential Program and/or completion of the required 120 hours of course work. Also, in order to be admitted to the Intern Program candidates must also provide proof of subject matter competency/CSET, CBEST, US Constitution requirement, and verification from their school district that their contract is at least 60% in their subject matter area.
University of California, Berkeley	Students complete most program requirements as undergraduates, but are formally admitted to the intern credential program at the postgraduate level.
University of California, Irvine	Assuming that they meet the GPA requirements and all other items in the file are predictive of strong performance, selected applicants can be conditionally admitted pending the completion of their California Subject Exams (CSET) and/or California Basic Educational Skills Tests (CBEST). However, all exams must be passed before candidates can advance to student teaching. If all other items in the file predict strong performance in the program, selected students with undergraduate GPA between 2.9 and 3.0 can be admitted by exception. Their case is reviewed by an admissions committee comprised of faculty and directors. Historically, the performance of this particular set of students is exceptional.
University of California, Los Angeles	ALSO SEE THIS LINK: www.uclaextension.edu/teachers/pages/specEd.aspx

Institution	Provide any additional about or exceptions to the admissions information provided.
University of California, Riverside	Candidates must meet the conditions of the university intern credential which is passage of the basic skills and subject matter exams, Certificate of Clearance, and preservice requirements. The intern candidate must satisfy pre-service experience requirements of at least 120 hours in areas that include instruction of English Learners, Special Populations, Reading and Literacy, Teaching Methodology. The candidates must also secure a teaching position with one of the school districts that have a partnership with the UCR Teacher Education.
University of California, San Diego	Single-subject graduate candidates may also serve as district interns; all other credential candidates complete a post-baccalaureate student teaching program.
University of 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 Francisco	We only admit students once per year, with applications due by March 1 for summer admittance. We require passing scores on CSET Multiple Subjects Test (all three subtests), passing score on either CBEST, CBEST Equivalent, or CSET Writing Proficiency Test, and a 2.75 GPA on Bachelor's coursework. We also require candidates to have a mild/moderate teaching position prior to continuing into the first fall of the program. Conditional admittance may be granted for lack of passing test scores, but only for the initial early summer courses (Multiple Subject Curriculum and Instruction: Early Literacy; Multiple Subject Curriculum and Instruction: Math, Science, P.E.; Teaching Diverse Groups). Conditional admittance may also be granted for those without a teaching position at the time of admittance. 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.
University of the Pacific	On a case-by-case basis, we will consider admitting a graduate-level student who has successful teaching experience, past-work experience, strong performance in undergraduate major, positive recommendations, and success in passing the Advancement to Candidacy to the internship option.
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.

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			Undergraduate Requirements			Postgraduate Requirements		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Alliant International University	Alternative, IHE-based	Transcript				Yes	Yes	
Alliant International University	Alternative, IHE-based	Fingerprint check				No	Yes	
Alliant International University	Alternative, IHE-based	Background check				No	No	
Alliant International University	Alternative, IHE-based	Credits Minimum				No	Yes	
Alliant International University	Alternative, IHE-based	GPA Minimum				Yes	Yes	
Alliant International University	Alternative, IHE-based	Content GPA Minimum				No	No	
Alliant International University	Alternative, IHE-based	Professional GPA Minimum				No	No	
Alliant International University	Alternative, IHE-based	ACT Min Score				No	No	
Alliant International University	Alternative, IHE-based	SAT Min score				No	No	
Alliant International University	Alternative, IHE-based	Basic Skills Min score				Yes	Yes	
Alliant International University	Alternative, IHE-based	Subject Area verification				No	Yes	
Alliant International University	Alternative, IHE-based	Recommendation				Yes	No	
Alliant International University	Alternative, IHE-based	Essay				Yes	No	
Alliant International University	Alternative, IHE-based	Interview				Yes	No	
Alliant International University	Alternative, IHE-based	Other				Yes	Yes	Bachelor's Degree
Azusa Pacific University	Alternative, IHE-based	Transcript				Yes	No	
Azusa Pacific University	Alternative, IHE-based	Fingerprint check				Yes	No	
Azusa Pacific University	Alternative, IHE-based	Background check				Yes	No	
Azusa Pacific University	Alternative, IHE-based	Credits Minimum				No	Yes	
Azusa Pacific University	Alternative, IHE-based	GPA Minimum				Yes	No	
Azusa Pacific University	Alternative, IHE-based	Content GPA Minimum				No	No	
Azusa Pacific University	Alternative, IHE-based	Professional GPA Minimum				No	Yes	
Azusa Pacific University	Alternative, IHE-based	ACT Min Score				No	No	
Azusa Pacific University	Alternative, IHE-based	SAT Min score				No	No	
Azusa Pacific University	Alternative, IHE-based	Basic Skills Min score				No	Yes	
Azusa Pacific University	Alternative, IHE-based	Subject Area verification				No	Yes	
Azusa Pacific University	Alternative, IHE-based	Recommendation				Yes	No	
Azusa Pacific University	Alternative, IHE-based	Essay				Yes	No	
Azusa Pacific University	Alternative, IHE-based	Interview				Yes	No	
Azusa Pacific University	Alternative, IHE-based	Other				Yes	No	Candidate Disposition Statement
Bay Area School of Enterprise (REACH)	Alternative, not IHE-based	Transcript				Yes	Yes	
Bay Area School of Enterprise (REACH)	Alternative, not IHE-based	Fingerprint check				Yes	No	
Bay Area School of Enterprise (REACH)	Alternative, not IHE-based	Background check				Yes	No	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			Undergraduate Requirements			Postgraduate Requirements		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Bay Area School of Enterprise (REACH)	Alternative, not IHE-based	Credits Minimum				No	Yes	
Bay Area School of Enterprise (REACH)	Alternative, not IHE-based	GPA Minimum				Yes	No	
Bay Area School of Enterprise (REACH)	Alternative, not IHE-based	Content GPA Minimum				No	No	
Bay Area School of Enterprise (REACH)	Alternative, not IHE-based	Professional GPA Minimum				No	No	
Bay Area School of Enterprise (REACH)	Alternative, not IHE-based	ACT Min Score				No	No	
Bay Area School of Enterprise (REACH)	Alternative, not IHE-based	SAT Min score				No	No	
Bay Area School of Enterprise (REACH)	Alternative, not IHE-based	Basic Skills Min score				No	No	
Bay Area School of Enterprise (REACH)	Alternative, not IHE-based	Subject Area verification				Yes	Yes	
Bay Area School of Enterprise (REACH)	Alternative, not IHE-based	Recommendation				Yes	No	
Bay Area School of Enterprise (REACH)	Alternative, not IHE-based	Essay				Yes	No	
Bay Area School of Enterprise (REACH)	Alternative, not IHE-based	Interview				No	No	
Bay Area School of Enterprise (REACH)	Alternative, not IHE-based	Other				No	No	
Brandman University	Alternative, IHE-based	Transcript				Yes	Yes	
Brandman University	Alternative, IHE-based	Fingerprint check				No	Yes	
Brandman University	Alternative, IHE-based	Background check				No	Yes	
Brandman University	Alternative, IHE-based	Credits Minimum				Yes	Yes	
Brandman University	Alternative, IHE-based	GPA Minimum				Yes	Yes	
Brandman University	Alternative, IHE-based	Content GPA Minimum				Yes	Yes	
Brandman University	Alternative, IHE-based	Professional GPA Minimum				No	Yes	
Brandman University	Alternative, IHE-based	ACT Min Score				Yes	No	
Brandman University	Alternative, IHE-based	SAT Min score				No	No	
Brandman University	Alternative, IHE-based	Basic Skills Min score				Yes	Yes	
Brandman University	Alternative, IHE-based	Subject Area verification				Yes	Yes	
Brandman University	Alternative, IHE-based	Recommendation				Yes	No	
Brandman University	Alternative, IHE-based	Essay				Yes	No	
Brandman University	Alternative, IHE-based	Interview				Yes	Yes	
Brandman University	Alternative, IHE-based	Other						
California Baptist University	Alternative, IHE-based	Transcript				Yes	Yes	
California Baptist University	Alternative, IHE-based	Fingerprint check				Yes	Yes	
California Baptist University	Alternative, IHE-based	Background check				Yes	Yes	
California Baptist University	Alternative, IHE-based	Credits Minimum				Yes	Yes	
California Baptist University	Alternative, IHE-based	GPA Minimum				Yes	Yes	
California Baptist University	Alternative, IHE-based	Content GPA Minimum				No	No	
California Baptist University	Alternative, IHE-based	Professional GPA Minimum				Yes	Yes	
California Baptist University	Alternative, IHE-based	ACT Min Score				No	No	
California Baptist University	Alternative, IHE-based	SAT Min score				No	No	

Admission (Undergraduate and Postgraduate) Requirements - Alternative Route

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			**Undergraduate Requirements**			**Postgraduate Requirements**		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
California Baptist University	Alternative, IHE-based	Basic Skills Min score				No	Yes	
California Baptist University	Alternative, IHE-based	Subject Area verification				No	Yes	
California Baptist University	Alternative, IHE-based	Recommendation				Yes	Yes	
California Baptist University	Alternative, IHE-based	Essay				Yes	No	
California Baptist University	Alternative, IHE-based	Interview				Yes	No	
California Baptist University	Alternative, IHE-based	Other						
California Lutheran University	Alternative, IHE-based	Transcript				Yes	No	
California Lutheran University	Alternative, IHE-based	Fingerprint check				Yes	No	
California Lutheran University	Alternative, IHE-based	Background check				Yes	No	
California Lutheran University	Alternative, IHE-based	Credits Minimum				Yes	No	
California Lutheran University	Alternative, IHE-based	GPA Minimum				Yes	No	
California Lutheran University	Alternative, IHE-based	Content GPA Minimum				Yes	No	
California Lutheran University	Alternative, IHE-based	Professional GPA Minimum				Yes	No	
California Lutheran University	Alternative, IHE-based	ACT Min Score				No	No	
California Lutheran University	Alternative, IHE-based	SAT Min score				No	No	
California Lutheran University	Alternative, IHE-based	Basic Skills Min score				Yes	No	
California Lutheran University	Alternative, IHE-based	Subject Area verification				Yes	No	
California Lutheran University	Alternative, IHE-based	Recommendation				Yes	No	
California Lutheran University	Alternative, IHE-based	Essay				Yes	No	
California Lutheran University	Alternative, IHE-based	Interview				Yes	No	
California Lutheran University	Alternative, IHE-based	Other						
California State Poly University, Pomona	Alternative, IHE-based	Transcript				Yes	Yes	
California State Poly University, Pomona	Alternative, IHE-based	Fingerprint check				Yes	No	
California State Poly University, Pomona	Alternative, IHE-based	Background check				Yes	No	
California State Poly University, Pomona	Alternative, IHE-based	Credits Minimum				Yes	Yes	
California State Poly University, Pomona	Alternative, IHE-based	GPA Minimum				Yes	Yes	
California State Poly University, Pomona	Alternative, IHE-based	Content GPA Minimum				Yes	Yes	
California State Poly University, Pomona	Alternative, IHE-based	Professional GPA Minimum				Yes	Yes	
California State Poly University, Pomona	Alternative, IHE-based	ACT Min Score				No	No	
California State Poly University, Pomona	Alternative, IHE-based	SAT Min score				No	No	
California State Poly University, Pomona	Alternative, IHE-based	Basic Skills Min score				Yes	No	
California State Poly University, Pomona	Alternative, IHE-based	Subject Area verification				Yes	No	
California State Poly University, Pomona	Alternative, IHE-based	Recommendation				Yes	No	
California State Poly University, Pomona	Alternative, IHE-based	Essay				Yes	No	
California State Poly University, Pomona	Alternative, IHE-based	Interview				Yes	No	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			Undergraduate Requirements			Postgraduate Requirements		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
California State Poly University, Pomona	Alternative, IHE-based	Other				No	Yes	CalTPA; Adult, Child & Infant CPR, US Constitution
California State University, Bakersfield	Alternative, IHE-based	Transcript				Yes	Yes	
California State University, Bakersfield	Alternative, IHE-based	Fingerprint check				Yes	Yes	
California State University, Bakersfield	Alternative, IHE-based	Background check				Yes	Yes	
California State University, Bakersfield	Alternative, IHE-based	Credits Minimum				Yes	Yes	
California State University, Bakersfield	Alternative, IHE-based	GPA Minimum				Yes	Yes	
California State University, Bakersfield	Alternative, IHE-based	Content GPA Minimum				Yes	Yes	
California State University, Bakersfield	Alternative, IHE-based	Professional GPA Minimum				Yes	Yes	
California State University, Bakersfield	Alternative, IHE-based	ACT Min Score				No	No	
California State University, Bakersfield	Alternative, IHE-based	SAT Min score				No	No	
California State University, Bakersfield	Alternative, IHE-based	Basic Skills Min score				Yes	Yes	
California State University, Bakersfield	Alternative, IHE-based	Subject Area verification				Yes	Yes	
California State University, Bakersfield	Alternative, IHE-based	Recommendation				Yes	No	
California State University, Bakersfield	Alternative, IHE-based	Essay				Yes	No	
California State University, Bakersfield	Alternative, IHE-based	Interview				Yes	No	
California State University, Bakersfield	Alternative, IHE-based	Other				No	No	
California State University, Channel Islands	Alternative, IHE-based	Transcript				Yes	Yes	
California State University, Channel Islands	Alternative, IHE-based	Fingerprint check				Yes	No	
California State University, Channel Islands	Alternative, IHE-based	Background check				Yes	No	
California State University, Channel Islands	Alternative, IHE-based	Credits Minimum				Yes	Yes	
California State University, Channel Islands	Alternative, IHE-based	GPA Minimum				Yes	Yes	
California State University, Channel Islands	Alternative, IHE-based	Content GPA Minimum				Yes	Yes	
California State University, Channel Islands	Alternative, IHE-based	Professional GPA Minimum				Yes	Yes	
California State University, Channel Islands	Alternative, IHE-based	ACT Min Score				No	No	
California State University, Channel Islands	Alternative, IHE-based	SAT Min score				No	No	
California State University, Channel Islands	Alternative, IHE-based	Basic Skills Min score				Yes	No	
California State University, Channel Islands	Alternative, IHE-based	Subject Area verification				Yes	Yes	
California State University, Channel Islands	Alternative, IHE-based	Recommendation				Yes	No	
California State University, Channel Islands	Alternative, IHE-based	Essay				Yes	No	
California State University, Channel Islands	Alternative, IHE-based	Interview				Yes	No	
California State University, Channel Islands	Alternative, IHE-based	Other				No	Yes	Exit appointment and credential request form

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			**Undergraduate Requirements**			**Postgraduate Requirements**		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
California State University, Chico	Alternative, IHE-based	Transcript				Yes	Yes	
California State University, Chico	Alternative, IHE-based	Fingerprint check				Yes	Yes	
California State University, Chico	Alternative, IHE-based	Background check				Yes	Yes	
California State University, Chico	Alternative, IHE-based	Credits Minimum				Yes	Yes	
California State University, Chico	Alternative, IHE-based	GPA Minimum				Yes	Yes	
California State University, Chico	Alternative, IHE-based	Content GPA Minimum				Yes	Yes	
California State University, Chico	Alternative, IHE-based	Professional GPA Minimum				Yes	Yes	
California State University, Chico	Alternative, IHE-based	ACT Min Score				No	No	
California State University, Chico	Alternative, IHE-based	SAT Min score				No	No	
California State University, Chico	Alternative, IHE-based	Basic Skills Min score				Yes	Yes	
California State University, Chico	Alternative, IHE-based	Subject Area verification				Yes	Yes	
California State University, Chico	Alternative, IHE-based	Recommendation				Yes	Yes	
California State University, Chico	Alternative, IHE-based	Essay				No	No	
California State University, Chico	Alternative, IHE-based	Interview				Yes	Yes	
California State University, Chico	Alternative, IHE-based	Other						
California State University, Dominguez Hills	Alternative, IHE-based	Transcript				Yes	Yes	
California State University, Dominguez Hills	Alternative, IHE-based	Fingerprint check				Yes	Yes	
California State University, Dominguez Hills	Alternative, IHE-based	Background check				Yes	Yes	
California State University, Dominguez Hills	Alternative, IHE-based	Credits Minimum				Yes	Yes	
California State University, Dominguez Hills	Alternative, IHE-based	GPA Minimum				Yes	Yes	
California State University, Dominguez Hills	Alternative, IHE-based	Content GPA Minimum				No	No	
California State University, Dominguez Hills	Alternative, IHE-based	Professional GPA Minimum				Yes	Yes	
California State University, Dominguez Hills	Alternative, IHE-based	ACT Min Score				No	No	
California State University, Dominguez Hills	Alternative, IHE-based	SAT Min score				No	No	
California State University, Dominguez Hills	Alternative, IHE-based	Basic Skills Min score				Yes	Yes	
California State University, Dominguez Hills	Alternative, IHE-based	Subject Area verification				Yes	Yes	
California State University, Dominguez Hills	Alternative, IHE-based	Recommendation				Yes	Yes	
California State University, Dominguez Hills	Alternative, IHE-based	Essay				No	No	
California State University, Dominguez Hills	Alternative, IHE-based	Interview				No	No	
California State University, Dominguez Hills	Alternative, IHE-based	Other						
California State University, East Bay	Alternative, IHE-based	Transcript				Yes	Yes	
California State University, East Bay	Alternative, IHE-based	Fingerprint check				Yes	No	
California State University, East Bay	Alternative, IHE-based	Background check				No	No	
California State University, East Bay	Alternative, IHE-based	Credits Minimum				No	No	
California State University, East Bay	Alternative, IHE-based	GPA Minimum				Yes	No	
California State University, East Bay	Alternative, IHE-based	Content GPA Minimum				No	No	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			Undergraduate Requirements			Postgraduate Requirements		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
California State University, East Bay	Alternative, IHE-based	Professional GPA Minimum				No	No	
California State University, East Bay	Alternative, IHE-based	ACT Min Score				No	No	
California State University, East Bay	Alternative, IHE-based	SAT Min score				No	No	
California State University, East Bay	Alternative, IHE-based	Basic Skills Min score				No	No	
California State University, East Bay	Alternative, IHE-based	Subject Area verification				Yes	Yes	
California State University, East Bay	Alternative, IHE-based	Recommendation				Yes	No	
California State University, East Bay	Alternative, IHE-based	Essay				Yes	No	
California State University, East Bay	Alternative, IHE-based	Interview				Yes	No	
California State University, East Bay	Alternative, IHE-based	Other				No	Yes	Program Exit Survey
California State University, Fresno	Alternative, IHE-based	Transcript				Yes	No	
California State University, Fresno	Alternative, IHE-based	Fingerprint check				Yes	No	
California State University, Fresno	Alternative, IHE-based	Background check				Yes	No	
California State University, Fresno	Alternative, IHE-based	Credits Minimum				No	No	
California State University, Fresno	Alternative, IHE-based	GPA Minimum				Yes	No	
California State University, Fresno	Alternative, IHE-based	Content GPA Minimum				No	No	
California State University, Fresno	Alternative, IHE-based	Professional GPA Minimum				No	Yes	
California State University, Fresno	Alternative, IHE-based	ACT Min Score				No	No	
California State University, Fresno	Alternative, IHE-based	SAT Min score				No	No	
California State University, Fresno	Alternative, IHE-based	Basic Skills Min score				Yes	No	
California State University, Fresno	Alternative, IHE-based	Subject Area verification				Yes	No	
California State University, Fresno	Alternative, IHE-based	Recommendation				Yes	No	
California State University, Fresno	Alternative, IHE-based	Essay				Yes	No	
California State University, Fresno	Alternative, IHE-based	Interview				Yes	No	
California State University, Fresno	Alternative, IHE-based	Other						
California State University, Fullerton	Alternative, IHE-based	Transcript				Yes	No	
California State University, Fullerton	Alternative, IHE-based	Fingerprint check				Yes	No	
California State University, Fullerton	Alternative, IHE-based	Background check				Yes	No	
California State University, Fullerton	Alternative, IHE-based	Credits Minimum				Yes	Yes	
California State University, Fullerton	Alternative, IHE-based	GPA Minimum				Yes	No	
California State University, Fullerton	Alternative, IHE-based	Content GPA Minimum				Yes	No	
California State University, Fullerton	Alternative, IHE-based	Professional GPA Minimum				Yes	No	
California State University, Fullerton	Alternative, IHE-based	ACT Min Score				No	No	
California State University, Fullerton	Alternative, IHE-based	SAT Min score				No	No	
California State University, Fullerton	Alternative, IHE-based	Basic Skills Min score				Yes	No	
California State University, Fullerton	Alternative, IHE-based	Subject Area verification				Yes	No	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			Undergraduate Requirements			Postgraduate Requirements		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
California State University, Fullerton	Alternative, IHE-based	Recommendation				Yes	No	
California State University, Fullerton	Alternative, IHE-based	Essay				Yes	No	
California State University, Fullerton	Alternative, IHE-based	Interview				Yes	No	
California State University, Fullerton	Alternative, IHE-based	Other				Yes	No	TB, English Prof, Prereq courses, CPR training, US Constitution
California State University, Long Beach	Alternative, IHE-based	Transcript				Yes	Yes	
California State University, Long Beach	Alternative, IHE-based	Fingerprint check				Yes	Yes	
California State University, Long Beach	Alternative, IHE-based	Background check				Yes	Yes	
California State University, Long Beach	Alternative, IHE-based	Credits Minimum				Yes	Yes	
California State University, Long Beach	Alternative, IHE-based	GPA Minimum				Yes	Yes	
California State University, Long Beach	Alternative, IHE-based	Content GPA Minimum				No	No	
California State University, Long Beach	Alternative, IHE-based	Professional GPA Minimum				Yes	Yes	
California State University, Long Beach	Alternative, IHE-based	ACT Min Score				No	No	
California State University, Long Beach	Alternative, IHE-based	SAT Min score				No	No	
California State University, Long Beach	Alternative, IHE-based	Basic Skills Min score				Yes	Yes	
California State University, Long Beach	Alternative, IHE-based	Subject Area verification				Yes	Yes	
California State University, Long Beach	Alternative, IHE-based	Recommendation				Yes	No	
California State University, Long Beach	Alternative, IHE-based	Essay				Yes	No	
California State University, Long Beach	Alternative, IHE-based	Interview				Yes	No	
California State University, Long Beach	Alternative, IHE-based	Other				No	No	
California State University, Los Angeles	Alternative, IHE-based	Transcript				Yes	Yes	
California State University, Los Angeles	Alternative, IHE-based	Fingerprint check				Yes	Yes	
California State University, Los Angeles	Alternative, IHE-based	Background check				Yes	Yes	
California State University, Los Angeles	Alternative, IHE-based	Credits Minimum				Yes	Yes	
California State University, Los Angeles	Alternative, IHE-based	GPA Minimum				Yes	No	
California State University, Los Angeles	Alternative, IHE-based	Content GPA Minimum				No	No	
California State University, Los Angeles	Alternative, IHE-based	Professional GPA Minimum				No	Yes	
California State University, Los Angeles	Alternative, IHE-based	ACT Min Score				No	No	
California State University, Los Angeles	Alternative, IHE-based	SAT Min score				No	No	
California State University, Los Angeles	Alternative, IHE-based	Basic Skills Min score				Yes	No	
California State University, Los Angeles	Alternative, IHE-based	Subject Area verification				Yes	No	
California State University, Los Angeles	Alternative, IHE-based	Recommendation				Yes	No	
California State University, Los Angeles	Alternative, IHE-based	Essay				Yes	No	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			Undergraduate Requirements			Postgraduate Requirements		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
California State University, Los Angeles	Alternative, IHE-based	Interview				Yes	No	
California State University, Los Angeles	Alternative, IHE-based	Other				Yes	No	speech and writing proficiency, US Constitution, job offer from school/district
California State University, Monterey Bay	Alternative, IHE-based	Transcript	Yes	Yes		Yes	Yes	
California State University, Monterey Bay	Alternative, IHE-based	Fingerprint check	Yes	Yes		Yes	Yes	
California State University, Monterey Bay	Alternative, IHE-based	Background check	Yes	Yes		Yes	Yes	
California State University, Monterey Bay	Alternative, IHE-based	Credits Minimum	Yes	Yes		Yes	Yes	
California State University, Monterey Bay	Alternative, IHE-based	GPA Minimum	Yes	Yes		Yes	Yes	
California State University, Monterey Bay	Alternative, IHE-based	Content GPA Minimum	Yes	Yes		Yes	Yes	
California State University, Monterey Bay	Alternative, IHE-based	Professional GPA Minimum	Yes	Yes		No	Yes	
California State University, Monterey Bay	Alternative, IHE-based	ACT Min Score	No	No		No	No	
California State University, Monterey Bay	Alternative, IHE-based	SAT Min score	No	No		No	No	
California State University, Monterey Bay	Alternative, IHE-based	Basic Skills Min score	No	Yes		Yes	Yes	
California State University, Monterey Bay	Alternative, IHE-based	Subject Area verification	No	Yes		Yes	Yes	
California State University, Monterey Bay	Alternative, IHE-based	Recommendation	Yes	Yes		Yes	Yes	
California State University, Monterey Bay	Alternative, IHE-based	Essay	Yes	Yes		Yes	Yes	
California State University, Monterey Bay	Alternative, IHE-based	Interview	Yes	Yes		Yes	Yes	
California State University, Monterey Bay	Alternative, IHE-based	Other				No	Yes	PACT & RICA Scores reqd. for exit in some programs
California State University, Northridge	Alternative, IHE-based	Transcript				Yes	No	
California State University, Northridge	Alternative, IHE-based	Fingerprint check				Yes	Yes	
California State University, Northridge	Alternative, IHE-based	Background check				Yes	Yes	
California State University, Northridge	Alternative, IHE-based	Credits Minimum				Yes	Yes	
California State University, Northridge	Alternative, IHE-based	GPA Minimum				Yes	Yes	
California State University, Northridge	Alternative, IHE-based	Content GPA Minimum				Yes	No	
California State University, Northridge	Alternative, IHE-based	Professional GPA Minimum				Yes	Yes	
California State University, Northridge	Alternative, IHE-based	ACT Min Score				No	No	
California State University, Northridge	Alternative, IHE-based	SAT Min score				No	No	
California State University, Northridge	Alternative, IHE-based	Basic Skills Min score				Yes	Yes	
California State University, Northridge	Alternative, IHE-based	Subject Area verification				Yes	Yes	
California State University, Northridge	Alternative, IHE-based	Recommendation				Yes	No	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			**Undergraduate Requirements**			**Postgraduate Requirements**		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
California State University, Northridge	Alternative, IHE-based	Essay				Yes	No	
California State University, Northridge	Alternative, IHE-based	Interview				Yes	No	
California State University, Northridge	Alternative, IHE-based	Other				No	Yes	Passage of PACT (MS and SS Programs), Passage of RICA (MS and SPED Programs)
California State University, Sacramento	Alternative, IHE-based	Transcript				Yes	Yes	
California State University, Sacramento	Alternative, IHE-based	Fingerprint check				Yes	Yes	
California State University, Sacramento	Alternative, IHE-based	Background check				Yes	Yes	
California State University, Sacramento	Alternative, IHE-based	Credits Minimum				Yes	Yes	
California State University, Sacramento	Alternative, IHE-based	GPA Minimum				Yes	Yes	
California State University, Sacramento	Alternative, IHE-based	Content GPA Minimum				Yes	Yes	
California State University, Sacramento	Alternative, IHE-based	Professional GPA Minimum				Yes	Yes	
California State University, Sacramento	Alternative, IHE-based	ACT Min Score				No	No	
California State University, Sacramento	Alternative, IHE-based	SAT Min score				No	No	
California State University, Sacramento	Alternative, IHE-based	Basic Skills Min score				Yes	Yes	
California State University, Sacramento	Alternative, IHE-based	Subject Area verification				Yes	Yes	
California State University, Sacramento	Alternative, IHE-based	Recommendation				Yes	No	
California State University, Sacramento	Alternative, IHE-based	Essay				Yes	No	
California State University, Sacramento	Alternative, IHE-based	Interview				Yes	No	
California State University, Sacramento	Alternative, IHE-based	Other				No	Yes	U.S. Constitution requirement & 120 preservice hours
California State University, San Bernardino	Alternative, IHE-based	Transcript	Yes	Yes		Yes	Yes	
California State University, San Bernardino	Alternative, IHE-based	Fingerprint check	Yes	Yes		Yes	Yes	
California State University, San Bernardino	Alternative, IHE-based	Background check	Yes	Yes		Yes	Yes	
California State University, San Bernardino	Alternative, IHE-based	Credits Minimum	Yes	Yes		Yes	Yes	
California State University, San Bernardino	Alternative, IHE-based	GPA Minimum	Yes	Yes		Yes	Yes	
California State University, San Bernardino	Alternative, IHE-based	Content GPA Minimum	Yes	Yes		Yes	Yes	
California State University, San Bernardino	Alternative, IHE-based	Professional GPA Minimum	Yes	Yes		Yes	Yes	
California State University, San Bernardino	Alternative, IHE-based	ACT Min Score	No	No		No	No	
California State University, San Bernardino	Alternative, IHE-based	SAT Min score	No	No		No	No	

Admission (Undergraduate and Postgraduate) Requirements - Alternative Route

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			**Undergraduate Requirements**			**Postgraduate Requirements**		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
California State University, San Bernardino	Alternative, IHE-based	Basic Skills Min score	Yes	Yes		Yes	Yes	
California State University, San Bernardino	Alternative, IHE-based	Subject Area verification	Yes	Yes		Yes	Yes	
California State University, San Bernardino	Alternative, IHE-based	Recommendation	Yes	Yes		Yes	Yes	
California State University, San Bernardino	Alternative, IHE-based	Essay	Yes	Yes		Yes	Yes	
California State University, San Bernardino	Alternative, IHE-based	Interview	Yes	Yes		Yes	Yes	
California State University, San Bernardino	Alternative, IHE-based	Other						
California State University, San Marcos	Alternative, IHE-based	Transcript				Yes	No	
California State University, San Marcos	Alternative, IHE-based	Fingerprint check				Yes	No	
California State University, San Marcos	Alternative, IHE-based	Background check				Yes	No	
California State University, San Marcos	Alternative, IHE-based	Credits Minimum				Yes	Yes	
California State University, San Marcos	Alternative, IHE-based	GPA Minimum				Yes	Yes	
California State University, San Marcos	Alternative, IHE-based	Content GPA Minimum				No	No	
California State University, San Marcos	Alternative, IHE-based	Professional GPA Minimum				Yes	Yes	
California State University, San Marcos	Alternative, IHE-based	ACT Min Score				No	No	
California State University, San Marcos	Alternative, IHE-based	SAT Min score				No	No	
California State University, San Marcos	Alternative, IHE-based	Basic Skills Min score				Yes	No	
California State University, San Marcos	Alternative, IHE-based	Subject Area verification				Yes	No	
California State University, San Marcos	Alternative, IHE-based	Recommendation				Yes	No	
California State University, San Marcos	Alternative, IHE-based	Essay				Yes	No	
California State University, San Marcos	Alternative, IHE-based	Interview				Yes	No	
California State University, San Marcos	Alternative, IHE-based	Other				No	No	
California State University, Stanislaus	Alternative, IHE-based	Transcript				Yes	No	
California State University, Stanislaus	Alternative, IHE-based	Fingerprint check				Yes	No	
California State University, Stanislaus	Alternative, IHE-based	Background check				Yes	No	
California State University, Stanislaus	Alternative, IHE-based	Credits Minimum				Yes	Yes	
California State University, Stanislaus	Alternative, IHE-based	GPA Minimum				Yes	Yes	
California State University, Stanislaus	Alternative, IHE-based	Content GPA Minimum				No	Yes	
California State University, Stanislaus	Alternative, IHE-based	Professional GPA Minimum				No	Yes	
California State University, Stanislaus	Alternative, IHE-based	ACT Min Score				No	No	
California State University, Stanislaus	Alternative, IHE-based	SAT Min score				No	No	
California State University, Stanislaus	Alternative, IHE-based	Basic Skills Min score				Yes	Yes	
California State University, Stanislaus	Alternative, IHE-based	Subject Area verification				Yes	Yes	
California State University, Stanislaus	Alternative, IHE-based	Recommendation				Yes	Yes	
California State University, Stanislaus	Alternative, IHE-based	Essay				Yes	No	
California State University, Stanislaus	Alternative, IHE-based	Interview				Yes	Yes	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			Undergraduate Requirements			Postgraduate Requirements		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
California State University, Stanislaus	Alternative, IHE-based	Other				No	Yes	RICA for ESCP & MSCP; TPA for MSCP & SSCP
CalState TEACH	Alternative, IHE-based	Transcript				Yes	Yes	
CalState TEACH	Alternative, IHE-based	Fingerprint check				Yes	No	
CalState TEACH	Alternative, IHE-based	Background check				Yes	No	
CalState TEACH	Alternative, IHE-based	Credits Minimum				No	Yes	
CalState TEACH	Alternative, IHE-based	GPA Minimum				Yes	Yes	
CalState TEACH	Alternative, IHE-based	Content GPA Minimum				No	No	
CalState TEACH	Alternative, IHE-based	Professional GPA Minimum				No	Yes	
CalState TEACH	Alternative, IHE-based	ACT Min Score				No	No	
CalState TEACH	Alternative, IHE-based	SAT Min score				No	No	
CalState TEACH	Alternative, IHE-based	Basic Skills Min score				Yes	No	
CalState TEACH	Alternative, IHE-based	Subject Area verification				Yes	No	
CalState TEACH	Alternative, IHE-based	Recommendation				Yes	No	
CalState TEACH	Alternative, IHE-based	Essay				Yes	No	
CalState TEACH	Alternative, IHE-based	Interview				Yes	No	
CalState TEACH	Alternative, IHE-based	Other				Yes	No	Contract from School District
Chapman University	Alternative, IHE-based	Transcript				Yes	Yes	
Chapman University	Alternative, IHE-based	Fingerprint check				No	No	
Chapman University	Alternative, IHE-based	Background check				No	No	
Chapman University	Alternative, IHE-based	Credits Minimum				No	Yes	
Chapman University	Alternative, IHE-based	GPA Minimum				Yes	No	
Chapman University	Alternative, IHE-based	Content GPA Minimum				No	No	
Chapman University	Alternative, IHE-based	Professional GPA Minimum				No	Yes	
Chapman University	Alternative, IHE-based	ACT Min Score				No	No	
Chapman University	Alternative, IHE-based	SAT Min score				No	No	
Chapman University	Alternative, IHE-based	Basic Skills Min score				No	No	
Chapman University	Alternative, IHE-based	Subject Area verification				Yes	Yes	
Chapman University	Alternative, IHE-based	Recommendation				Yes	No	
Chapman University	Alternative, IHE-based	Essay				Yes	No	
Chapman University	Alternative, IHE-based	Interview				Yes	Yes	
Chapman University	Alternative, IHE-based	Other				No	No	
Claremont Graduate University	Alternative, IHE-based	Transcript				Yes	Yes	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			Undergraduate Requirements			Postgraduate Requirements		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Claremont Graduate University	Alternative, IHE-based	Fingerprint check				Yes	Yes	
Claremont Graduate University	Alternative, IHE-based	Background check				Yes	Yes	
Claremont Graduate University	Alternative, IHE-based	Credits Minimum				Yes	Yes	
Claremont Graduate University	Alternative, IHE-based	GPA Minimum				No	Yes	
Claremont Graduate University	Alternative, IHE-based	Content GPA Minimum				No	Yes	
Claremont Graduate University	Alternative, IHE-based	Professional GPA Minimum				No	Yes	
Claremont Graduate University	Alternative, IHE-based	ACT Min Score				No	No	
Claremont Graduate University	Alternative, IHE-based	SAT Min score				No	No	
Claremont Graduate University	Alternative, IHE-based	Basic Skills Min score				Yes	Yes	
Claremont Graduate University	Alternative, IHE-based	Subject Area verification				Yes	Yes	
Claremont Graduate University	Alternative, IHE-based	Recommendation				Yes	Yes	
Claremont Graduate University	Alternative, IHE-based	Essay				Yes	Yes	
Claremont Graduate University	Alternative, IHE-based	Interview				Yes	Yes	
Claremont Graduate University	Alternative, IHE-based	Other				No	Yes	California Teaching Performance Assessment CA-TPA
Dominican University of California	Alternative, IHE-based	Transcript				Yes	Yes	
Dominican University of California	Alternative, IHE-based	Fingerprint check				Yes	Yes	
Dominican University of California	Alternative, IHE-based	Background check				Yes	Yes	
Dominican University of California	Alternative, IHE-based	Credits Minimum				Yes	Yes	
Dominican University of California	Alternative, IHE-based	GPA Minimum				Yes	Yes	
Dominican University of California	Alternative, IHE-based	Content GPA Minimum				Yes	Yes	
Dominican University of California	Alternative, IHE-based	Professional GPA Minimum				No	Yes	
Dominican University of California	Alternative, IHE-based	ACT Min Score				No	No	
Dominican University of California	Alternative, IHE-based	SAT Min score				No	No	
Dominican University of California	Alternative, IHE-based	Basic Skills Min score				Yes	Yes	
Dominican University of California	Alternative, IHE-based	Subject Area verification				Yes	Yes	
Dominican University of California	Alternative, IHE-based	Recommendation				Yes	Yes	
Dominican University of California	Alternative, IHE-based	Essay				Yes	Yes	
Dominican University of California	Alternative, IHE-based	Interview				No	No	
Dominican University of California	Alternative, IHE-based	Other				Yes	Yes	TB test, Job offer, BA degree
Fortune School of Education (Project Pipeline)	Alternative, not IHE-based	Transcript				Yes	No	
Fortune School of Education (Project Pipeline)	Alternative, not IHE-based	Fingerprint check				Yes	No	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			Undergraduate Requirements			Postgraduate Requirements		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Fortune School of Education (Project Pipeline)	Alternative, not IHE-based	Background check				Yes	No	
Fortune School of Education (Project Pipeline)	Alternative, not IHE-based	Credits Minimum				No	Yes	
Fortune School of Education (Project Pipeline)	Alternative, not IHE-based	GPA Minimum				No	Yes	
Fortune School of Education (Project Pipeline)	Alternative, not IHE-based	Content GPA Minimum				No	Yes	
Fortune School of Education (Project Pipeline)	Alternative, not IHE-based	Professional GPA Minimum				No	Yes	
Fortune School of Education (Project Pipeline)	Alternative, not IHE-based	ACT Min Score				No	No	
Fortune School of Education (Project Pipeline)	Alternative, not IHE-based	SAT Min score				No	No	
Fortune School of Education (Project Pipeline)	Alternative, not IHE-based	Basic Skills Min score				Yes	No	
Fortune School of Education (Project Pipeline)	Alternative, not IHE-based	Subject Area verification				Yes	No	
Fortune School of Education (Project Pipeline)	Alternative, not IHE-based	Recommendation				Yes	Yes	
Fortune School of Education (Project Pipeline)	Alternative, not IHE-based	Essay				Yes	No	
Fortune School of Education (Project Pipeline)	Alternative, not IHE-based	Interview				Yes	No	
Fortune School of Education (Project Pipeline)	Alternative, not IHE-based	Other				Yes	Yes	Demo Lessons (Required for ECO entry); Exit Portfolios (Required for Ed Specialist Exit)
Fresno Pacific University	Alternative, IHE-based	Transcript				Yes	Yes	
Fresno Pacific University	Alternative, IHE-based	Fingerprint check				Yes	No	
Fresno Pacific University	Alternative, IHE-based	Background check				Yes	No	
Fresno Pacific University	Alternative, IHE-based	Credits Minimum				No	Yes	
Fresno Pacific University	Alternative, IHE-based	GPA Minimum				Yes	Yes	
Fresno Pacific University	Alternative, IHE-based	Content GPA Minimum				No	No	
Fresno Pacific University	Alternative, IHE-based	Professional GPA Minimum				No	Yes	
Fresno Pacific University	Alternative, IHE-based	ACT Min Score				No	No	
Fresno Pacific University	Alternative, IHE-based	SAT Min score				No	No	
Fresno Pacific University	Alternative, IHE-based	Basic Skills Min score				Yes	No	
Fresno Pacific University	Alternative, IHE-based	Subject Area verification				Yes	Yes	
Fresno Pacific University	Alternative, IHE-based	Recommendation				Yes	No	
Fresno Pacific University	Alternative, IHE-based	Essay				Yes	No	
Fresno Pacific University	Alternative, IHE-based	Interview				Yes	Yes	
Fresno Pacific University	Alternative, IHE-based	Other				Yes	No	Current Negative TB Test
High Tech High Communities	Alternative, not IHE-based	Transcript				Yes	Yes	

Admission (Undergraduate and Postgraduate) Requirements - Alternative Route

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			**Undergraduate Requirements**			**Postgraduate Requirements**		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
High Tech High Communities	Alternative, not IHE-based	Fingerprint check				Yes	Yes	
High Tech High Communities	Alternative, not IHE-based	Background check				Yes	Yes	
High Tech High Communities	Alternative, not IHE-based	Credits Minimum				No	Yes	
High Tech High Communities	Alternative, not IHE-based	GPA Minimum				No	No	
High Tech High Communities	Alternative, not IHE-based	Content GPA Minimum				No	No	
High Tech High Communities	Alternative, not IHE-based	Professional GPA Minimum				No	No	
High Tech High Communities	Alternative, not IHE-based	ACT Min Score				No	No	
High Tech High Communities	Alternative, not IHE-based	SAT Min score				No	No	
High Tech High Communities	Alternative, not IHE-based	Basic Skills Min score				Yes	Yes	
High Tech High Communities	Alternative, not IHE-based	Subject Area verification				Yes	Yes	
High Tech High Communities	Alternative, not IHE-based	Recommendation				Yes	Yes	
High Tech High Communities	Alternative, not IHE-based	Essay				Yes	Yes	
High Tech High Communities	Alternative, not IHE-based	Interview				Yes	Yes	
High Tech High Communities	Alternative, not IHE-based	Other				Yes	Yes	US Constitution Exam or coursework
Holy Names University	Alternative, IHE-based	Transcript				Yes	Yes	
Holy Names University	Alternative, IHE-based	Fingerprint check				No	No	
Holy Names University	Alternative, IHE-based	Background check				No	No	
Holy Names University	Alternative, IHE-based	Credits Minimum				No	Yes	
Holy Names University	Alternative, IHE-based	GPA Minimum				Yes	No	
Holy Names University	Alternative, IHE-based	Content GPA Minimum				No	No	
Holy Names University	Alternative, IHE-based	Professional GPA Minimum				No	No	
Holy Names University	Alternative, IHE-based	ACT Min Score				No	No	
Holy Names University	Alternative, IHE-based	SAT Min score				No	No	
Holy Names University	Alternative, IHE-based	Basic Skills Min score				No	Yes	
Holy Names University	Alternative, IHE-based	Subject Area verification				No	Yes	
Holy Names University	Alternative, IHE-based	Recommendation				Yes	No	
Holy Names University	Alternative, IHE-based	Essay				Yes	No	
Holy Names University	Alternative, IHE-based	Interview				Yes	No	
Holy Names University	Alternative, IHE-based	Other				No	No	
Humboldt State University	Alternative, IHE-based	Transcript				Yes	No	
Humboldt State University	Alternative, IHE-based	Fingerprint check				Yes	No	
Humboldt State University	Alternative, IHE-based	Background check				Yes	No	
Humboldt State University	Alternative, IHE-based	Credits Minimum				Yes	Yes	

Admission (Undergraduate and Postgraduate) Requirements - Alternative Route

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			**Undergraduate Requirements**			**Postgraduate Requirements**		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Humboldt State University	Alternative, IHE-based	GPA Minimum				Yes	Yes	
Humboldt State University	Alternative, IHE-based	Content GPA Minimum				Yes	No	
Humboldt State University	Alternative, IHE-based	Professional GPA Minimum				No	Yes	
Humboldt State University	Alternative, IHE-based	ACT Min Score				No	No	
Humboldt State University	Alternative, IHE-based	SAT Min score				No	No	
Humboldt State University	Alternative, IHE-based	Basic Skills Min score				Yes	No	
Humboldt State University	Alternative, IHE-based	Subject Area verification				Yes	No	
Humboldt State University	Alternative, IHE-based	Recommendation				Yes	No	
Humboldt State University	Alternative, IHE-based	Essay				Yes	No	
Humboldt State University	Alternative, IHE-based	Interview				Yes	No	
Humboldt State University	Alternative, IHE-based	Other				No	Yes	Performance Assessment
IMPACT (San Joaquin COE)	Alternative, not IHE-based	Transcript				Yes	Yes	
IMPACT (San Joaquin COE)	Alternative, not IHE-based	Fingerprint check				No	Yes	
IMPACT (San Joaquin COE)	Alternative, not IHE-based	Background check				No	Yes	
IMPACT (San Joaquin COE)	Alternative, not IHE-based	Credits Minimum				Yes	Yes	
IMPACT (San Joaquin COE)	Alternative, not IHE-based	GPA Minimum				No	Yes	
IMPACT (San Joaquin COE)	Alternative, not IHE-based	Content GPA Minimum				No	Yes	
IMPACT (San Joaquin COE)	Alternative, not IHE-based	Professional GPA Minimum				No	Yes	
IMPACT (San Joaquin COE)	Alternative, not IHE-based	ACT Min Score				No	No	
IMPACT (San Joaquin COE)	Alternative, not IHE-based	SAT Min score				No	No	
IMPACT (San Joaquin COE)	Alternative, not IHE-based	Basic Skills Min score				No	Yes	
IMPACT (San Joaquin COE)	Alternative, not IHE-based	Subject Area verification				No	Yes	
IMPACT (San Joaquin COE)	Alternative, not IHE-based	Recommendation				No	No	
IMPACT (San Joaquin COE)	Alternative, not IHE-based	Essay				No	No	
IMPACT (San Joaquin COE)	Alternative, not IHE-based	Interview				No	No	
IMPACT (San Joaquin COE)	Alternative, not IHE-based	Other						
La Sierra University	Alternative, IHE-based	Transcript	Yes	Yes		Yes	Yes	
La Sierra University	Alternative, IHE-based	Fingerprint check	Yes	Yes		Yes	Yes	
La Sierra University	Alternative, IHE-based	Background check	Yes	Yes		Yes	Yes	
La Sierra University	Alternative, IHE-based	Credits Minimum	Yes	Yes		Yes	Yes	
La Sierra University	Alternative, IHE-based	GPA Minimum	Yes	Yes		Yes	Yes	
La Sierra University	Alternative, IHE-based	Content GPA Minimum	Yes	Yes		Yes	Yes	
La Sierra University	Alternative, IHE-based	Professional GPA Minimum	Yes	Yes		Yes	Yes	
La Sierra University	Alternative, IHE-based	ACT Min Score	No	No		No	No	
La Sierra University	Alternative, IHE-based	SAT Min score	No	No		No	No	

Admission (Undergraduate and Postgraduate) Requirements - Alternative Route

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			**Undergraduate Requirements**			**Postgraduate Requirements**		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
La Sierra University	Alternative, IHE-based	Basic Skills Min score	Yes	Yes		Yes	Yes	
La Sierra University	Alternative, IHE-based	Subject Area verification	Yes	Yes		Yes	Yes	
La Sierra University	Alternative, IHE-based	Recommendation	Yes	No		Yes	No	
La Sierra University	Alternative, IHE-based	Essay	Yes	No		Yes	No	
La Sierra University	Alternative, IHE-based	Interview	Yes	No		Yes	No	
La Sierra University	Alternative, IHE-based	Other						
Los Angeles Unified School District	Alternative, not IHE-based	Transcript				Yes	No	
Los Angeles Unified School District	Alternative, not IHE-based	Fingerprint check				Yes	No	
Los Angeles Unified School District	Alternative, not IHE-based	Background check				Yes	No	
Los Angeles Unified School District	Alternative, not IHE-based	Credits Minimum				No	No	
Los Angeles Unified School District	Alternative, not IHE-based	GPA Minimum				Yes	No	
Los Angeles Unified School District	Alternative, not IHE-based	Content GPA Minimum				Yes	No	
Los Angeles Unified School District	Alternative, not IHE-based	Professional GPA Minimum				No	Yes	
Los Angeles Unified School District	Alternative, not IHE-based	ACT Min Score				No	No	
Los Angeles Unified School District	Alternative, not IHE-based	SAT Min score				No	No	
Los Angeles Unified School District	Alternative, not IHE-based	Basic Skills Min score				Yes	No	
Los Angeles Unified School District	Alternative, not IHE-based	Subject Area verification				Yes	No	
Los Angeles Unified School District	Alternative, not IHE-based	Recommendation				Yes	Yes	
Los Angeles Unified School District	Alternative, not IHE-based	Essay				Yes	No	
Los Angeles Unified School District	Alternative, not IHE-based	Interview				Yes	No	
Los Angeles Unified School District	Alternative, not IHE-based	Other						
Loyola Marymount University	Alternative, IHE-based	Transcript				Yes	Yes	
Loyola Marymount University	Alternative, IHE-based	Fingerprint check				Yes	No	
Loyola Marymount University	Alternative, IHE-based	Background check				Yes	No	
Loyola Marymount University	Alternative, IHE-based	Credits Minimum				Yes	Yes	
Loyola Marymount University	Alternative, IHE-based	GPA Minimum				Yes	Yes	
Loyola Marymount University	Alternative, IHE-based	Content GPA Minimum				No	No	
Loyola Marymount University	Alternative, IHE-based	Professional GPA Minimum				No	Yes	
Loyola Marymount University	Alternative, IHE-based	ACT Min Score				No	No	
Loyola Marymount University	Alternative, IHE-based	SAT Min score				No	No	
Loyola Marymount University	Alternative, IHE-based	Basic Skills Min score				Yes	No	
Loyola Marymount University	Alternative, IHE-based	Subject Area verification				Yes	No	
Loyola Marymount University	Alternative, IHE-based	Recommendation				Yes	No	
Loyola Marymount University	Alternative, IHE-based	Essay				Yes	No	
Loyola Marymount University	Alternative, IHE-based	Interview				Yes	Yes	
Loyola Marymount University	Alternative, IHE-based	Other				Yes	No	TB

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			Undergraduate Requirements			Postgraduate Requirements		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Mount St. Mary's College	Alternative, IHE-based	Transcript				Yes	Yes	
Mount St. Mary's College	Alternative, IHE-based	Fingerprint check				Yes	Yes	
Mount St. Mary's College	Alternative, IHE-based	Background check				Yes	Yes	
Mount St. Mary's College	Alternative, IHE-based	Credits Minimum				Yes	Yes	
Mount St. Mary's College	Alternative, IHE-based	GPA Minimum				Yes	Yes	
Mount St. Mary's College	Alternative, IHE-based	Content GPA Minimum				Yes	Yes	
Mount St. Mary's College	Alternative, IHE-based	Professional GPA Minimum				Yes	Yes	
Mount St. Mary's College	Alternative, IHE-based	ACT Min Score				No	No	
Mount St. Mary's College	Alternative, IHE-based	SAT Min score				No	No	
Mount St. Mary's College	Alternative, IHE-based	Basic Skills Min score				Yes	Yes	
Mount St. Mary's College	Alternative, IHE-based	Subject Area verification				Yes	Yes	
Mount St. Mary's College	Alternative, IHE-based	Recommendation				Yes	No	
Mount St. Mary's College	Alternative, IHE-based	Essay				Yes	No	
Mount St. Mary's College	Alternative, IHE-based	Interview				Yes	No	
Mount St. Mary's College	Alternative, IHE-based	Other						
National Hispanic University	Alternative, IHE-based	Transcript				Yes	Yes	
National Hispanic University	Alternative, IHE-based	Fingerprint check				Yes	Yes	
National Hispanic University	Alternative, IHE-based	Background check				No	No	
National Hispanic University	Alternative, IHE-based	Credits Minimum				Yes	Yes	
National Hispanic University	Alternative, IHE-based	GPA Minimum				Yes	Yes	
National Hispanic University	Alternative, IHE-based	Content GPA Minimum				No	No	
National Hispanic University	Alternative, IHE-based	Professional GPA Minimum				No	No	
National Hispanic University	Alternative, IHE-based	ACT Min Score				No	No	
National Hispanic University	Alternative, IHE-based	SAT Min score				No	No	
National Hispanic University	Alternative, IHE-based	Basic Skills Min score				Yes	Yes	
National Hispanic University	Alternative, IHE-based	Subject Area verification				Yes	Yes	
National Hispanic University	Alternative, IHE-based	Recommendation				Yes	No	
National Hispanic University	Alternative, IHE-based	Essay				Yes	No	
National Hispanic University	Alternative, IHE-based	Interview				No	Yes	
National Hispanic University	Alternative, IHE-based	Other						
National University	Alternative, IHE-based	Transcript				Yes	No	
National University	Alternative, IHE-based	Fingerprint check				Yes	No	
National University	Alternative, IHE-based	Background check				Yes	No	
National University	Alternative, IHE-based	Credits Minimum				No	Yes	
National University	Alternative, IHE-based	GPA Minimum				Yes	Yes	
National University	Alternative, IHE-based	Content GPA Minimum				Yes	Yes	

Admission (Undergraduate and Postgraduate) Requirements - Alternative Route

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			**Undergraduate Requirements**			**Postgraduate Requirements**		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
National University	Alternative, IHE-based	Professional GPA Minimum				No	No	
National University	Alternative, IHE-based	ACT Min Score				No	No	
National University	Alternative, IHE-based	SAT Min score				No	No	
National University	Alternative, IHE-based	Basic Skills Min score				No	Yes	
National University	Alternative, IHE-based	Subject Area verification				No	Yes	
National University	Alternative, IHE-based	Recommendation				No	No	
National University	Alternative, IHE-based	Essay				No	No	
National University	Alternative, IHE-based	Interview				Yes	No	
National University	Alternative, IHE-based	Other						
Notre Dame de Namur University	Alternative, IHE-based	Transcript				Yes	Yes	
Notre Dame de Namur University	Alternative, IHE-based	Fingerprint check				No	Yes	
Notre Dame de Namur University	Alternative, IHE-based	Background check				No	Yes	
Notre Dame de Namur University	Alternative, IHE-based	Credits Minimum				No	Yes	
Notre Dame de Namur University	Alternative, IHE-based	GPA Minimum				Yes	Yes	
Notre Dame de Namur University	Alternative, IHE-based	Content GPA Minimum				No	No	
Notre Dame de Namur University	Alternative, IHE-based	Professional GPA Minimum				No	Yes	
Notre Dame de Namur University	Alternative, IHE-based	ACT Min Score				No	No	
Notre Dame de Namur University	Alternative, IHE-based	SAT Min score				No	No	
Notre Dame de Namur University	Alternative, IHE-based	Basic Skills Min score				No	Yes	
Notre Dame de Namur University	Alternative, IHE-based	Subject Area verification				No	Yes	
Notre Dame de Namur University	Alternative, IHE-based	Recommendation				Yes	Yes	
Notre Dame de Namur University	Alternative, IHE-based	Essay				Yes	No	
Notre Dame de Namur University	Alternative, IHE-based	Interview				Yes	No	
Notre Dame de Namur University	Alternative, IHE-based	Other						
Orange County Office of Education	Alternative, not IHE-based	Transcript				Yes	No	
Orange County Office of Education	Alternative, not IHE-based	Fingerprint check				Yes	No	
Orange County Office of Education	Alternative, not IHE-based	Background check				Yes	No	
Orange County Office of Education	Alternative, not IHE-based	Credits Minimum				Yes	Yes	
Orange County Office of Education	Alternative, not IHE-based	GPA Minimum				Yes	Yes	
Orange County Office of Education	Alternative, not IHE-based	Content GPA Minimum				No	No	
Orange County Office of Education	Alternative, not IHE-based	Professional GPA Minimum				No	Yes	
Orange County Office of Education	Alternative, not IHE-based	ACT Min Score				No	No	
Orange County Office of Education	Alternative, not IHE-based	SAT Min score				No	No	
Orange County Office of Education	Alternative, not IHE-based	Basic Skills Min score				Yes	No	
Orange County Office of Education	Alternative, not IHE-based	Subject Area verification				Yes	No	
Orange County Office of Education	Alternative, not IHE-based	Recommendation				Yes	No	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			Undergraduate Requirements			Postgraduate Requirements		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Orange County Office of Education	Alternative, not IHE-based	Essay				Yes	No	
Orange County Office of Education	Alternative, not IHE-based	Interview				Yes	No	
Orange County Office of Education	Alternative, not IHE-based	Other				No	No	
Pacific Oaks College	Alternative, IHE-based	Transcript				Yes	No	
Pacific Oaks College	Alternative, IHE-based	Fingerprint check				Yes	No	
Pacific Oaks College	Alternative, IHE-based	Background check				Yes	No	
Pacific Oaks College	Alternative, IHE-based	Credits Minimum				Yes	Yes	
Pacific Oaks College	Alternative, IHE-based	GPA Minimum				Yes	Yes	
Pacific Oaks College	Alternative, IHE-based	Content GPA Minimum				No	Yes	
Pacific Oaks College	Alternative, IHE-based	Professional GPA Minimum				No	Yes	
Pacific Oaks College	Alternative, IHE-based	ACT Min Score				No	No	
Pacific Oaks College	Alternative, IHE-based	SAT Min score				No	No	
Pacific Oaks College	Alternative, IHE-based	Basic Skills Min score				Yes	No	
Pacific Oaks College	Alternative, IHE-based	Subject Area verification				No	Yes	
Pacific Oaks College	Alternative, IHE-based	Recommendation				Yes	No	
Pacific Oaks College	Alternative, IHE-based	Essay				Yes	No	
Pacific Oaks College	Alternative, IHE-based	Interview				No	No	
Pacific Oaks College	Alternative, IHE-based	Other						
Patten University	Alternative, IHE-based	Transcript				Yes	Yes	
Patten University	Alternative, IHE-based	Fingerprint check				Yes	Yes	
Patten University	Alternative, IHE-based	Background check				Yes	Yes	
Patten University	Alternative, IHE-based	Credits Minimum				Yes	Yes	
Patten University	Alternative, IHE-based	GPA Minimum				Yes	Yes	
Patten University	Alternative, IHE-based	Content GPA Minimum				No	Yes	
Patten University	Alternative, IHE-based	Professional GPA Minimum				No	Yes	
Patten University	Alternative, IHE-based	ACT Min Score				No	No	
Patten University	Alternative, IHE-based	SAT Min score				No	No	
Patten University	Alternative, IHE-based	Basic Skills Min score				Yes	Yes	
Patten University	Alternative, IHE-based	Subject Area verification				No	No	
Patten University	Alternative, IHE-based	Recommendation				Yes	Yes	
Patten University	Alternative, IHE-based	Essay				Yes	Yes	
Patten University	Alternative, IHE-based	Interview				Yes	Yes	
Patten University	Alternative, IHE-based	Other				Yes	Yes	Passing scores on CBEST,CSET
Pepperdine University	Alternative, IHE-based	Transcript	No	No		Yes	Yes	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			Undergraduate Requirements			Postgraduate Requirements		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Pepperdine University	Alternative, IHE-based	Fingerprint check	Yes	Yes		Yes	Yes	
Pepperdine University	Alternative, IHE-based	Background check	Yes	Yes		Yes	Yes	
Pepperdine University	Alternative, IHE-based	Credits Minimum	Yes	Yes		Yes	Yes	
Pepperdine University	Alternative, IHE-based	GPA Minimum	Yes	Yes		Yes	Yes	
Pepperdine University	Alternative, IHE-based	Content GPA Minimum	Yes	Yes		Yes	Yes	
Pepperdine University	Alternative, IHE-based	Professional GPA Minimum	Yes	Yes		Yes	Yes	
Pepperdine University	Alternative, IHE-based	ACT Min Score	No	No		No	No	
Pepperdine University	Alternative, IHE-based	SAT Min score	No	No		No	No	
Pepperdine University	Alternative, IHE-based	Basic Skills Min score	No	Yes		Yes	Yes	
Pepperdine University	Alternative, IHE-based	Subject Area verification	No	Yes		No	Yes	
Pepperdine University	Alternative, IHE-based	Recommendation	Yes	Yes		Yes	Yes	
Pepperdine University	Alternative, IHE-based	Essay	Yes	No		Yes	No	
Pepperdine University	Alternative, IHE-based	Interview	No	No		No	No	
Pepperdine University	Alternative, IHE-based	Other	No	No		No	No	
Point Loma Nazarene University	Alternative, IHE-based	Transcript				Yes	Yes	
Point Loma Nazarene University	Alternative, IHE-based	Fingerprint check				Yes	No	
Point Loma Nazarene University	Alternative, IHE-based	Background check				No	No	
Point Loma Nazarene University	Alternative, IHE-based	Credits Minimum				No	Yes	
Point Loma Nazarene University	Alternative, IHE-based	GPA Minimum				Yes	Yes	
Point Loma Nazarene University	Alternative, IHE-based	Content GPA Minimum				No	No	
Point Loma Nazarene University	Alternative, IHE-based	Professional GPA Minimum				No	No	
Point Loma Nazarene University	Alternative, IHE-based	ACT Min Score				No	No	
Point Loma Nazarene University	Alternative, IHE-based	SAT Min score				No	No	
Point Loma Nazarene University	Alternative, IHE-based	Basic Skills Min score				No	Yes	
Point Loma Nazarene University	Alternative, IHE-based	Subject Area verification				No	Yes	
Point Loma Nazarene University	Alternative, IHE-based	Recommendation				Yes	No	
Point Loma Nazarene University	Alternative, IHE-based	Essay				Yes	No	
Point Loma Nazarene University	Alternative, IHE-based	Interview				Yes	Yes	
Point Loma Nazarene University	Alternative, IHE-based	Other						
San Diego City Unified School District	Alternative, not IHE-based	Transcript						
San Diego City Unified School District	Alternative, not IHE-based	Fingerprint check						
San Diego City Unified School District	Alternative, not IHE-based	Background check						
San Diego City Unified School District	Alternative, not IHE-based	Credits Minimum						
San Diego City Unified School District	Alternative, not IHE-based	GPA Minimum						
San Diego City Unified School District	Alternative, not IHE-based	Content GPA Minimum						
San Diego City Unified School District	Alternative, not IHE-based	Professional GPA Minimum						

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			Undergraduate Requirements			Postgraduate Requirements		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
San Diego City Unified School District	Alternative, not IHE-based	ACT Min Score						
San Diego City Unified School District	Alternative, not IHE-based	SAT Min score						
San Diego City Unified School District	Alternative, not IHE-based	Basic Skills Min score						
San Diego City Unified School District	Alternative, not IHE-based	Subject Area verification						
San Diego City Unified School District	Alternative, not IHE-based	Recommendation						
San Diego City Unified School District	Alternative, not IHE-based	Essay						
San Diego City Unified School District	Alternative, not IHE-based	Interview						
San Diego City Unified School District	Alternative, not IHE-based	Other						Entry MBCLAD-LOTTE /subtest III, Exit RICA
San Diego State University	Alternative, IHE-based	Transcript				Yes	Yes	
San Diego State University	Alternative, IHE-based	Fingerprint check				Yes	No	
San Diego State University	Alternative, IHE-based	Background check				Yes	No	
San Diego State University	Alternative, IHE-based	Credits Minimum				No	Yes	
San Diego State University	Alternative, IHE-based	GPA Minimum				Yes	Yes	
San Diego State University	Alternative, IHE-based	Content GPA Minimum				No	No	
San Diego State University	Alternative, IHE-based	Professional GPA Minimum				Yes	Yes	
San Diego State University	Alternative, IHE-based	ACT Min Score				No	No	
San Diego State University	Alternative, IHE-based	SAT Min score				No	No	
San Diego State University	Alternative, IHE-based	Basic Skills Min score				Yes	Yes	
San Diego State University	Alternative, IHE-based	Subject Area verification				Yes	Yes	
San Diego State University	Alternative, IHE-based	Recommendation				Yes	No	
San Diego State University	Alternative, IHE-based	Essay				Yes	No	
San Diego State University	Alternative, IHE-based	Interview				Yes	No	
San Diego State University	Alternative, IHE-based	Other				No	No	
San Francisco State University	Alternative, IHE-based	Transcript				Yes	No	
San Francisco State University	Alternative, IHE-based	Fingerprint check				Yes	No	
San Francisco State University	Alternative, IHE-based	Background check				Yes	No	
San Francisco State University	Alternative, IHE-based	Credits Minimum				Yes	Yes	
San Francisco State University	Alternative, IHE-based	GPA Minimum				Yes	Yes	
San Francisco State University	Alternative, IHE-based	Content GPA Minimum				No	No	
San Francisco State University	Alternative, IHE-based	Professional GPA Minimum				No	Yes	
San Francisco State University	Alternative, IHE-based	ACT Min Score				No	No	
San Francisco State University	Alternative, IHE-based	SAT Min score				No	No	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			**Undergraduate Requirements**			**Postgraduate Requirements**		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
San Francisco State University	Alternative, IHE-based	Basic Skills Min score				Yes	No	
San Francisco State University	Alternative, IHE-based	Subject Area verification				Yes	No	
San Francisco State University	Alternative, IHE-based	Recommendation				Yes	No	
San Francisco State University	Alternative, IHE-based	Essay				Yes	No	
San Francisco State University	Alternative, IHE-based	Interview				Yes	No	
San Francisco State University	Alternative, IHE-based	Other				Yes	Yes	Must be employed by a public school district
San Jose State University	Alternative, IHE-based	Transcript				Yes	Yes	
San Jose State University	Alternative, IHE-based	Fingerprint check				Yes	No	
San Jose State University	Alternative, IHE-based	Background check				Yes	No	
San Jose State University	Alternative, IHE-based	Credits Minimum				Yes	Yes	
San Jose State University	Alternative, IHE-based	GPA Minimum				Yes	Yes	
San Jose State University	Alternative, IHE-based	Content GPA Minimum				Yes	Yes	
San Jose State University	Alternative, IHE-based	Professional GPA Minimum				No	No	
San Jose State University	Alternative, IHE-based	ACT Min Score				No	No	
San Jose State University	Alternative, IHE-based	SAT Min score				No	No	
San Jose State University	Alternative, IHE-based	Basic Skills Min score				Yes	No	
San Jose State University	Alternative, IHE-based	Subject Area verification				Yes	Yes	
San Jose State University	Alternative, IHE-based	Recommendation				Yes	Yes	
San Jose State University	Alternative, IHE-based	Essay				Yes	No	
San Jose State University	Alternative, IHE-based	Interview				Yes	Yes	
San Jose State University	Alternative, IHE-based	Other						
Sonoma State University	Alternative, IHE-based	Transcript				Yes	Yes	
Sonoma State University	Alternative, IHE-based	Fingerprint check				Yes	Yes	
Sonoma State University	Alternative, IHE-based	Background check				Yes	Yes	
Sonoma State University	Alternative, IHE-based	Credits Minimum				Yes	Yes	
Sonoma State University	Alternative, IHE-based	GPA Minimum				Yes	Yes	
Sonoma State University	Alternative, IHE-based	Content GPA Minimum				Yes	Yes	
Sonoma State University	Alternative, IHE-based	Professional GPA Minimum				Yes	Yes	
Sonoma State University	Alternative, IHE-based	ACT Min Score				No	No	
Sonoma State University	Alternative, IHE-based	SAT Min score				No	No	
Sonoma State University	Alternative, IHE-based	Basic Skills Min score				Yes	Yes	
Sonoma State University	Alternative, IHE-based	Subject Area verification				Yes	Yes	
Sonoma State University	Alternative, IHE-based	Recommendation				Yes	No	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			Undergraduate Requirements			Postgraduate Requirements		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Sonoma State University	Alternative, IHE-based	Essay				Yes	No	
Sonoma State University	Alternative, IHE-based	Interview				Yes	No	
Sonoma State University	Alternative, IHE-based	Other						
St. Mary's College of California	Alternative, IHE-based	Transcript				Yes	No	
St. Mary's College of California	Alternative, IHE-based	Fingerprint check				Yes	No	
St. Mary's College of California	Alternative, IHE-based	Background check				Yes	Yes	
St. Mary's College of California	Alternative, IHE-based	Credits Minimum				No	Yes	
St. Mary's College of California	Alternative, IHE-based	GPA Minimum				Yes	Yes	
St. Mary's College of California	Alternative, IHE-based	Content GPA Minimum				No	No	
St. Mary's College of California	Alternative, IHE-based	Professional GPA Minimum				No	Yes	
St. Mary's College of California	Alternative, IHE-based	ACT Min Score				No	No	
St. Mary's College of California	Alternative, IHE-based	SAT Min score				No	No	
St. Mary's College of California	Alternative, IHE-based	Basic Skills Min score				No	Yes	
St. Mary's College of California	Alternative, IHE-based	Subject Area verification				No	Yes	
St. Mary's College of California	Alternative, IHE-based	Recommendation				Yes	No	
St. Mary's College of California	Alternative, IHE-based	Essay				Yes	No	
St. Mary's College of California	Alternative, IHE-based	Interview				Yes	No	
St. Mary's College of California	Alternative, IHE-based	Other				No	No	
Stanislaus County Office of Education	Alternative, not IHE-based	Transcript				Yes	Yes	
Stanislaus County Office of Education	Alternative, not IHE-based	Fingerprint check				No	No	
Stanislaus County Office of Education	Alternative, not IHE-based	Background check				No	No	
Stanislaus County Office of Education	Alternative, not IHE-based	Credits Minimum				Yes	Yes	
Stanislaus County Office of Education	Alternative, not IHE-based	GPA Minimum				Yes	Yes	
Stanislaus County Office of Education	Alternative, not IHE-based	Content GPA Minimum				No	No	
Stanislaus County Office of Education	Alternative, not IHE-based	Professional GPA Minimum				No	Yes	
Stanislaus County Office of Education	Alternative, not IHE-based	ACT Min Score				No	No	
Stanislaus County Office of Education	Alternative, not IHE-based	SAT Min score				No	No	
Stanislaus County Office of Education	Alternative, not IHE-based	Basic Skills Min score				Yes	No	
Stanislaus County Office of Education	Alternative, not IHE-based	Subject Area verification				Yes	No	
Stanislaus County Office of Education	Alternative, not IHE-based	Recommendation				No	No	
Stanislaus County Office of Education	Alternative, not IHE-based	Essay				Yes	No	
Stanislaus County Office of Education	Alternative, not IHE-based	Interview				No	No	
Stanislaus County Office of Education	Alternative, not IHE-based	Other						
Touro University	Alternative, IHE-based	Transcript				Yes	Yes	
Touro University	Alternative, IHE-based	Fingerprint check				Yes	Yes	
Touro University	Alternative, IHE-based	Background check				Yes	Yes	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			Undergraduate Requirements			Postgraduate Requirements		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Touro University	Alternative, IHE-based	Credits Minimum				No	Yes	
Touro University	Alternative, IHE-based	GPA Minimum				Yes	Yes	
Touro University	Alternative, IHE-based	Content GPA Minimum				Yes	Yes	
Touro University	Alternative, IHE-based	Professional GPA Minimum				Yes	Yes	
Touro University	Alternative, IHE-based	ACT Min Score				No	No	
Touro University	Alternative, IHE-based	SAT Min score				No	No	
Touro University	Alternative, IHE-based	Basic Skills Min score				Yes	Yes	
Touro University	Alternative, IHE-based	Subject Area verification				Yes	Yes	
Touro University	Alternative, IHE-based	Recommendation				Yes	No	
Touro University	Alternative, IHE-based	Essay				Yes	Yes	
Touro University	Alternative, IHE-based	Interview				Yes	Yes	
Touro University	Alternative, IHE-based	Other				No	Yes	Reading Instruction Competence Assessment
University of California, Berkeley	Alternative, IHE-based	Transcript				Yes	Yes	
University of California, Berkeley	Alternative, IHE-based	Fingerprint check				Yes	No	
University of California, Berkeley	Alternative, IHE-based	Background check				Yes	No	
University of California, Berkeley	Alternative, IHE-based	Credits Minimum				Yes	Yes	
University of California, Berkeley	Alternative, IHE-based	GPA Minimum				Yes	Yes	
University of California, Berkeley	Alternative, IHE-based	Content GPA Minimum				No	No	
University of California, Berkeley	Alternative, IHE-based	Professional GPA Minimum				No	No	
University of California, Berkeley	Alternative, IHE-based	ACT Min Score				No	No	
University of California, Berkeley	Alternative, IHE-based	SAT Min score				No	No	
University of California, Berkeley	Alternative, IHE-based	Basic Skills Min score				Yes	No	
University of California, Berkeley	Alternative, IHE-based	Subject Area verification				Yes	No	
University of California, Berkeley	Alternative, IHE-based	Recommendation				Yes	No	
University of California, Berkeley	Alternative, IHE-based	Essay				Yes	No	
University of California, Berkeley	Alternative, IHE-based	Interview				No	No	
University of California, Berkeley	Alternative, IHE-based	Other						
University of California, Irvine	Alternative, IHE-based	Transcript				Yes	Yes	
University of California, Irvine	Alternative, IHE-based	Fingerprint check				Yes	Yes	
University of California, Irvine	Alternative, IHE-based	Background check				Yes	Yes	
University of California, Irvine	Alternative, IHE-based	Credits Minimum				No	Yes	
University of California, Irvine	Alternative, IHE-based	GPA Minimum				Yes	Yes	
University of California, Irvine	Alternative, IHE-based	Content GPA Minimum				No	Yes	

Admission (Undergraduate and Postgraduate) Requirements - Alternative Route

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			**Undergraduate Requirements**			**Postgraduate Requirements**		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
University of California, Irvine	Alternative, IHE-based	Professional GPA Minimum				No	Yes	
University of California, Irvine	Alternative, IHE-based	ACT Min Score				No	No	
University of California, Irvine	Alternative, IHE-based	SAT Min score				No	No	
University of California, Irvine	Alternative, IHE-based	Basic Skills Min score				Yes	Yes	
University of California, Irvine	Alternative, IHE-based	Subject Area verification				Yes	Yes	
University of California, Irvine	Alternative, IHE-based	Recommendation				Yes	No	
University of California, Irvine	Alternative, IHE-based	Essay				Yes	No	
University of California, Irvine	Alternative, IHE-based	Interview				No	Yes	
University of California, Irvine	Alternative, IHE-based	Other						
University of California, Los Angeles	Alternative, IHE-based	Transcript				Yes	Yes	
University of California, Los Angeles	Alternative, IHE-based	Fingerprint check				Yes	No	
University of California, Los Angeles	Alternative, IHE-based	Background check				Yes	No	
University of California, Los Angeles	Alternative, IHE-based	Credits Minimum				No	Yes	
University of California, Los Angeles	Alternative, IHE-based	GPA Minimum				Yes	Yes	
University of California, Los Angeles	Alternative, IHE-based	Content GPA Minimum				No	Yes	
University of California, Los Angeles	Alternative, IHE-based	Professional GPA Minimum				No	Yes	
University of California, Los Angeles	Alternative, IHE-based	ACT Min Score				No	No	
University of California, Los Angeles	Alternative, IHE-based	SAT Min score				No	No	
University of California, Los Angeles	Alternative, IHE-based	Basic Skills Min score				Yes	No	
University of California, Los Angeles	Alternative, IHE-based	Subject Area verification				Yes	No	
University of California, Los Angeles	Alternative, IHE-based	Recommendation				Yes	Yes	
University of California, Los Angeles	Alternative, IHE-based	Essay				Yes	No	
University of California, Los Angeles	Alternative, IHE-based	Interview				Yes	No	
University of California, Los Angeles	Alternative, IHE-based	Other				Yes	No	U.S. Constitution requirement
University of California, Riverside	Alternative, IHE-based	Transcript				Yes	Yes	
University of California, Riverside	Alternative, IHE-based	Fingerprint check				Yes	Yes	
University of California, Riverside	Alternative, IHE-based	Background check				Yes	Yes	
University of California, Riverside	Alternative, IHE-based	Credits Minimum				Yes	Yes	
University of California, Riverside	Alternative, IHE-based	GPA Minimum				Yes	Yes	
University of California, Riverside	Alternative, IHE-based	Content GPA Minimum				No	No	
University of California, Riverside	Alternative, IHE-based	Professional GPA Minimum				Yes	Yes	
University of California, Riverside	Alternative, IHE-based	ACT Min Score				No	No	
University of California, Riverside	Alternative, IHE-based	SAT Min score				No	No	
University of California, Riverside	Alternative, IHE-based	Basic Skills Min score				Yes	Yes	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			Undergraduate Requirements			Postgraduate Requirements		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
University of California, Riverside	Alternative, IHE-based	Subject Area verification				Yes	Yes	
University of California, Riverside	Alternative, IHE-based	Recommendation				Yes	No	
University of California, Riverside	Alternative, IHE-based	Essay				Yes	No	
University of California, Riverside	Alternative, IHE-based	Interview				Yes	No	
University of California, Riverside	Alternative, IHE-based	Other				No	No	
University of California, San Diego	Alternative, IHE-based	Transcript				Yes	Yes	
University of California, San Diego	Alternative, IHE-based	Fingerprint check				Yes	No	
University of California, San Diego	Alternative, IHE-based	Background check				Yes	No	
University of California, San Diego	Alternative, IHE-based	Credits Minimum				Yes	Yes	
University of California, San Diego	Alternative, IHE-based	GPA Minimum				Yes	Yes	
University of California, San Diego	Alternative, IHE-based	Content GPA Minimum				Yes	Yes	
University of California, San Diego	Alternative, IHE-based	Professional GPA Minimum				Yes	Yes	
University of California, San Diego	Alternative, IHE-based	ACT Min Score				No	No	
University of California, San Diego	Alternative, IHE-based	SAT Min score				No	No	
University of California, San Diego	Alternative, IHE-based	Basic Skills Min score				Yes	No	
University of California, San Diego	Alternative, IHE-based	Subject Area verification				Yes	No	
University of California, San Diego	Alternative, IHE-based	Recommendation				Yes	No	
University of California, San Diego	Alternative, IHE-based	Essay				Yes	No	
University of California, San Diego	Alternative, IHE-based	Interview				No	No	
University of California, San Diego	Alternative, IHE-based	Other				Yes	Yes	TPA, 2nd language acquisition, U.S. Constitution, TB test, GRE
University of LaVerne	Alternative, IHE-based	Transcript				Yes	No	
University of LaVerne	Alternative, IHE-based	Fingerprint check				Yes	Yes	
University of LaVerne	Alternative, IHE-based	Background check				No	No	
University of LaVerne	Alternative, IHE-based	Credits Minimum				Yes	Yes	
University of LaVerne	Alternative, IHE-based	GPA Minimum				Yes	Yes	
University of LaVerne	Alternative, IHE-based	Content GPA Minimum				Yes	Yes	
University of LaVerne	Alternative, IHE-based	Professional GPA Minimum				Yes	Yes	
University of LaVerne	Alternative, IHE-based	ACT Min Score				No	No	
University of LaVerne	Alternative, IHE-based	SAT Min score				No	No	
University of LaVerne	Alternative, IHE-based	Basic Skills Min score				Yes	Yes	
University of LaVerne	Alternative, IHE-based	Subject Area verification				Yes	Yes	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			Undergraduate Requirements			Postgraduate Requirements		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
University of LaVerne	Alternative, IHE-based	Recommendation				Yes	No	
University of LaVerne	Alternative, IHE-based	Essay				Yes	No	
University of LaVerne	Alternative, IHE-based	Interview				Yes	No	
University of LaVerne	Alternative, IHE-based	Other						
University of Phoenix	Alternative, IHE-based	Transcript	No	No		Yes	No	
University of Phoenix	Alternative, IHE-based	Fingerprint check	No	Yes		Yes	No	
University of Phoenix	Alternative, IHE-based	Background check	No	Yes		Yes	No	
University of Phoenix	Alternative, IHE-based	Credits Minimum	No	No		Yes	Yes	
University of Phoenix	Alternative, IHE-based	GPA Minimum	No	Yes		Yes	Yes	
University of Phoenix	Alternative, IHE-based	Content GPA Minimum	No	Yes		No	Yes	
University of Phoenix	Alternative, IHE-based	Professional GPA Minimum	No	Yes		No	Yes	
University of Phoenix	Alternative, IHE-based	ACT Min Score	No	No		No	No	
University of Phoenix	Alternative, IHE-based	SAT Min score	No	No		No	No	
University of Phoenix	Alternative, IHE-based	Basic Skills Min score	Yes	No		Yes	No	
University of Phoenix	Alternative, IHE-based	Subject Area verification	No	Yes		No	Yes	
University of Phoenix	Alternative, IHE-based	Recommendation	No	No		No	No	
University of Phoenix	Alternative, IHE-based	Essay	No	No		No	No	
University of Phoenix	Alternative, IHE-based	Interview	No	No		No	No	
University of Phoenix	Alternative, IHE-based	Other	No	No		No	No	
University of Redlands	Alternative, IHE-based	Transcript	No	No		Yes	Yes	
University of Redlands	Alternative, IHE-based	Fingerprint check	No	No		Yes	Yes	
University of Redlands	Alternative, IHE-based	Background check	No	No		Yes	Yes	
University of Redlands	Alternative, IHE-based	Credits Minimum	No	No		Yes	Yes	
University of Redlands	Alternative, IHE-based	GPA Minimum	No	No		Yes	Yes	
University of Redlands	Alternative, IHE-based	Content GPA Minimum	No	No		Yes	Yes	
University of Redlands	Alternative, IHE-based	Professional GPA Minimum	No	No		Yes	Yes	
University of Redlands	Alternative, IHE-based	ACT Min Score	No	No		No	No	
University of Redlands	Alternative, IHE-based	SAT Min score	No	No		No	No	
University of Redlands	Alternative, IHE-based	Basic Skills Min score	No	No		Yes	Yes	
University of Redlands	Alternative, IHE-based	Subject Area verification	No	No		Yes	Yes	
University of Redlands	Alternative, IHE-based	Recommendation	No	No		Yes	Yes	
University of Redlands	Alternative, IHE-based	Essay	No	No		Yes	Yes	
University of Redlands	Alternative, IHE-based	Interview	No	No		Yes	Yes	
University of Redlands	Alternative, IHE-based	Other	No	No		No	No	
University of San Francisco	Alternative, IHE-based	Transcript				Yes	No	
University of San Francisco	Alternative, IHE-based	Fingerprint check				No	Yes	

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			Undergraduate Requirements			Postgraduate Requirements		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
University of San Francisco	Alternative, IHE-based	Background check				No	Yes	
University of San Francisco	Alternative, IHE-based	Credits Minimum				No	Yes	
University of San Francisco	Alternative, IHE-based	GPA Minimum				Yes	Yes	
University of San Francisco	Alternative, IHE-based	Content GPA Minimum				Yes	Yes	
University of San Francisco	Alternative, IHE-based	Professional GPA Minimum				Yes	Yes	
University of San Francisco	Alternative, IHE-based	ACT Min Score				No	No	
University of San Francisco	Alternative, IHE-based	SAT Min score				No	No	
University of San Francisco	Alternative, IHE-based	Basic Skills Min score				Yes	No	
University of San Francisco	Alternative, IHE-based	Subject Area verification				Yes	No	
University of San Francisco	Alternative, IHE-based	Recommendation				Yes	No	
University of San Francisco	Alternative, IHE-based	Essay				Yes	No	
University of San Francisco	Alternative, IHE-based	Interview				Yes	No	
University of San Francisco	Alternative, IHE-based	Other				Yes	No	Resume
University of the Pacific	Alternative, IHE-based	Transcript	Yes	Yes		Yes	Yes	
University of the Pacific	Alternative, IHE-based	Fingerprint check	Yes	Yes		Yes	Yes	
University of the Pacific	Alternative, IHE-based	Background check	Yes	Yes		Yes	Yes	
University of the Pacific	Alternative, IHE-based	Credits Minimum	Yes	Yes		Yes	Yes	
University of the Pacific	Alternative, IHE-based	GPA Minimum	Yes	Yes		Yes	Yes	
University of the Pacific	Alternative, IHE-based	Content GPA Minimum	No	No		Yes	Yes	
University of the Pacific	Alternative, IHE-based	Professional GPA Minimum	Yes	Yes		No	Yes	
University of the Pacific	Alternative, IHE-based	ACT Min Score	No	No		No	No	
University of the Pacific	Alternative, IHE-based	SAT Min score	No	No		No	No	
University of the Pacific	Alternative, IHE-based	Basic Skills Min score	Yes	Yes		Yes	Yes	
University of the Pacific	Alternative, IHE-based	Subject Area verification	Yes	Yes		No	Yes	
University of the Pacific	Alternative, IHE-based	Recommendation	Yes	Yes		Yes	Yes	
University of the Pacific	Alternative, IHE-based	Essay	Yes	Yes		Yes	Yes	
University of the Pacific	Alternative, IHE-based	Interview	Yes	Yes		Yes	Yes	
University of the Pacific	Alternative, IHE-based	Other						
Whittier College	Alternative, IHE-based	Transcript				Yes	Yes	
Whittier College	Alternative, IHE-based	Fingerprint check				Yes	Yes	
Whittier College	Alternative, IHE-based	Background check				Yes	Yes	
Whittier College	Alternative, IHE-based	Credits Minimum				Yes	Yes	
Whittier College	Alternative, IHE-based	GPA Minimum				Yes	Yes	
Whittier College	Alternative, IHE-based	Content GPA Minimum				Yes	Yes	
Whittier College	Alternative, IHE-based	Professional GPA Minimum				Yes	Yes	
Whittier College	Alternative, IHE-based	ACT Min Score				No	No	

Admission (Undergraduate and Postgraduate) Requirements - Alternative Route

For each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate or at the Postgraduate level.			**Undergraduate Requirements**			**Postgraduate Requirements**		
Institution	**Program Type**	**Element**	**Required for Entry**	**Required for Exit**	**Other Requirements**	**Required for Entry**	**Required for Exit**	**Other Requirements**
Whittier College	Alternative, IHE-based	SAT Min score				No	No	
Whittier College	Alternative, IHE-based	Basic Skills Min score				Yes	Yes	
Whittier College	Alternative, IHE-based	Subject Area verification				Yes	Yes	
Whittier College	Alternative, IHE-based	Recommendation				Yes	Yes	
Whittier College	Alternative, IHE-based	Essay				Yes	Yes	
Whittier College	Alternative, IHE-based	Interview				Yes	Yes	
Whittier College	Alternative, IHE-based	Other						

Grade Point Average (GPA) Requirements - Alternative Route

	Undergraduate Program					Postgraduate Program				
Institution	**Are there initial certification programs at the under-graduate level?**	**Minimum GPA required for admission into the program**	**Minimum GPA required for completing the program**	**Median GPA of individuals accepted into the program in 2011-12**	**Median GPA of individuals completing the program in 2011-12**	**Are there initial certification programs at the post-graduate level?**	**Minimum GPA required for admission into the program**	**Minimum GPA required for completing the program**	**Median GPA of individuals accepted into the program in 2011-12**	**Median GPA of individuals completing the program in 2011-12**
Alliant International University	No					Yes	2.5	3	3.06	3.68
Azusa Pacific University	No					Yes	3		3.08	3.923
Bay Area School of Enterprise (REACH Institute)	No					Yes	2.75		3.43	0
Brandman University	No					Yes	2.75	3	3.06	3.84
California Baptist University	No					Yes	2.75	2.75	3.36	3.455
California Lutheran University	No					Yes	2.7	3	3.4	3.4
California State Polytechnic University, Pomona	No					Yes	2.67	3	3.48	3.86
California State University, Bakersfield	No					Yes	2.67	3	2.95	3.54
California State University, Channel Islands	No					Yes	2.67	3	3.28	3.67
California State University, Chico	No					Yes	2.67	3	3.266	3.748
California State University, Dominguez Hills	No					Yes	2.67	3	3.2	3.78
California State University, East Bay	No					Yes	2.67		3.27	3.92
California State University, Fresno	No					Yes	2.75	3	3.22	3.88
California State University, Fullerton	No					Yes	2.75		3.68	3.75
California State University, Long Beach	No					Yes	2.67	3	3.1	3
California State University, Los Angeles	No					Yes	2.75	3	3.174	3.67
California State University, Monterey Bay	Yes	2.67	3	3.48	3	Yes	2.67	3	3.23	3.76
California State University, Northridge	No					Yes	2.67	3	3.29	3.71
California State University, Sacramento	No					Yes	2.67	3	3.24	3.91
California State University, San Bernardino	Yes	2.67	3	3	4	Yes	2.67	3	3.2	4
California State University, San Marcos	No					Yes	2.67	3		3.39
California State University, Stanislaus	No					Yes	2.67	3	3.01	3.9
CalState TEACH	No					Yes	2.75	3	2.96	4
Chapman University	No					Yes	2.75	3	3.29	3
Claremont Graduate University	No					Yes		3	3.1	3.74
Dominican University of California	No					Yes	3	3	3.16	3
Fortune School of Education (Project Pipeline)	No					Yes		3		3.9
Fresno Pacific University	No					Yes	2.75	3	3.07	3.79
High Tech High Communities	No					Yes			3.2	3.2
Holy Names University	No					Yes	2.6		3.01	3.55
Humboldt State University	No					Yes	2.67	3	3.32	3.7

Grade Point Average (GPA) Requirements - Alternative Route

	Undergraduate Program					Postgraduate Program				
Institution	**Are there initial certification programs at the under-graduate level?**	**Minimum GPA required for admission into the program**	**Minimum GPA required for completing the program**	**Median GPA of individuals accepted into the program in 2011-12**	**Median GPA of individuals completing the program in 2011-12**	**Are there initial certification programs at the post-graduate level?**	**Minimum GPA required for admission into the program**	**Minimum GPA required for completing the program**	**Median GPA of individuals accepted into the program in 2011-12**	**Median GPA of individuals completing the program in 2011-12**
IMPACT (San Joaquin County Office of Education)	No					Yes		3	2.808	3.8
La Sierra University	Yes	2.75	3	2.75	3.5	Yes	2.75	3	2.75	3.5
Los Angeles Unified School District	No					Yes	3	3	3.26	2.71
Loyola Marymount University	No					Yes	2.8	3	3.6	3.94
Mount St. Mary’s College	No					Yes	2.5	3	4	3.951
National Hispanic University	No					Yes	3	3	2.77	3.88
National University	No					Yes	3	3		3.67
Notre Dame de Namur University	No					Yes	2.5	3	3.2	3.72
Orange County Office of Education	No					Yes	2.75	3	2.75	3
Pacific Oaks College	No					Yes	2.5	3	3.16	4
Patten University	No					Yes	2.5	3	3.3	3.9
Pepperdine University	Yes	2.5	2.5	2.5	2.5	Yes	3	3	3.03	3.92
Point Loma Nazarene University	No					Yes	3	3	3.06	3.77
San Diego State University	No					Yes	2.67	3	3.14	3.9
San Francisco State University	No					Yes	2.67	3	3.2	3.4
San Jose State University	No					Yes	2.75	3	3	3
Sonoma State University	No					Yes	3	3	3.39	3.41
St. Mary's College of California	No					Yes	2.7	3	3.2	3.926
Stanislaus County Office of Education	No					Yes	2	3	2.9	3
Touro University	No					Yes	3	3	3.2	3
University of California, Berkeley	No					Yes	2	2	2.93	2.97
University of California, Irvine	No					Yes	3	3	3.19	3.98
University of California, Los Angeles	No					Yes	3	3	3.55	3.79
University of California, Riverside	No					Yes	3	3	3.277	3.777
University of California, San Diego	No					Yes	3	3	3.45	3.96
University of LaVerne	No					Yes	2.75	3	3.2	3.2
University of Phoenix	Yes		2.5		3.73	Yes	2.5	3	2.81	3.87
University of Redlands	No					Yes	3	3	3.8	3.92
University of San Francisco	No					Yes	2.75	3	2.98	3.98
University of the Pacific	Yes	2.5	2.5	3.2	3.2	Yes	3	3	3.45	3.98
Whittier College	No					Yes	2.8	3	3.2	3.81

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Institution	Program Type	Total Enrollment	Male	Female	Hispanic	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races
Alliant International University	Alternative, IHE-based	121	50	71	13	0	19	14	2	52	2
Azusa Pacific University	Alternative, IHE-based	54	21	33	17	0	4	4	0	21	0
Bay Area School of Enterprise (REACH)	Alternative, not IHE-based	43	34	14	8	0	10	0	0	23	2
Brandman University	Alternative, IHE-based	186	67	119	46	1	6	6	1	109	4
California Baptist University	Alternative, IHE-based	6	2	4	2	0	1	0	0	3	0
California Lutheran University	Alternative, IHE-based	6	1	5	1	0	0	0	0	3	0
California State Poly University, Pomona	Alternative, IHE-based	3	0	3	1	0	0	1	0	1	0
California State University, Bakersfield	Alternative, IHE-based	19	5	14	5	0	0	1	0	10	0
California State University, Channel Islands	Alternative, IHE-based	1	0	1	0	0	0	0	0	1	0
California State University, Chico	Alternative, IHE-based	33	11	22	2	0	1	1	0	27	1
California State University, Dominguez Hills	Alternative, IHE-based	102	42	60	36	0	10	15	2	21	2
California State University, East Bay	Alternative, IHE-based	28	11	17	3	1	4	4	0	8	8
California State University, Fresno	Alternative, IHE-based	14	3	11	3	0	3	1	0	7	0
California State University, Fullerton	Alternative, IHE-based	12	5	7	5	0	1	0	0	4	1
California State University, Long Beach	Alternative, IHE-based	19	5	14	6	0	4	1	1	5	1
California State University, Los Angeles	Alternative, IHE-based	19	6	13	10	0	1	1	0	5	0
California State University, Monterey Bay	Alternative, IHE-based	73	25	48	24	0	3	0	1	45	1
California State University, Northridge	Alternative, IHE-based	98	33	65	20	1	6	7	1	48	15
California State University, Sacramento	Alternative, IHE-based	42	11	31	4	0	2	4	1	14	0
California State University, San Bernardino	Alternative, IHE-based	38	13	25	3	0	2	2	0	10	0
California State University, San Marcos	Alternative, IHE-based	2	0	2	0	0	0	0	0	2	0
California State University, Stanislaus	Alternative, IHE-based	13	7	6	2	0	1	0	0	8	0
CalState TEACH	Alternative, IHE-based	81	16	65	14	2	5	9	0	46	17
Chapman University	Alternative, IHE-based	6	0	6	0	0	1	0	0	5	0
Claremont Graduate University	Alternative, IHE-based	66	17	49	17	0	8	8	0	32	1
Dominican University of California	Alternative, IHE-based	4	1	3	1	0	1	0	0	1	0
Fortune School of Education (Project Pipeline)	Alternative, not IHE-based	117	50	67	16	1	6	9	4	74	7
Fresno Pacific University	Alternative, IHE-based	44	3	41	8	0	1	2	0	30	0
High Tech High Communities	Alternative, not IHE-based	62	25	37	9	1	6	1	3	52	8
Holy Names University	Alternative, IHE-based	126	97	29	17	0	10	29	5	34	3
Humboldt State University	Alternative, IHE-based	5	1	4	0	0	0	0	0	4	1
IMPACT (San Joaquin COE)	Alternative, not IHE-based	342	123	216	76	2	13	15	6	188	0

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Institution	Program Type	Total Enrollment	Male	Female	Hispanic	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races
La Sierra University	Alternative, IHE-based	0	0	0	0	0	0	0	0	0	0
Los Angeles Unified School District	Alternative, not IHE-based	31	19	12	11	0	2	7	0	11	0
Loyola Marymount University	Alternative, IHE-based	21	3	18	5	0	4	3	0	7	0
Mount St. Mary’s College	Alternative, IHE-based	4	1	3	2	0	1	1	0	0	0
National Hispanic University	Alternative, IHE-based	24	14	10	16	0	2	1	1	5	0
National University	Alternative, IHE-based	207	95	110	43	0	4	14	0	66	13
Notre Dame de Namur University	Alternative, IHE-based	16	7	9	2	0	0	0	0	6	0
Orange County Office of Education	Alternative, not IHE-based	32	11	21	8	0	2	0	0	21	1
Pacific Oaks College	Alternative, IHE-based	1	0	1	1	0	0	0	0	0	0
Patten University	Alternative, IHE-based	3	2	1	1	0	0	0	0	1	1
Pepperdine University	Alternative, IHE-based	2	2	0	0	0	0	1	0	1	0
Point Loma Nazarene University	Alternative, IHE-based	28	8	20	4	1	2	1	1	8	13
San Diego City Unified School District	Alternative, not IHE-based	0	0	0	0	0	0	0	0	0	0
San Diego State University	Alternative, IHE-based	7	1	6	6	0	0	0	0	1	0
San Francisco State University	Alternative, IHE-based	80	18	62	9	0	14	2	1	39	10
San Jose State University	Alternative, IHE-based	62	16	46	0	0	10	2	0	42	10
Sonoma State University	Alternative, IHE-based	18	1	17	1	0	0	0	0	15	0
St. Mary's College of California	Alternative, IHE-based	13	4	9	3	0	1	0	0	6	0
Stanislaus County Office of Education	Alternative, not IHE-based	10	5	5	4	0	0	0	0	6	0
Touro University	Alternative, IHE-based	20	8	12	5	0	1	6	0	5	3
University of California, Berkeley	Alternative, IHE-based	1	1	0	1	0	0	0	0	0	0
University of California, Irvine	Alternative, IHE-based	4	2	2	1	0	0	0	0	1	0
University of California, Los Angeles	Alternative, IHE-based	21	9	12	0	0	0	0	0	0	0
University of California, Riverside	Alternative, IHE-based	5	1	4	2	0	1	1	0	1	0
University of California, San Diego	Alternative, IHE-based	9	1	8	3	0	2	0	0	3	1
University of LaVerne	Alternative, IHE-based	24	12	12	12	0	0	1	0	9	0
University of Phoenix	Alternative, IHE-based	17	6	11	4	0	0	4	0	10	0
University of Redlands	Alternative, IHE-based	7	4	3	1	0	0	2	0	4	0
University of San Francisco	Alternative, IHE-based	28	6	22	3	0	3	1	0	21	0
University of the Pacific	Alternative, IHE-based	1	0	1	0	0	0	0	0	1	0
Whittier College	Alternative, IHE-based	1	0	1	1	0	0	0	0	0	0
	Total	**2482**	**942**	**1540**	**518**	**10**	**178**	**182**	**30**	**1183**	**126**

Provide the following information about supervised clinical experience in 2011-12							
Institution	**Program Type**	**Average number of clock hours of supervised clinical experience required prior to student teaching**	**Average number of clock hours required for student teaching**	**Average number of clock hours required for mentoring/ induction support**	**Number of FTE faculty supervising clinical experience during this academic year**	**Number of adjunct faculty supervising clinical experience during this academic year (IHE and Pre K-12 staff)**	**Number of students in supervised clinical experience during this academic year**
Alliant International University	Alternative, IHE-based	120	0	975	2	44	78
Azusa Pacific University	Alternative, IHE-based	60	0	144	23	41	110
Bay Area School of Enterprise (REACH Institute)	Alternative, not IHE-based	45	760	27	4	1	43
Brandman University	Alternative, IHE-based	120	480	50	4	99	132
California Baptist University	Alternative, IHE-based	123	420	40	5	13	18
California Lutheran University	Alternative, IHE-based	0	120	32	0.11	0.975	6
California State Polytechnic University, Pomona	Alternative, IHE-based	45	800	40	2	19	35
California State University, Bakersfield	Alternative, IHE-based	150	400	30	5	29	16
California State University, Channel Islands	Alternative, IHE-based	48	384	12	0	1	1
California State University, Chico	Alternative, IHE-based	200	600	192	0	1.5	33
California State University, Dominguez Hills	Alternative, IHE-based	0	0	57	7	13	63
California State University, East Bay	Alternative, IHE-based	120	576	26	10	22	28
California State University, Fresno	Alternative, IHE-based	45	1400	0	0.04	0.5	17
California State University, Fullerton	Alternative, IHE-based	140	393	17.5	3	16	22

Institution	Program Type	Average number of clock hours of supervised clinical experience required prior to student teaching	Average number of clock hours required for student teaching	Average number of clock hours required for mentoring/ induction support	Number of FTE faculty supervising clinical experience during this academic year	Number of adjunct faculty supervising clinical experience during this academic year (IHE and Pre K-12 staff)	Number of students in supervised clinical experience during this academic year
California State University, Long Beach	Alternative, IHE-based	45	584	0	5	6	18
California State University, Los Angeles	Alternative, IHE-based	109	318	31.5	8	50	55
California State University, Monterey Bay	Alternative, IHE-based	50	592	6	9	8	49
California State University, Northridge	Alternative, IHE-based	97	486	20	1	1	6
California State University, Sacramento	Alternative, IHE-based	50	550	50	3	6	25
California State University, San Bernardino	Alternative, IHE-based	190	700	30	8	32	65
California State University, San Marcos	Alternative, IHE-based	70	320	0	0	1	1
California State University, Stanislaus	Alternative, IHE-based	120	0	29	2	2	26
CalState TEACH	Alternative, IHE-based	160	1640	240	4	20	81
Chapman University	Alternative, IHE-based	115	0	15	0	7	6
Claremont Graduate University	Alternative, IHE-based	80	770	0	0	8	66
Dominican University of California	Alternative, IHE-based	160	1260	0	1	7	16
Fortune School of Education (Project Pipeline)	Alternative, not IHE-based	0	70	3	2	20	117
Fresno Pacific University	Alternative, IHE-based	120	450	30	4	6	18

Institution	Program Type	Average number of clock hours of supervised clinical experience required prior to student teaching	Average number of clock hours required for student teaching	Average number of clock hours required for mentoring/ induction support	Number of FTE faculty supervising clinical experience during this academic year	Number of adjunct faculty supervising clinical experience during this academic year (IHE and Pre K-12 staff)	Number of students in supervised clinical experience during this academic year
High Tech High Communities	Alternative, not IHE-based	120	1080	100	5	20	62
Holy Names University	Alternative, IHE-based	45	140	12	4	6	28
Humboldt State University	Alternative, IHE-based	45	836	40	0	0.32	5
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	160	2000	150	0	98	342
La Sierra University	Alternative, IHE-based	100	800	0	0	0	0
Los Angeles Unified School District	Alternative, not IHE-based	60	1080	80	0	26	31
Loyola Marymount University	Alternative, IHE-based	0	0	266	0	95	144
Mount St. Mary's College	Alternative, IHE-based	30	2880	30	3	7.5	5
National Hispanic University	Alternative, IHE-based	135	480	72	2	3	29
National University	Alternative, IHE-based	30	0	640	11	100	194
Notre Dame de Namur University	Alternative, IHE-based	40	500	32	0.5	0.5	16
Orange County Office of Education	Alternative, not IHE-based	120	0	0	0	8	12
Pacific Oaks College	Alternative, IHE-based	75	300	0	1	1	1
Patten University	Alternative, IHE-based	100	640	1280	0	2	2
Pepperdine University	Alternative, IHE-based	120	640	0	1	0	2

Institution	Program Type	Average number of clock hours of supervised clinical experience required prior to student teaching	Average number of clock hours required for student teaching	Average number of clock hours required for mentoring/ induction support	Number of FTE faculty supervising clinical experience during this academic year	Number of adjunct faculty supervising clinical experience during this academic year (IHE and Pre K-12 staff)	Number of students in supervised clinical experience during this academic year
Point Loma Nazarene University	Alternative, IHE-based	60	480	80	0	1.97	36
San Diego City Unified School District	Alternative, not IHE-based	0	0	0	0	0	0
San Diego State University	Alternative, IHE-based	0	0	16	0	0	0
San Francisco State University	Alternative, IHE-based	229	303	0	7	79	75
San Jose State University	Alternative, IHE-based	323.5	323.5	40	5	5	112
Sonoma State University	Alternative, IHE-based	168	525	318	2.88	5.07	9
St. Mary's College of California	Alternative, IHE-based	48	306	0	0	2	13
Stanislaus County Office of Education	Alternative, not IHE-based	20	105	40	1	29	10
Touro University	Alternative, IHE-based	405	450	120	5	36	29
University of California, Berkeley	Alternative, IHE-based	100	0	80	1	0.25	1
University of California, Irvine	Alternative, IHE-based	150	1450	27	1	1	4
University of California, Los Angeles	Alternative, IHE-based	0	0	0	0	0	0
University of California, Riverside	Alternative, IHE-based	120	2700	50	3	0	5
University of California, San Diego	Alternative, IHE-based	120	900	240	1	0	9
University of LaVerne	Alternative, IHE-based	300	135	0	4	0	10
University of Phoenix	Alternative, IHE-based	100	600	0	1	2	7

Institution	Program Type	Average number of clock hours of supervised clinical experience required prior to student teaching	Average number of clock hours required for student teaching	Average number of clock hours required for mentoring/ induction support	Number of FTE faculty supervising clinical experience during this academic year	Number of adjunct faculty supervising clinical experience during this academic year (IHE and Pre K-12 staff)	Number of students in supervised clinical experience during this academic year
University of Redlands	Alternative, IHE-based	75	720	0	7	21	7
University of San Francisco	Alternative, IHE-based	0	1050	114	2	11	28
University of the Pacific	Alternative, IHE-based	148	1280	0	1	0	1
Whittier College	Alternative, IHE-based	125	480	50	8	0	3

Institution	Program Type	Provide any additional information about or descriptions of the supervised clinical experience.
Azusa Pacific University	Alternative, IHE-based	Candidates hired in a teaching position in either a public or private school setting will be on our Track-B. Single Subject teachers need to be teaching at least 18-20 hours per week and at least 2 periods must be in their approved subject matter. Multiple Subject teachers need to have a job in a self-contained setting. This includes elementary school and some middle school assignments. Middle school assignments need to include a core assignment teaching the same group of students at least two different core subjects. Education Specialist must be in an appropriate assignment according to their program authorization for the full 18-week term.
Bay Area School of Enterprise (REACH Institute)	Alternative, not IHE-based	Reach is an alternative certification program. Supervised clinical experience prior to student teaching is interpreted as required field experience, as part of pre-service, prior to earning an intern credential and beginning the job-embedded clinical experience that is the heart of the program. Number of clock hours is interpreted as the average number of hours for full time intern teachers. Mentoring/induction is the amount of time, on average, that each candidate is directly supervised in the classroom by a faculty member.
Brandman University	Alternative, IHE-based	Candidates in the internship program must complete 120 hours of preservice coursework prior to beginning their internship. Early field experiences that are part of preservice coursework involve classroom observations and individual and/or small group work with students. Internships must be in public schools. As part of the district internship agreement the district provides a support provider (mentor) for the intern candidate and Clinical Coordinators at each campus assign a University Supervisor. Candidates in the internship program enroll in Supported Teaching at the beginning of their internship and a University supervisor observes candidates a minimum of four times during the term and completes a formative and summative evaluation of candidate performance. The evaluation is based on the Teaching Performance Expectation (TPE) standards established by the state. Candidates receive a grade of Pass/No Pass for each term of Supported/Directed Teaching.
California Lutheran University	Alternative, IHE-based	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 State University, Channel Islands	Alternative, IHE-based	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.
California State University, Dominguez Hills	Alternative, IHE-based	Interns are teachers of record in their own classrooms, and are supervised by university supervisors, district support providers as well as their onsite administrators. They enroll in a fieldwork seminar during each semester of their Intern teaching.
California State University, East Bay	Alternative, IHE-based	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. For candidates in the alternative program, they are considered the 'teacher of record', thus they remain in their classroom for the school year, other than one additional alternate placement in a different grade level than their regular classroom.

Institution	Program Type	Provide any additional information about or descriptions of the supervised clinical experience.
California State University, Monterey Bay	Alternative, IHE-based	All students participate as interns and complete the # of hours in the Intern pathway.
California State University, Northridge	Alternative, IHE-based	The above data refer to candidates who are already teaching full-time for school districts under the provision that they concurrently complete a preliminary credential program. Due in part to No Child Left Behind and in part to the economy, the enrollments in this program have decreased significantly. There is a minimum of 20 hours per semester of mentoring/induction support.
California State University, Stanislaus	Alternative, IHE-based	Includes EDSE 4550 Practicum with Exceptional Children for the ESCP. SSCP only allows credential students to become interns their second semester. The clinical model used by the SSCP involves cooperating teachers in the field observing the student teacher during the first semester and university supervisors combined with school site mentors supervising the intern the second semester.
CalState TEACH	Alternative, IHE-based	Our alternative candidates complete 160 hours of pre-service development and clinical experience before they become the teacher of record in their classroom. For the remainder of the program they are full-time teachers supported by K-12 site mentors and supervised by CalStateTEACH faculty. Every intern has a dedicated site mentor who spends approximately 80 hours per term (15 weeks) supporting the intern. We have calculated that commitment at .18 FTEF.
Claremont Graduate University	Alternative, IHE-based	In this alternative program, the supervised clinical experience is a full-year of internship teaching. The Intern is the teacher of record and has an on-site mentor in addition to a CGU Faculty Associate who visits the intern a minimum 15 times during the year and also teaches classes for the interns on 10 Saturdays each semester.
Fortune School of Education (Project Pipeline)	Alternative, not IHE-based	District Interns received ongoing support and supervision from Fortune School of Education field supervisors, faculty, and staff. Supervisors observe classroom lessons as well as direction for in-class support and assistance.
High Tech High Communities	Alternative, not IHE-based	We are a District Intern program. Our students are employed full-time as teachers and simultaneously complete their teacher preparation program and supervised clinical experience. Additionally, our District Interns conduct external observations of hard to staff or under performing schools to ensure an exposure to a range of educational settings.
National Hispanic University	Alternative, IHE-based	All supervisors receive training and Inservice a minimum of three times a year in order to maintain their skill set. Additionally, when problems arise or areas need to be reviewed, the Chair and Practicum Coordinator meets individually with the supervisor.
Orange County Office of Education	Alternative, not IHE-based	Our program is based on an alternative certification model. Thus, our students are teacher of record in a classroom as an "intern" and not considered student teachers. They are, as mentioned earlier, teacher of record and provided supports via a practicum supervisor, on site leadership, and a peer mentor. All of which are facilitated through the program.
Pacific Oaks College	Alternative, IHE-based	Candidates take three 1-unit practicum courses (requiring 25 hours in a classroom per course) prior to taking a 15-week student teaching placement.
Patten University	Alternative, IHE-based	For Alternative certification, aka:California Intern Teacher, the CTC approved University program calls for 640 hours of Intern Practicum with supervision from University Supervisors, and K-12 District support providers.

Institution	Program Type	Provide any additional information about or descriptions of the supervised clinical experience.
Pepperdine University	Alternative, IHE-based	Each Intern is also supported by a Site Collaborating Coach, to provide input and mentoring within the school.
Point Loma Nazarene University	Alternative, IHE-based	Due to the unique teaching situation for interns, Clinical Practice requirements are designed specifically to ensure a high quality learning experience that will promote lifelong practitioner knowledge as well as add value to the intern's daily classroom instruction. The intern must meet the same requirements as traditional candidates with the following exceptions: The intern candidate may complete all Clinical Practice requirements in the classroom for which he/she is the teacher of record. The district will provide a seasoned practitioner to serve the intern throughout the Clinical Practice experience. A university supervisor with experience and credentials commensurate with the area of credentialing that the candidate is seeking will be provided by the university. Throughout the 8-week experience in Phase I and the 8-week experience in Phase II, the university supervisor will visit the candidate a minimum of four (4) times for a minimum of 1/2 hour each visit.
San Diego City Unified School District	Alternative, not IHE-based	We did not have clock hours prior to student teaching due to the fact that our program is inactive and we did not enroll new candidates into pre-service.
San Diego State University	Alternative, IHE-based	Teaching in the alternate program are teaching full-time in classrooms and therefor there are no student teaching requirements.
San Francisco State University	Alternative, IHE-based	The "number of adjunct faculty includes cooperating teachers, per Title II instructions.
San Jose State University	Alternative, IHE-based	The Multiple Subject program went on hiatus this year so the above averages reflect only the Single Subject and Special Education programs.
Sonoma State University	Alternative, IHE-based	Duplicate of Traditional Program.
St. Mary's College of California	Alternative, IHE-based	In California, the alternative route (University Internships) requires that the candidate be employed as a teacher of record. At the KSOE the candidate will serve as teacher of record, supported by a KSOE supervisor and a district mentor, for a minimum of a full semester.
Stanislaus County Office of Education	Alternative, not IHE-based	Since we are an alternative certification program, candidates do not participate in traditional student teaching. All candidates are considered the teacher of record for a K-12 special education classroom either full or part time. As such, both the employer and the program are responsible for overseeing the candidate throughout the clinical experience. The employing school district is responsible for evaluating the intern candidate according to established district policy. Program assigned practicum supervisors evaluate the candidate's classroom practice a minimum of 23 times throughout the candidate's two year program according to established program standards. Candidates earn 7 semester units of credit for practicum which is equivalent to 15 hours per unit.
Touro University	Alternative, IHE-based	The adjunct faculty are not considered full time at Touro University California, Graduate School of Education, they work a total of 45 to 90 hours per semester
University of California, Irvine	Alternative, IHE-based	Pre-Intern candidates spend the spring quarter at their fieldwork site and then, when hired, become the teacher of record for the entire school year.

Institution	Program Type	Provide any additional information about or descriptions of the supervised clinical experience.
University of California, Los Angeles	Alternative, IHE-based	BOXES ABOVE WERE MARKED "0" because this is an alternative certification program -- an intern program --and there is not a student teaching component. Upon completion of a required preservice, an intern assumes the position of teacher of record in his/her classroom.
University of California, Riverside	Alternative, IHE-based	For the alternative program, candidates earn additional credit for the intern teaching practicum as they are the "teacher of record". Candidates generally complete all required coursework in three quarters that include observation by a university supervisor and support/feedback by a school site mentor/supervisor. Approximately, 900 hours of intern practicum are completed each quarter. UCR interns continue with regular coursework until the end of the program. When the candidate became an intern determines number of hours required in what can be considered mentoring/induction support.
University of California, San Diego	Alternative, IHE-based	Interns served as teacher of record in secondary math, science, or English classrooms. Each intern was assigned a support provider by the district in addition to the university supervisor.
University of the Pacific	Alternative, IHE-based	We had one intern in the Education Specialist, Mild-Moderate Disabilities program.The number of clock hours for internship is based on two semesters of 640 hours per semester, summing to 1280 hours for two semesters.

Provide the number of teachers prepared by subject area for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area.

Institution	Program Type	Record Type	Category	Prepared
Alliant International University	Alternative, IHE-based	Subject	Education - General	14
Alliant International University	Alternative, IHE-based	Subject	Teacher Education - Special Education	27
Alliant International University	Alternative, IHE-based	Subject	Teacher Education - English/Language Arts	3
Alliant International University	Alternative, IHE-based	Subject	Teacher Education - Foreign Language	2
Alliant International University	Alternative, IHE-based	Subject	Teacher Education - Mathematics	10
Alliant International University	Alternative, IHE-based	Subject	Teacher Education - Physical Education and Coaching	2
Alliant International University	Alternative, IHE-based	Subject	Teacher Education - Science Teacher Education/General Science	2
Alliant International University	Alternative, IHE-based	Subject	Teacher Education - Social Science	1
Alliant International University	Alternative, IHE-based	Subject	Teacher Education - Biology	2
Alliant International University	Alternative, IHE-based	Subject	Teacher Education - Chemistry	3
Alliant International University	Alternative, IHE-based	Subject	Teacher Education - Earth Science	1
Azusa Pacific University	Alternative, IHE-based	Subject	Teacher Education - Special Education	30
Azusa Pacific University	Alternative, IHE-based	Subject	Teacher Education - Elementary Education	32
Azusa Pacific University	Alternative, IHE-based	Subject	Teacher Education - Junior High/Intermediate/Middle School Education	42
Azusa Pacific University	Alternative, IHE-based	Subject	Teacher Education - Secondary Education	40
Azusa Pacific University	Alternative, IHE-based	Subject	Teacher Education - Multiple Levels	32
Azusa Pacific University	Alternative, IHE-based	Subject	Teacher Education - English/Language Arts	1
Azusa Pacific University	Alternative, IHE-based	Subject	Teacher Education - Mathematics	6
Azusa Pacific University	Alternative, IHE-based	Subject	Teacher Education - Music	1
Azusa Pacific University	Alternative, IHE-based	Subject	Teacher Education - Physical Education and Coaching	1
Azusa Pacific University	Alternative, IHE-based	Subject	Teacher Education - Social Science	2
Azusa Pacific University	Alternative, IHE-based	Subject	Teacher Education - Biology	1
Azusa Pacific University	Alternative, IHE-based	Subject	Teacher Education - Chemistry	1
Azusa Pacific University	Alternative, IHE-based	Subject	Teacher Education- History	2
Azusa Pacific University	Alternative, IHE-based	Subject	Teacher Education - Earth Science	1
Bay Area School of Enterprise (REACH Institute)	Alternative, not IHE-based	Subject	Education - General	18
Bay Area School of Enterprise (REACH Institute)	Alternative, not IHE-based	Subject	Teacher Education - Music	1
Bay Area School of Enterprise (REACH Institute)	Alternative, not IHE-based	Subject	Teacher Education - Social Science	1
Bay Area School of Enterprise (REACH Institute)	Alternative, not IHE-based	Subject	Teacher Education - Spanish	2
Brandman University	Alternative, IHE-based	Subject	Teacher Education - Special Education	47
Brandman University	Alternative, IHE-based	Subject	Teacher Education - Elementary Education	13
Brandman University	Alternative, IHE-based	Subject	Teacher Education - Secondary Education	32
California Baptist University	Alternative, IHE-based	Subject	Education - General	7
California Baptist University	Alternative, IHE-based	Subject	Teacher Education - English/Language Arts	1
California Baptist University	Alternative, IHE-based	Subject	Teacher Education - Mathematics	2
California Baptist University	Alternative, IHE-based	Subject	Teacher Education - Biology	2

Institution	Program Type	Record Type	Category	Prepared
California State Polytechnic University, Pomona	Alternative, IHE-based	Subject	Teacher Education - Special Education	7
California State Polytechnic University, Pomona	Alternative, IHE-based	Subject	Teacher Education - Mathematics	3
California State Polytechnic University, Pomona	Alternative, IHE-based	Subject	Teacher Education - Physical Education and Coaching	1
California State Polytechnic University, Pomona	Alternative, IHE-based	Subject	Teacher Education - Science Teacher Education/General Science	1
California State Polytechnic University, Pomona	Alternative, IHE-based	Subject	Teacher Education - Physics	2
California State University, Bakersfield	Alternative, IHE-based	Subject	Teacher Education - Special Education	14
California State University, Bakersfield	Alternative, IHE-based	Subject	Teacher Education - Mathematics	1
California State University, Bakersfield	Alternative, IHE-based	Subject	Teacher Education - Music	1
California State University, Channel Islands	Alternative, IHE-based	Subject	Teacher Education - English/Language Arts	1
California State University, Chico	Alternative, IHE-based	Subject	Teacher Education - Special Education	9
California State University, Chico	Alternative, IHE-based	Subject	Teacher Education - Secondary Education	2
California State University, Chico	Alternative, IHE-based	Subject	Teacher Education - Mathematics	1
California State University, Chico	Alternative, IHE-based	Subject	Teacher Education - Music	1
California State University, Dominguez Hills	Alternative, IHE-based	Subject	Teacher Education - Special Education	32
California State University, Dominguez Hills	Alternative, IHE-based	Subject	Teacher Education - English/Language Arts	4
California State University, Dominguez Hills	Alternative, IHE-based	Subject	Teacher Education - Mathematics	13
California State University, Dominguez Hills	Alternative, IHE-based	Subject	Teacher Education - Music	1
California State University, Dominguez Hills	Alternative, IHE-based	Subject	Teacher Education - Physical Education and Coaching	1
California State University, Dominguez Hills	Alternative, IHE-based	Subject	Teacher Education - Social Science	1
California State University, Dominguez Hills	Alternative, IHE-based	Subject	Teacher Education - Biology	5
California State University, Dominguez Hills	Alternative, IHE-based	Subject	Teacher Education - Chemistry	2
California State University, Dominguez Hills	Alternative, IHE-based	Subject	Teacher Education - Physics	3
California State University, Dominguez Hills	Alternative, IHE-based	Subject	Teacher Education - Earth Science	1
California State University, East Bay	Alternative, IHE-based	Subject	Teacher Education - Elementary Education	12
California State University, East Bay	Alternative, IHE-based	Subject	Teacher Education - English/Language Arts	2
California State University, East Bay	Alternative, IHE-based	Subject	Teacher Education - Mathematics	4
California State University, East Bay	Alternative, IHE-based	Subject	Teacher Education - Music	2
California State University, East Bay	Alternative, IHE-based	Subject	Teacher Education - Physical Education and Coaching	4
California State University, East Bay	Alternative, IHE-based	Subject	Teacher Education - Social Science	1
California State University, East Bay	Alternative, IHE-based	Subject	Teacher Education - Biology	2
California State University, East Bay	Alternative, IHE-based	Subject	Teacher Education - Physics	1
California State University, Fresno	Alternative, IHE-based	Subject	Teacher Education - Special Education	7
California State University, Fresno	Alternative, IHE-based	Subject	Teacher Education - Elementary Education	4
California State University, Fresno	Alternative, IHE-based	Subject	Teacher Education - English/Language Arts	1
California State University, Fresno	Alternative, IHE-based	Subject	Teacher Education - Foreign Language	1
California State University, Fresno	Alternative, IHE-based	Subject	Teacher Education - Mathematics	2
California State University, Fresno	Alternative, IHE-based	Subject	Teacher Education - Music	1
California State University, Fresno	Alternative, IHE-based	Subject	Teacher Education - Biology	3

Institution	Program Type	Record Type	Category	Prepared
California State University, Fresno	Alternative, IHE-based	Subject	Teacher Education - Physics	1
California State University, Fullerton	Alternative, IHE-based	Subject	Teacher Education - Special Education	11
California State University, Fullerton	Alternative, IHE-based	Subject	Teacher Education - Early Childhood Education	4
California State University, Fullerton	Alternative, IHE-based	Subject	Teacher Education - Secondary Education	4
California State University, Fullerton	Alternative, IHE-based	Subject	Teacher Education - Mathematics	1
California State University, Fullerton	Alternative, IHE-based	Subject	Teacher Education - Social Science	1
California State University, Fullerton	Alternative, IHE-based	Subject	Teacher Education - Chemistry	1
California State University, Fullerton	Alternative, IHE-based	Subject	Teacher Education - German	1
California State University, Long Beach	Alternative, IHE-based	Subject	Teacher Education - Special Education	7
California State University, Long Beach	Alternative, IHE-based	Subject	Teacher Education - English/Language Arts	3
California State University, Long Beach	Alternative, IHE-based	Subject	Teacher Education - Foreign Language	2
California State University, Long Beach	Alternative, IHE-based	Subject	Teacher Education - Physics	1
California State University, Long Beach	Alternative, IHE-based	Subject	Teacher Education - Spanish	1
California State University, Los Angeles	Alternative, IHE-based	Subject	Teacher Education - Special Education	32
California State University, Los Angeles	Alternative, IHE-based	Subject	Teacher Education - Multiple Levels	36
California State University, Los Angeles	Alternative, IHE-based	Subject	Teacher Education - Science Teacher Education/General Science	3
California State University, Los Angeles	Alternative, IHE-based	Subject	Teacher Education - Social Studies	1
California State University, Los Angeles	Alternative, IHE-based	Subject	Teacher Education - Biology	1
California State University, Los Angeles	Alternative, IHE-based	Subject	Teacher Education - Chemistry	1
California State University, Monterey Bay	Alternative, IHE-based	Subject	Teacher Education - Special Education	53
California State University, Monterey Bay	Alternative, IHE-based	Subject	Teacher Education - Elementary Education	25
California State University, Monterey Bay	Alternative, IHE-based	Subject	Teacher Education - Secondary Education	22
California State University, Monterey Bay	Alternative, IHE-based	Subject	Teacher Education - English/Language Arts	5
California State University, Monterey Bay	Alternative, IHE-based	Subject	Teacher Education - Foreign Language	1
California State University, Monterey Bay	Alternative, IHE-based	Subject	Teacher Education - Mathematics	6
California State University, Monterey Bay	Alternative, IHE-based	Subject	Teacher Education - Social Science	5
California State University, Monterey Bay	Alternative, IHE-based	Subject	Teacher Education - Speech	5
California State University, Northridge	Alternative, IHE-based	Subject	Teacher Education - Special Education	9
California State University, Northridge	Alternative, IHE-based	Subject	Teacher Education - Elementary Education	1
California State University, Northridge	Alternative, IHE-based	Subject	Teacher Education - Secondary Education	13
California State University, Northridge	Alternative, IHE-based	Subject	Teacher Education - Art	1
California State University, Northridge	Alternative, IHE-based	Subject	Teacher Education - English/Language Arts	2
California State University, Northridge	Alternative, IHE-based	Subject	Teacher Education - Mathematics	1
California State University, Northridge	Alternative, IHE-based	Subject	Teacher Education - Music	2
California State University, Northridge	Alternative, IHE-based	Subject	Teacher Education - Physical Education and Coaching	2
California State University, Northridge	Alternative, IHE-based	Subject	Teacher Education - Biology	2
California State University, Northridge	Alternative, IHE-based	Subject	Teacher Education - Physics	1
California State University, Northridge	Alternative, IHE-based	Subject	Teacher Education - Spanish	1

Institution	Program Type	Record Type	Category	Prepared
California State University, Northridge	Alternative, IHE-based	Subject	Teacher Education - Earth Science	1
California State University, Sacramento	Alternative, IHE-based	Subject	Teacher Education - Special Education	12
California State University, San Bernardino	Alternative, IHE-based	Subject	Teacher Education - Early Childhood Education	5
California State University, San Bernardino	Alternative, IHE-based	Subject	Teacher Education - Elementary Education	20
California State University, San Bernardino	Alternative, IHE-based	Subject	Teacher Education - Mathematics	2
California State University, San Marcos	Alternative, IHE-based	Subject	Teacher Education - Special Education	1
California State University, Stanislaus	Alternative, IHE-based	Subject	Teacher Education - Special Education	1
California State University, Stanislaus	Alternative, IHE-based	Subject	Teacher Education - Secondary Education	6
California State University, Stanislaus	Alternative, IHE-based	Subject	Teacher Education - English/Language Arts	4
California State University, Stanislaus	Alternative, IHE-based	Subject	Teacher Education - Mathematics	2
CalState TEACH	Alternative, IHE-based	Subject	Teacher Education - Elementary Education	35
Chapman University	Alternative, IHE-based	Subject	Teacher Education - Special Education	3
Claremont Graduate University	Alternative, IHE-based	Subject	Teacher Education - Special Education	5
Claremont Graduate University	Alternative, IHE-based	Subject	Teacher Education - Secondary Education	19
Claremont Graduate University	Alternative, IHE-based	Subject	Teacher Education - English/Language Arts	7
Claremont Graduate University	Alternative, IHE-based	Subject	Teacher Education - Foreign Language	1
Claremont Graduate University	Alternative, IHE-based	Subject	Teacher Education - Mathematics	7
Claremont Graduate University	Alternative, IHE-based	Subject	Teacher Education - Social Science	2
Claremont Graduate University	Alternative, IHE-based	Subject	Teacher Education - Biology	1
Claremont Graduate University	Alternative, IHE-based	Subject	Teacher Education - Chemistry	1
Claremont Graduate University	Alternative, IHE-based	Subject	Teacher Education - Spanish	1
Claremont Graduate University	Alternative, IHE-based	Subject	Teacher Education - Bilingual, Multilingual, and Multicultural Education	24
Dominican University of California	Alternative, IHE-based	Subject	Teacher Education - Special Education	3
Dominican University of California	Alternative, IHE-based	Subject	Teacher Education - Elementary Education	2
Dominican University of California	Alternative, IHE-based	Subject	Teacher Education - Secondary Education	6
Dominican University of California	Alternative, IHE-based	Subject	Teacher Education - English/Language Arts	3
Dominican University of California	Alternative, IHE-based	Subject	Teacher Education - Mathematics	2
Dominican University of California	Alternative, IHE-based	Subject	Teacher Education - Physical Education and Coaching	1
Dominican University of California	Alternative, IHE-based	Subject	Teacher Education - Social Science	1
Dominican University of California	Alternative, IHE-based	Subject	Teacher Education - Spanish	1
Fortune School of Education (Project Pipeline)	Alternative, not IHE-based	Subject	Teacher Education - Special Education	15
Fortune School of Education (Project Pipeline)	Alternative, not IHE-based	Subject	Teacher Education - English/Language Arts	10
Fortune School of Education (Project Pipeline)	Alternative, not IHE-based	Subject	Teacher Education - Foreign Language	3
Fortune School of Education (Project Pipeline)	Alternative, not IHE-based	Subject	Teacher Education - Mathematics	7
Fortune School of Education (Project Pipeline)	Alternative, not IHE-based	Subject	Teacher Education - Physical Education and Coaching	4
Fortune School of Education (Project Pipeline)	Alternative, not IHE-based	Subject	Teacher Education - Biology	5
Fortune School of Education (Project Pipeline)	Alternative, not IHE-based	Subject	Teacher Education - Physics	1
Fortune School of Education (Project Pipeline)	Alternative, not IHE-based	Subject	Teacher Education - Spanish	3

Institution	Program Type	Record Type	Category	Prepared
Fortune School of Education (Project Pipeline)	Alternative, not IHE-based	Subject	Teacher Education - Earth Science	1
Fresno Pacific University	Alternative, IHE-based	Subject	Teacher Education - Special Education	19
Fresno Pacific University	Alternative, IHE-based	Subject	Teacher Education - Early Childhood Education	1
Fresno Pacific University	Alternative, IHE-based	Subject	Teacher Education - Elementary Education	3
Fresno Pacific University	Alternative, IHE-based	Subject	Teacher Education - Music	1
High Tech High Communities	Alternative, not IHE-based	Subject	Teacher Education - Special Education	1
High Tech High Communities	Alternative, not IHE-based	Subject	Teacher Education - Elementary Education	3
High Tech High Communities	Alternative, not IHE-based	Subject	Teacher Education - Art	4
High Tech High Communities	Alternative, not IHE-based	Subject	Teacher Education - English/Language Arts	2
High Tech High Communities	Alternative, not IHE-based	Subject	Teacher Education - Mathematics	7
High Tech High Communities	Alternative, not IHE-based	Subject	Teacher Education - Science Teacher Education/General Science	1
High Tech High Communities	Alternative, not IHE-based	Subject	Teacher Education - Social Science	1
High Tech High Communities	Alternative, not IHE-based	Subject	Teacher Education - Biology	2
High Tech High Communities	Alternative, not IHE-based	Subject	Teacher Education - Chemistry	1
High Tech High Communities	Alternative, not IHE-based	Subject	Teacher Education - Physics	1
Holy Names University	Alternative, IHE-based	Subject	Teacher Education - Special Education	1
Holy Names University	Alternative, IHE-based	Subject	Teacher Education - Elementary Education	4
Holy Names University	Alternative, IHE-based	Subject	Teacher Education - English/Language Arts	2
Holy Names University	Alternative, IHE-based	Subject	Teacher Education - Mathematics	1
Holy Names University	Alternative, IHE-based	Subject	Teacher Education - Social Science	1
Holy Names University	Alternative, IHE-based	Subject	Teacher Education - Spanish	1
Humboldt State University	Alternative, IHE-based	Subject	Teacher Education - Special Education	5
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	Subject	Education - General	7
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	Subject	Teacher Education - Special Education	165
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	Subject	Teacher Education - Early Childhood Education	3
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	Subject	Teacher Education - Elementary Education	7
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	Subject	Teacher Education - Junior High/Intermediate/Middle School Education	5
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	Subject	Teacher Education - Secondary Education	24
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	Subject	Teacher Education - English/Language Arts	6
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	Subject	Teacher Education - Mathematics	2
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	Subject	Teacher Education - Music	2
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	Subject	Teacher Education - Physical Education and Coaching	1
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	Subject	Teacher Education - Social Science	3
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	Subject	Teacher Education - Biology	1
Los Angeles Unified School District	Alternative, not IHE-based	Subject	Teacher Education - Special Education	4
Los Angeles Unified School District	Alternative, not IHE-based	Subject	Teacher Education - Mathematics	3
Los Angeles Unified School District	Alternative, not IHE-based	Subject	Teacher Education - Science Teacher Education/General Science	2
Los Angeles Unified School District	Alternative, not IHE-based	Subject	Teacher Education - Biology	6

Institution	Program Type	Record Type	Category	Prepared
Los Angeles Unified School District	Alternative, not IHE-based	Subject	Teacher Education - Chemistry	4
Los Angeles Unified School District	Alternative, not IHE-based	Subject	Teacher Education - Earth Science	1
Los Angeles Unified School District	Alternative, not IHE-based	Subject	Education - Other	5
Loyola Marymount University	Alternative, IHE-based	Subject	Teacher Education - Special Education	36
Loyola Marymount University	Alternative, IHE-based	Subject	Teacher Education - Elementary Education	114
Loyola Marymount University	Alternative, IHE-based	Subject	Teacher Education - Secondary Education	148
Loyola Marymount University	Alternative, IHE-based	Subject	Teacher Education - Multiple Levels	114
Loyola Marymount University	Alternative, IHE-based	Subject	Teacher Education - English/Language Arts	23
Loyola Marymount University	Alternative, IHE-based	Subject	Teacher Education - Foreign Language	6
Loyola Marymount University	Alternative, IHE-based	Subject	Teacher Education - Mathematics	42
Loyola Marymount University	Alternative, IHE-based	Subject	Teacher Education - Science Teacher Education/General Science	60
Loyola Marymount University	Alternative, IHE-based	Subject	Teacher Education - Social Science	17
Loyola Marymount University	Alternative, IHE-based	Subject	Teacher Education - Biology	32
Loyola Marymount University	Alternative, IHE-based	Subject	Teacher Education - Chemistry	17
Loyola Marymount University	Alternative, IHE-based	Subject	Teacher Education - Physics	6
Loyola Marymount University	Alternative, IHE-based	Subject	Teacher Education - Spanish	6
Loyola Marymount University	Alternative, IHE-based	Subject	Teacher Education - Earth Science	1
Mount St. Mary's College	Alternative, IHE-based	Subject	Teacher Education - Special Education	1
Mount St. Mary's College	Alternative, IHE-based	Subject	Teacher Education - Secondary Education	3
Mount St. Mary's College	Alternative, IHE-based	Subject	Teacher Education - English/Language Arts	1
Mount St. Mary's College	Alternative, IHE-based	Subject	Teacher Education - Mathematics	1
Mount St. Mary's College	Alternative, IHE-based	Subject	Teacher Education - Social Science	1
National Hispanic University	Alternative, IHE-based	Subject	Teacher Education - Special Education	2
National Hispanic University	Alternative, IHE-based	Subject	Teacher Education - Elementary Education	2
National Hispanic University	Alternative, IHE-based	Subject	Teacher Education - Mathematics	2
National Hispanic University	Alternative, IHE-based	Subject	Teacher Education - Reading	4
National Hispanic University	Alternative, IHE-based	Subject	Teacher Education - Science Teacher Education/General Science	2
National Hispanic University	Alternative, IHE-based	Subject	Teacher Education - Social Studies	2
National Hispanic University	Alternative, IHE-based	Subject	Teacher Education - English as a Second Language	4
National Hispanic University	Alternative, IHE-based	Subject	Teacher Education - Bilingual, Multilingual, and Multicultural Education	4
National University	Alternative, IHE-based	Subject	Teacher Education - Special Education	103
National University	Alternative, IHE-based	Subject	Teacher Education - Elementary Education	13
National University	Alternative, IHE-based	Subject	Teacher Education - Secondary Education	49
National University	Alternative, IHE-based	Subject	Teacher Education - Art	3
National University	Alternative, IHE-based	Subject	Teacher Education - English/Language Arts	10
National University	Alternative, IHE-based	Subject	Teacher Education - Foreign Language	4
National University	Alternative, IHE-based	Subject	Teacher Education - Health	4
National University	Alternative, IHE-based	Subject	Teacher Education - Family and Consumer Sciences/Home Economics	1

Institution	Program Type	Record Type	Category	Prepared
National University	Alternative, IHE-based	Subject	Teacher Education - Technology Teacher Education/Industrial Arts	2
National University	Alternative, IHE-based	Subject	Teacher Education - Mathematics	7
National University	Alternative, IHE-based	Subject	Teacher Education - Music	3
National University	Alternative, IHE-based	Subject	Teacher Education - Physical Education and Coaching	5
National University	Alternative, IHE-based	Subject	Teacher Education - Science Teacher Education/General Science	1
National University	Alternative, IHE-based	Subject	Teacher Education - Social Science	11
National University	Alternative, IHE-based	Subject	Teacher Education - Biology	3
National University	Alternative, IHE-based	Subject	Teacher Education - Chemistry	1
National University	Alternative, IHE-based	Subject	Teacher Education - French	1
National University	Alternative, IHE-based	Subject	Teacher Education - Physics	2
National University	Alternative, IHE-based	Subject	Teacher Education - Spanish	2
National University	Alternative, IHE-based	Subject	Teacher Education - Earth Science	4
National University	Alternative, IHE-based	Subject	Education - Other	6
Notre Dame de Namur University	Alternative, IHE-based	Subject	Teacher Education - Special Education	7
Notre Dame de Namur University	Alternative, IHE-based	Subject	Teacher Education - Elementary Education	2
Orange County Office of Education	Alternative, not IHE-based	Subject	Teacher Education - Special Education	32
Pacific Oaks College	Alternative, IHE-based	Subject	Teacher Education - Elementary Education	1
Patten University	Alternative, IHE-based	Subject	Teacher Education - Foreign Language	1
Patten University	Alternative, IHE-based	Subject	Teacher Education - Social Science	1
Pepperdine University	Alternative, IHE-based	Subject	Teacher Education - Mathematics	1
Pepperdine University	Alternative, IHE-based	Subject	Teacher Education - Music	1
Point Loma Nazarene University	Alternative, IHE-based	Subject	Teacher Education - Special Education	13
San Diego State University	Alternative, IHE-based	Subject	Teacher Education - Special Education	3
San Diego State University	Alternative, IHE-based	Subject	Teacher Education - Elementary Education	1
San Diego State University	Alternative, IHE-based	Subject	Teacher Education - English/Language Arts	1
San Diego State University	Alternative, IHE-based	Subject	Teacher Education - Biology	1
San Diego State University	Alternative, IHE-based	Subject	Teacher Education - Spanish	1
San Diego State University	Alternative, IHE-based	Subject	Teacher Education - Bilingual, Multilingual, and Multicultural Education	1
San Francisco State University	Alternative, IHE-based	Subject	Teacher Education - Special Education	72
San Francisco State University	Alternative, IHE-based	Subject	Teacher Education - Elementary Education	3
San Francisco State University	Alternative, IHE-based	Subject	Teacher Education - Art	1
San Francisco State University	Alternative, IHE-based	Subject	Teacher Education - English/Language Arts	1
San Francisco State University	Alternative, IHE-based	Subject	Teacher Education - Mathematics	1
San Francisco State University	Alternative, IHE-based	Subject	Teacher Education - Physical Education and Coaching	1
San Francisco State University	Alternative, IHE-based	Subject	Teacher Education - Earth Science	1
San Jose State University	Alternative, IHE-based	Subject	Education - General	21
San Jose State University	Alternative, IHE-based	Subject	Teacher Education - Early Childhood Education	2
San Jose State University	Alternative, IHE-based	Subject	Teacher Education - Art	1

Institution	Program Type	Record Type	Category	Prepared
San Jose State University	Alternative, IHE-based	Subject	Teacher Education - English/Language Arts	1
San Jose State University	Alternative, IHE-based	Subject	Teacher Education - Mathematics	3
San Jose State University	Alternative, IHE-based	Subject	Teacher Education - Physical Education and Coaching	1
San Jose State University	Alternative, IHE-based	Subject	Teacher Education - Social Science	2
San Jose State University	Alternative, IHE-based	Subject	Teacher Education - Biology	2
Sonoma State University	Alternative, IHE-based	Subject	Teacher Education - Special Education	7
Sonoma State University	Alternative, IHE-based	Subject	Teacher Education - English/Language Arts	1
Sonoma State University	Alternative, IHE-based	Subject	Teacher Education - Mathematics	1
St. Mary's College of California	Alternative, IHE-based	Subject	Teacher Education - Special Education	2
St. Mary's College of California	Alternative, IHE-based	Subject	Teacher Education - Elementary Education	1
St. Mary's College of California	Alternative, IHE-based	Subject	Teacher Education - English/Language Arts	1
St. Mary's College of California	Alternative, IHE-based	Subject	Teacher Education - Mathematics	2
St. Mary's College of California	Alternative, IHE-based	Subject	Teacher Education - Physical Education and Coaching	1
St. Mary's College of California	Alternative, IHE-based	Subject	Teacher Education - Spanish	2
Stanislaus County Office of Education	Alternative, not IHE-based	Subject	Teacher Education - Special Education	2
Touro University	Alternative, IHE-based	Subject	Teacher Education - Special Education	10
Touro University	Alternative, IHE-based	Subject	Teacher Education - Elementary Education	2
Touro University	Alternative, IHE-based	Subject	Teacher Education - Secondary Education	8
Touro University	Alternative, IHE-based	Subject	Teacher Education - English/Language Arts	1
Touro University	Alternative, IHE-based	Subject	Teacher Education - Foreign Language	1
Touro University	Alternative, IHE-based	Subject	Teacher Education - Health	1
Touro University	Alternative, IHE-based	Subject	Teacher Education - Mathematics	2
Touro University	Alternative, IHE-based	Subject	Teacher Education - Music	1
Touro University	Alternative, IHE-based	Subject	Teacher Education - Physical Education and Coaching	2
University of California, Irvine	Alternative, IHE-based	Subject	Teacher Education - Secondary Education	4
University of California, Irvine	Alternative, IHE-based	Subject	Teacher Education - Mathematics	3
University of California, Irvine	Alternative, IHE-based	Subject	Teacher Education - Chemistry	1
University of California, Los Angeles	Alternative, IHE-based	Subject	Teacher Education - Special Education	4
University of California, Los Angeles	Alternative, IHE-based	Subject	Teacher Education - Elementary Education	2
University of California, Los Angeles	Alternative, IHE-based	Subject	Teacher Education - Junior High/Intermediate/Middle School Education	2
University of California, Los Angeles	Alternative, IHE-based	Subject	Teacher Education - Secondary Education	4
University of California, Los Angeles	Alternative, IHE-based	Subject	Teacher Education - Foreign Language	3
University of California, Los Angeles	Alternative, IHE-based	Subject	Teacher Education - Reading	2
University of California, Los Angeles	Alternative, IHE-based	Subject	Teacher Education - Social Science	1
University of California, Los Angeles	Alternative, IHE-based	Subject	Teacher Education - Social Studies	1
University of California, Los Angeles	Alternative, IHE-based	Subject	Teacher Education- History	1
University of California, Los Angeles	Alternative, IHE-based	Subject	Teacher Education - Spanish	3
University of California, Los Angeles	Alternative, IHE-based	Subject	Teacher Education - Geography	1

Teachers Prepared by Subject Area, 2011-12 - Alternative Route

Institution	Program Type	Record Type	Category	Prepared
University of California, Riverside	Alternative, IHE-based	Subject	Teacher Education - Special Education	2
University of California, Riverside	Alternative, IHE-based	Subject	Teacher Education - Elementary Education	2
University of California, Riverside	Alternative, IHE-based	Subject	Teacher Education - Secondary Education	3
University of California, Riverside	Alternative, IHE-based	Subject	Teacher Education - Multiple Levels	5
University of California, Riverside	Alternative, IHE-based	Subject	Teacher Education - Mathematics	1
University of California, Riverside	Alternative, IHE-based	Subject	Teacher Education - Science Teacher Education/General Science	2
University of California, Riverside	Alternative, IHE-based	Subject	Teacher Education - Biology	2
University of California, San Diego	Alternative, IHE-based	Subject	Teacher Education - Mathematics	3
University of California, San Diego	Alternative, IHE-based	Subject	Teacher Education - Biology	5
University of California, San Diego	Alternative, IHE-based	Subject	Teacher Education - Chemistry	1
University of LaVerne	Alternative, IHE-based	Subject	Teacher Education - Elementary Education	5
University of LaVerne	Alternative, IHE-based	Subject	Teacher Education - English/Language Arts	1
University of LaVerne	Alternative, IHE-based	Subject	Teacher Education - Mathematics	2
University of LaVerne	Alternative, IHE-based	Subject	Teacher Education - Social Science	1
University of LaVerne	Alternative, IHE-based	Subject	Teacher Education - Spanish	1
University of Phoenix	Alternative, IHE-based	Subject	Teacher Education - Elementary Education	1
University of Phoenix	Alternative, IHE-based	Subject	Teacher Education - Mathematics	2
University of Phoenix	Alternative, IHE-based	Subject	Teacher Education - Physical Education and Coaching	1
University of Phoenix	Alternative, IHE-based	Subject	Teacher Education - Science Teacher Education/General Science	1
University of Phoenix	Alternative, IHE-based	Subject	Teacher Education - Drama and Dance	1
University of Phoenix	Alternative, IHE-based	Subject	Teacher Education- History	1
University of Redlands	Alternative, IHE-based	Subject	Teacher Education - Business	1
University of Redlands	Alternative, IHE-based	Subject	Teacher Education - English/Language Arts	1
University of Redlands	Alternative, IHE-based	Subject	Teacher Education - Mathematics	2
University of Redlands	Alternative, IHE-based	Subject	Teacher Education - Music	1
University of Redlands	Alternative, IHE-based	Subject	Teacher Education - Physical Education and Coaching	1
University of Redlands	Alternative, IHE-based	Subject	Teacher Education - Social Science	1
University of San Francisco	Alternative, IHE-based	Subject	Teacher Education - Special Education	17
University of the Pacific	Alternative, IHE-based	Subject	Teacher Education - Special Education	1
Whittier College	Alternative, IHE-based	Subject	Teacher Education - Special Education	3
Whittier College	Alternative, IHE-based	Subject	Teacher Education - Mathematics	1

Teachers Prepared by Academic Major, 2011-12 - Alternative Route

Provide the number of teachers prepared by academic major for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Program Type	Record Type	Category	Prepared
Alliant International University	Alternative, IHE-based	Major	Education - General	1
Alliant International University	Alternative, IHE-based	Major	Teacher Education - Physical Education and Coaching	1
Alliant International University	Alternative, IHE-based	Major	Liberal Arts/Humanities	3
Alliant International University	Alternative, IHE-based	Major	Psychology	7
Alliant International University	Alternative, IHE-based	Major	Anthropology	1
Alliant International University	Alternative, IHE-based	Major	Economics	1
Alliant International University	Alternative, IHE-based	Major	Political Science and Government	3
Alliant International University	Alternative, IHE-based	Major	Sociology	3
Alliant International University	Alternative, IHE-based	Major	Visual and Performing Arts	1
Alliant International University	Alternative, IHE-based	Major	History	3
Alliant International University	Alternative, IHE-based	Major	Foreign Languages	2
Alliant International University	Alternative, IHE-based	Major	English Language/Literature	2
Alliant International University	Alternative, IHE-based	Major	Engineering	2
Alliant International University	Alternative, IHE-based	Major	Biology	6
Alliant International University	Alternative, IHE-based	Major	Mathematics and Statistics	1
Alliant International University	Alternative, IHE-based	Major	Physical Sciences	1
Alliant International University	Alternative, IHE-based	Major	Chemistry	2
Alliant International University	Alternative, IHE-based	Major	Geological and Earth Sciences/Geosciences	1
Alliant International University	Alternative, IHE-based	Major	Physics	2
Alliant International University	Alternative, IHE-based	Major	Computer and Information Sciences	1
Alliant International University	Alternative, IHE-based	Major	Other	7
Azusa Pacific University	Alternative, IHE-based	Major	Liberal Arts/Humanities	14
Azusa Pacific University	Alternative, IHE-based	Major	Psychology	4
Azusa Pacific University	Alternative, IHE-based	Major	Anthropology	2
Azusa Pacific University	Alternative, IHE-based	Major	Political Science and Government	1
Azusa Pacific University	Alternative, IHE-based	Major	Sociology	2
Azusa Pacific University	Alternative, IHE-based	Major	Visual and Performing Arts	3
Azusa Pacific University	Alternative, IHE-based	Major	History	4
Azusa Pacific University	Alternative, IHE-based	Major	Family and Consumer Sciences/Human Sciences	1
Azusa Pacific University	Alternative, IHE-based	Major	Communication or Journalism	2
Azusa Pacific University	Alternative, IHE-based	Major	Biology	1
Azusa Pacific University	Alternative, IHE-based	Major	Mathematics and Statistics	1
Azusa Pacific University	Alternative, IHE-based	Major	Physical Sciences	3
Azusa Pacific University	Alternative, IHE-based	Major	Chemistry	1
Azusa Pacific University	Alternative, IHE-based	Major	Geological and Earth Sciences/Geosciences	1
Azusa Pacific University	Alternative, IHE-based	Major	Business/Business Administration/Accounting	2

Teachers Prepared by Academic Major, 2011-12 - Alternative Route

Provide the number of teachers prepared by academic major for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Program Type	Record Type	Category	Prepared
Azusa Pacific University	Alternative, IHE-based	Major	Computer and Information Sciences	1
Brandman University	Alternative, IHE-based	Major	Education - General	21
Brandman University	Alternative, IHE-based	Major	Teacher Education - Early Childhood Education	3
Brandman University	Alternative, IHE-based	Major	Teacher Education - Art	3
Brandman University	Alternative, IHE-based	Major	Teacher Education - English/Language Arts	1
Brandman University	Alternative, IHE-based	Major	Teacher Education - Health	1
Brandman University	Alternative, IHE-based	Major	Psychology	6
Brandman University	Alternative, IHE-based	Major	Anthropology	1
Brandman University	Alternative, IHE-based	Major	Economics	1
Brandman University	Alternative, IHE-based	Major	Geography and Cartography	1
Brandman University	Alternative, IHE-based	Major	Political Science and Government	5
Brandman University	Alternative, IHE-based	Major	Sociology	1
Brandman University	Alternative, IHE-based	Major	Visual and Performing Arts	1
Brandman University	Alternative, IHE-based	Major	History	2
Brandman University	Alternative, IHE-based	Major	Foreign Languages	2
Brandman University	Alternative, IHE-based	Major	Family and Consumer Sciences/Human Sciences	1
Brandman University	Alternative, IHE-based	Major	English Language/Literature	10
Brandman University	Alternative, IHE-based	Major	Biology	3
Brandman University	Alternative, IHE-based	Major	Mathematics and Statistics	2
Brandman University	Alternative, IHE-based	Major	Chemistry	2
Brandman University	Alternative, IHE-based	Major	Geological and Earth Sciences/Geosciences	1
Brandman University	Alternative, IHE-based	Major	Physics	1
Brandman University	Alternative, IHE-based	Major	Business/Business Administration/Accounting	9
Brandman University	Alternative, IHE-based	Major	Computer and Information Sciences	1
California Baptist University	Alternative, IHE-based	Major	Liberal Arts/Humanities	4
California Baptist University	Alternative, IHE-based	Major	Sociology	1
California Baptist University	Alternative, IHE-based	Major	English Language/Literature	2
California Baptist University	Alternative, IHE-based	Major	Engineering	1
California Baptist University	Alternative, IHE-based	Major	Biology	2
California Baptist University	Alternative, IHE-based	Major	Mathematics and Statistics	1
California Baptist University	Alternative, IHE-based	Major	Business/Business Administration/Accounting	1
California State Polytechnic University, Pomona	Alternative, IHE-based	Major	Psychology	1
California State Polytechnic University, Pomona	Alternative, IHE-based	Major	Social Sciences	1
California State Polytechnic University, Pomona	Alternative, IHE-based	Major	Sociology	1
California State Polytechnic University, Pomona	Alternative, IHE-based	Major	Family and Consumer Sciences/Human Sciences	1
California State Polytechnic University, Pomona	Alternative, IHE-based	Major	Communication or Journalism	2

Teachers Prepared by Academic Major, 2011-12 - Alternative Route

Provide the number of teachers prepared by academic major for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Program Type	Record Type	Category	Prepared
California State Polytechnic University, Pomona	Alternative, IHE-based	Major	Mathematics and Statistics	1
California State Polytechnic University, Pomona	Alternative, IHE-based	Major	Physics	2
California State Polytechnic University, Pomona	Alternative, IHE-based	Major	Business/Business Administration/Accounting	3
California State Polytechnic University, Pomona	Alternative, IHE-based	Major	Computer and Information Sciences	1
California State University, Bakersfield	Alternative, IHE-based	Major	Liberal Arts/Humanities	6
California State University, Bakersfield	Alternative, IHE-based	Major	Psychology	2
California State University, Bakersfield	Alternative, IHE-based	Major	Economics	1
California State University, Bakersfield	Alternative, IHE-based	Major	Sociology	3
California State University, Bakersfield	Alternative, IHE-based	Major	Family and Consumer Sciences/Human Sciences	2
California State University, Bakersfield	Alternative, IHE-based	Major	Business/Business Administration/Accounting	1
California State University, Bakersfield	Alternative, IHE-based	Major	Other	1
California State University, Channel Islands	Alternative, IHE-based	Major	Communication or Journalism	1
California State University, Chico	Alternative, IHE-based	Major	Teacher Education - Elementary Education	7
California State University, Chico	Alternative, IHE-based	Major	Teacher Education - Secondary Education	1
California State University, Chico	Alternative, IHE-based	Major	Teacher Education - Music	1
California State University, Chico	Alternative, IHE-based	Major	Liberal Arts/Humanities	1
California State University, Chico	Alternative, IHE-based	Major	Visual and Performing Arts	1
California State University, Chico	Alternative, IHE-based	Major	Mathematics and Statistics	1
California State University, Dominguez Hills	Alternative, IHE-based	Major	Teacher Education - Mathematics	3
California State University, Dominguez Hills	Alternative, IHE-based	Major	Teacher Education - Physical Education and Coaching	2
California State University, Dominguez Hills	Alternative, IHE-based	Major	Liberal Arts/Humanities	10
California State University, Dominguez Hills	Alternative, IHE-based	Major	Sociology	3
California State University, Dominguez Hills	Alternative, IHE-based	Major	English Language/Literature	3
California State University, Dominguez Hills	Alternative, IHE-based	Major	Biology	6
California State University, Dominguez Hills	Alternative, IHE-based	Major	Mathematics and Statistics	3
California State University, Dominguez Hills	Alternative, IHE-based	Major	Chemistry	1
California State University, Dominguez Hills	Alternative, IHE-based	Major	Other	1
California State University, East Bay	Alternative, IHE-based	Major	Teacher Education - Physical Education and Coaching	3
California State University, East Bay	Alternative, IHE-based	Major	Liberal Arts/Humanities	3
California State University, East Bay	Alternative, IHE-based	Major	Psychology	2
California State University, East Bay	Alternative, IHE-based	Major	Social Sciences	1
California State University, East Bay	Alternative, IHE-based	Major	Sociology	1
California State University, East Bay	Alternative, IHE-based	Major	Visual and Performing Arts	2
California State University, East Bay	Alternative, IHE-based	Major	History	2
California State University, East Bay	Alternative, IHE-based	Major	Family and Consumer Sciences/Human Sciences	2
California State University, East Bay	Alternative, IHE-based	Major	English Language/Literature	2

Teachers Prepared by Academic Major, 2011-12 - Alternative Route

Provide the number of teachers prepared by academic major for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Program Type	Record Type	Category	Prepared
California State University, East Bay	Alternative, IHE-based	Major	Philosophy and Religious Studies	2
California State University, East Bay	Alternative, IHE-based	Major	Engineering	1
California State University, East Bay	Alternative, IHE-based	Major	Biology	1
California State University, East Bay	Alternative, IHE-based	Major	Mathematics and Statistics	2
California State University, East Bay	Alternative, IHE-based	Major	Physics	1
California State University, East Bay	Alternative, IHE-based	Major	Business/Business Administration/Accounting	2
California State University, East Bay	Alternative, IHE-based	Major	Other	1
California State University, Fullerton	Alternative, IHE-based	Major	Education - General	1
California State University, Fullerton	Alternative, IHE-based	Major	Psychology	1
California State University, Fullerton	Alternative, IHE-based	Major	Social Sciences	1
California State University, Fullerton	Alternative, IHE-based	Major	Political Science and Government	1
California State University, Fullerton	Alternative, IHE-based	Major	Sociology	2
California State University, Fullerton	Alternative, IHE-based	Major	Foreign Languages	2
California State University, Fullerton	Alternative, IHE-based	Major	Family and Consumer Sciences/Human Sciences	1
California State University, Fullerton	Alternative, IHE-based	Major	Communication or Journalism	1
California State University, Fullerton	Alternative, IHE-based	Major	Chemistry	1
California State University, Fullerton	Alternative, IHE-based	Major	Other	4
California State University, Long Beach	Alternative, IHE-based	Major	Teacher Education - Early Childhood Education	2
California State University, Long Beach	Alternative, IHE-based	Major	Teacher Education - English/Language Arts	5
California State University, Long Beach	Alternative, IHE-based	Major	Visual and Performing Arts	1
California State University, Long Beach	Alternative, IHE-based	Major	Foreign Languages	1
California State University, Long Beach	Alternative, IHE-based	Major	Communication or Journalism	1
California State University, Long Beach	Alternative, IHE-based	Major	Other	2
California State University, Los Angeles	Alternative, IHE-based	Major	Teacher Education - Elementary Education	6
California State University, Los Angeles	Alternative, IHE-based	Major	Teacher Education - Physical Education and Coaching	2
California State University, Los Angeles	Alternative, IHE-based	Major	Liberal Arts/Humanities	4
California State University, Los Angeles	Alternative, IHE-based	Major	Psychology	6
California State University, Los Angeles	Alternative, IHE-based	Major	Social Sciences	4
California State University, Los Angeles	Alternative, IHE-based	Major	Geography and Cartography	1
California State University, Los Angeles	Alternative, IHE-based	Major	Political Science and Government	2
California State University, Los Angeles	Alternative, IHE-based	Major	Sociology	1
California State University, Los Angeles	Alternative, IHE-based	Major	Foreign Languages	1
California State University, Los Angeles	Alternative, IHE-based	Major	Family and Consumer Sciences/Human Sciences	1
California State University, Los Angeles	Alternative, IHE-based	Major	English Language/Literature	4
California State University, Los Angeles	Alternative, IHE-based	Major	Communication or Journalism	1
California State University, Los Angeles	Alternative, IHE-based	Major	Engineering	1

Teachers Prepared by Academic Major, 2011-12 - Alternative Route

Provide the number of teachers prepared by academic major for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Program Type	Record Type	Category	Prepared
California State University, Los Angeles	Alternative, IHE-based	Major	Biology	1
California State University, Los Angeles	Alternative, IHE-based	Major	Other	1
California State University, Monterey Bay	Alternative, IHE-based	Major	Teacher Education - Special Education	53
California State University, Monterey Bay	Alternative, IHE-based	Major	Teacher Education - Elementary Education	25
California State University, Monterey Bay	Alternative, IHE-based	Major	Teacher Education - Secondary Education	22
California State University, Monterey Bay	Alternative, IHE-based	Major	Teacher Education - English/Language Arts	5
California State University, Monterey Bay	Alternative, IHE-based	Major	Teacher Education - Foreign Language	1
California State University, Monterey Bay	Alternative, IHE-based	Major	Teacher Education - Mathematics	6
California State University, Monterey Bay	Alternative, IHE-based	Major	Teacher Education - Social Science	5
California State University, Monterey Bay	Alternative, IHE-based	Major	Teacher Education - Spanish	5
California State University, Northridge	Alternative, IHE-based	Major	Liberal Arts/Humanities	1
California State University, Northridge	Alternative, IHE-based	Major	Psychology	3
California State University, Northridge	Alternative, IHE-based	Major	Economics	1
California State University, Northridge	Alternative, IHE-based	Major	Political Science and Government	1
California State University, Northridge	Alternative, IHE-based	Major	Sociology	1
California State University, Northridge	Alternative, IHE-based	Major	Visual and Performing Arts	1
California State University, Northridge	Alternative, IHE-based	Major	Foreign Languages	1
California State University, Northridge	Alternative, IHE-based	Major	English Language/Literature	4
California State University, Northridge	Alternative, IHE-based	Major	Biology	2
California State University, Northridge	Alternative, IHE-based	Major	Mathematics and Statistics	1
California State University, Northridge	Alternative, IHE-based	Major	Business/Business Administration/Accounting	1
California State University, Northridge	Alternative, IHE-based	Major	Other	6
California State University, Sacramento	Alternative, IHE-based	Major	Psychology	1
California State University, Sacramento	Alternative, IHE-based	Major	Sociology	2
California State University, Sacramento	Alternative, IHE-based	Major	Foreign Languages	1
California State University, Sacramento	Alternative, IHE-based	Major	English Language/Literature	1
California State University, Sacramento	Alternative, IHE-based	Major	Mathematics and Statistics	1
California State University, Sacramento	Alternative, IHE-based	Major	Other	6
California State University, San Bernardino	Alternative, IHE-based	Major	Liberal Arts/Humanities	8
California State University, San Bernardino	Alternative, IHE-based	Major	Psychology	5
California State University, San Bernardino	Alternative, IHE-based	Major	Visual and Performing Arts	1
California State University, San Bernardino	Alternative, IHE-based	Major	Communication or Journalism	2
California State University, San Bernardino	Alternative, IHE-based	Major	Biology	1
California State University, San Bernardino	Alternative, IHE-based	Major	Mathematics and Statistics	2
California State University, San Bernardino	Alternative, IHE-based	Major	Business/Business Administration/Accounting	2
California State University, San Marcos	Alternative, IHE-based	Major	Family and Consumer Sciences/Human Sciences	1

Teachers Prepared by Academic Major, 2011-12 - Alternative Route

Provide the number of teachers prepared by academic major for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Program Type	Record Type	Category	Prepared
California State University, Stanislaus	Alternative, IHE-based	Major	Liberal Arts/Humanities	1
California State University, Stanislaus	Alternative, IHE-based	Major	Psychology	3
California State University, Stanislaus	Alternative, IHE-based	Major	Sociology	1
California State University, Stanislaus	Alternative, IHE-based	Major	English Language/Literature	1
California State University, Stanislaus	Alternative, IHE-based	Major	Other	1
CalState TEACH	Alternative, IHE-based	Major	Teacher Education - Physical Education and Coaching	1
CalState TEACH	Alternative, IHE-based	Major	Liberal Arts/Humanities	1
CalState TEACH	Alternative, IHE-based	Major	Political Science and Government	2
CalState TEACH	Alternative, IHE-based	Major	Biology	1
CalState TEACH	Alternative, IHE-based	Major	Chemistry	1
CalState TEACH	Alternative, IHE-based	Major	Other	29
Chapman University	Alternative, IHE-based	Major	Foreign Languages	1
Chapman University	Alternative, IHE-based	Major	Family and Consumer Sciences/Human Sciences	1
Chapman University	Alternative, IHE-based	Major	English Language/Literature	1
Claremont Graduate University	Alternative, IHE-based	Major	Education - General	24
Dominican University of California	Alternative, IHE-based	Major	Teacher Education - Agriculture	1
Dominican University of California	Alternative, IHE-based	Major	Liberal Arts/Humanities	1
Dominican University of California	Alternative, IHE-based	Major	History	2
Dominican University of California	Alternative, IHE-based	Major	Family and Consumer Sciences/Human Sciences	1
Dominican University of California	Alternative, IHE-based	Major	English Language/Literature	2
Dominican University of California	Alternative, IHE-based	Major	Communication or Journalism	1
Dominican University of California	Alternative, IHE-based	Major	Mathematics and Statistics	1
Dominican University of California	Alternative, IHE-based	Major	Business/Business Administration/Accounting	1
Fortune School of Education (Project Pipeline)	Alternative, not IHE-based	Major	Education - General	4
Fortune School of Education (Project Pipeline)	Alternative, not IHE-based	Major	Teacher Education - Elementary Education	1
Fortune School of Education (Project Pipeline)	Alternative, not IHE-based	Major	Psychology	4
Fortune School of Education (Project Pipeline)	Alternative, not IHE-based	Major	Social Sciences	3
Fortune School of Education (Project Pipeline)	Alternative, not IHE-based	Major	Economics	2
Fortune School of Education (Project Pipeline)	Alternative, not IHE-based	Major	Political Science and Government	3
Fortune School of Education (Project Pipeline)	Alternative, not IHE-based	Major	Visual and Performing Arts	2
Fortune School of Education (Project Pipeline)	Alternative, not IHE-based	Major	History	1
Fortune School of Education (Project Pipeline)	Alternative, not IHE-based	Major	Foreign Languages	3
Fortune School of Education (Project Pipeline)	Alternative, not IHE-based	Major	English Language/Literature	6
Fortune School of Education (Project Pipeline)	Alternative, not IHE-based	Major	Communication or Journalism	2
Fortune School of Education (Project Pipeline)	Alternative, not IHE-based	Major	Biology	4
Fortune School of Education (Project Pipeline)	Alternative, not IHE-based	Major	Mathematics and Statistics	4

Teachers Prepared by Academic Major, 2011-12 - Alternative Route

Provide the number of teachers prepared by academic major for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Program Type	Record Type	Category	Prepared
Fortune School of Education (Project Pipeline)	Alternative, not IHE-based	Major	Business/Business Administration/Accounting	1
Fortune School of Education (Project Pipeline)	Alternative, not IHE-based	Major	Other	6
Fresno Pacific University	Alternative, IHE-based	Major	Liberal Arts/Humanities	13
Fresno Pacific University	Alternative, IHE-based	Major	Psychology	3
Fresno Pacific University	Alternative, IHE-based	Major	Sociology	1
Fresno Pacific University	Alternative, IHE-based	Major	Visual and Performing Arts	1
Fresno Pacific University	Alternative, IHE-based	Major	Biology	1
Fresno Pacific University	Alternative, IHE-based	Major	Business/Business Administration/Accounting	2
Fresno Pacific University	Alternative, IHE-based	Major	Other	2
High Tech High Communities	Alternative, not IHE-based	Major	Liberal Arts/Humanities	2
High Tech High Communities	Alternative, not IHE-based	Major	Psychology	1
High Tech High Communities	Alternative, not IHE-based	Major	Geography and Cartography	1
High Tech High Communities	Alternative, not IHE-based	Major	Visual and Performing Arts	3
High Tech High Communities	Alternative, not IHE-based	Major	Family and Consumer Sciences/Human Sciences	1
High Tech High Communities	Alternative, not IHE-based	Major	English Language/Literature	2
High Tech High Communities	Alternative, not IHE-based	Major	Engineering	3
High Tech High Communities	Alternative, not IHE-based	Major	Biology	3
High Tech High Communities	Alternative, not IHE-based	Major	Mathematics and Statistics	2
High Tech High Communities	Alternative, not IHE-based	Major	Physical Sciences	1
High Tech High Communities	Alternative, not IHE-based	Major	Chemistry	1
High Tech High Communities	Alternative, not IHE-based	Major	Geological and Earth Sciences/Geosciences	1
High Tech High Communities	Alternative, not IHE-based	Major	Physics	2
Holy Names University	Alternative, IHE-based	Major	Teacher Education - Art	1
Holy Names University	Alternative, IHE-based	Major	Teacher Education - English/Language Arts	1
Holy Names University	Alternative, IHE-based	Major	Teacher Education - History	1
Holy Names University	Alternative, IHE-based	Major	Liberal Arts/Humanities	1
Holy Names University	Alternative, IHE-based	Major	Sociology	1
Holy Names University	Alternative, IHE-based	Major	Engineering	1
Holy Names University	Alternative, IHE-based	Major	Business/Business Administration/Accounting	2
Holy Names University	Alternative, IHE-based	Major	Other	2
Humboldt State University	Alternative, IHE-based	Major	Teacher Education - Elementary Education	4
Humboldt State University	Alternative, IHE-based	Major	Teacher Education - History	1
Los Angeles Unified School District	Alternative, not IHE-based	Major	Liberal Arts/Humanities	1
Los Angeles Unified School District	Alternative, not IHE-based	Major	Psychology	2
Los Angeles Unified School District	Alternative, not IHE-based	Major	Economics	2
Los Angeles Unified School District	Alternative, not IHE-based	Major	Sociology	1

Teachers Prepared by Academic Major, 2011-12 - Alternative Route

Provide the number of teachers prepared by academic major for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Program Type	Record Type	Category	Prepared
Los Angeles Unified School District	Alternative, not IHE-based	Major	History	2
Los Angeles Unified School District	Alternative, not IHE-based	Major	Philosophy and Religious Studies	2
Los Angeles Unified School District	Alternative, not IHE-based	Major	Communication or Journalism	1
Los Angeles Unified School District	Alternative, not IHE-based	Major	Engineering	2
Los Angeles Unified School District	Alternative, not IHE-based	Major	Biology	7
Los Angeles Unified School District	Alternative, not IHE-based	Major	Mathematics and Statistics	2
Los Angeles Unified School District	Alternative, not IHE-based	Major	Other	3
Loyola Marymount University	Alternative, IHE-based	Major	Teacher Education - Elementary Education	2
Loyola Marymount University	Alternative, IHE-based	Major	Liberal Arts/Humanities	4
Loyola Marymount University	Alternative, IHE-based	Major	Social Sciences	49
Loyola Marymount University	Alternative, IHE-based	Major	Anthropology	4
Loyola Marymount University	Alternative, IHE-based	Major	Geography and Cartography	2
Loyola Marymount University	Alternative, IHE-based	Major	Political Science and Government	39
Loyola Marymount University	Alternative, IHE-based	Major	Sociology	12
Loyola Marymount University	Alternative, IHE-based	Major	Visual and Performing Arts	6
Loyola Marymount University	Alternative, IHE-based	Major	History	12
Loyola Marymount University	Alternative, IHE-based	Major	Foreign Languages	5
Loyola Marymount University	Alternative, IHE-based	Major	Family and Consumer Sciences/Human Sciences	5
Loyola Marymount University	Alternative, IHE-based	Major	English Language/Literature	23
Loyola Marymount University	Alternative, IHE-based	Major	Philosophy and Religious Studies	6
Loyola Marymount University	Alternative, IHE-based	Major	Agriculture	1
Loyola Marymount University	Alternative, IHE-based	Major	Communication or Journalism	10
Loyola Marymount University	Alternative, IHE-based	Major	Engineering	7
Loyola Marymount University	Alternative, IHE-based	Major	Biology	28
Loyola Marymount University	Alternative, IHE-based	Major	Mathematics and Statistics	5
Loyola Marymount University	Alternative, IHE-based	Major	Physical Sciences	1
Loyola Marymount University	Alternative, IHE-based	Major	Chemistry	3
Loyola Marymount University	Alternative, IHE-based	Major	Geological and Earth Sciences/Geosciences	1
Loyola Marymount University	Alternative, IHE-based	Major	Physics	4
Loyola Marymount University	Alternative, IHE-based	Major	Business/Business Administration/Accounting	11
Loyola Marymount University	Alternative, IHE-based	Major	Computer and Information Sciences	3
Loyola Marymount University	Alternative, IHE-based	Major	Other	19
Mount St. Mary’s College	Alternative, IHE-based	Major	Teacher Education - Secondary Education	1
Mount St. Mary’s College	Alternative, IHE-based	Major	History	1
Mount St. Mary’s College	Alternative, IHE-based	Major	English Language/Literature	1
Mount St. Mary’s College	Alternative, IHE-based	Major	Business/Business Administration/Accounting	1

Teachers Prepared by Academic Major, 2011-12 - Alternative Route

Provide the number of teachers prepared by academic major for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Program Type	Record Type	Category	Prepared
Mount St. Mary's College	Alternative, IHE-based	Major	Other	1
National Hispanic University	Alternative, IHE-based	Major	Liberal Arts/Humanities	1
National Hispanic University	Alternative, IHE-based	Major	Psychology	1
National Hispanic University	Alternative, IHE-based	Major	History	1
National Hispanic University	Alternative, IHE-based	Major	Business/Business Administration/Accounting	1
National University	Alternative, IHE-based	Major	Teacher Education - Early Childhood Education	3
National University	Alternative, IHE-based	Major	Teacher Education - Elementary Education	3
National University	Alternative, IHE-based	Major	Teacher Education - Secondary Education	6
National University	Alternative, IHE-based	Major	Teacher Education - Art	2
National University	Alternative, IHE-based	Major	Teacher Education - Business	1
National University	Alternative, IHE-based	Major	Teacher Education - Mathematics	3
National University	Alternative, IHE-based	Major	Teacher Education - Music	2
National University	Alternative, IHE-based	Major	Teacher Education - Physical Education and Coaching	4
National University	Alternative, IHE-based	Major	Teacher Education - Social Science	1
National University	Alternative, IHE-based	Major	Liberal Arts/Humanities	30
National University	Alternative, IHE-based	Major	Psychology	24
National University	Alternative, IHE-based	Major	Social Sciences	3
National University	Alternative, IHE-based	Major	Anthropology	1
National University	Alternative, IHE-based	Major	Economics	1
National University	Alternative, IHE-based	Major	Political Science and Government	4
National University	Alternative, IHE-based	Major	Sociology	7
National University	Alternative, IHE-based	Major	Visual and Performing Arts	2
National University	Alternative, IHE-based	Major	History	6
National University	Alternative, IHE-based	Major	Family and Consumer Sciences/Human Sciences	5
National University	Alternative, IHE-based	Major	English Language/Literature	11
National University	Alternative, IHE-based	Major	Communication or Journalism	6
National University	Alternative, IHE-based	Major	Engineering	1
National University	Alternative, IHE-based	Major	Biology	4
National University	Alternative, IHE-based	Major	Mathematics and Statistics	2
National University	Alternative, IHE-based	Major	Chemistry	2
National University	Alternative, IHE-based	Major	Geological and Earth Sciences/Geosciences	1
National University	Alternative, IHE-based	Major	Physics	2
National University	Alternative, IHE-based	Major	Business/Business Administration/Accounting	10
National University	Alternative, IHE-based	Major	Computer and Information Sciences	1
National University	Alternative, IHE-based	Major	Other	39
Pacific Oaks College	Alternative, IHE-based	Major	Other	1

Teachers Prepared by Academic Major, 2011-12 - Alternative Route

Provide the number of teachers prepared by academic major for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Program Type	Record Type	Category	Prepared
Patten University	Alternative, IHE-based	Major	Social Sciences	1
Patten University	Alternative, IHE-based	Major	Mathematics and Statistics	1
Patten University	Alternative, IHE-based	Major	Other	1
Pepperdine University	Alternative, IHE-based	Major	Visual and Performing Arts	1
Pepperdine University	Alternative, IHE-based	Major	Mathematics and Statistics	1
Point Loma Nazarene University	Alternative, IHE-based	Major	Other	13
San Diego State University	Alternative, IHE-based	Major	Teacher Education - English/Language Arts	1
San Diego State University	Alternative, IHE-based	Major	Political Science and Government	1
San Francisco State University	Alternative, IHE-based	Major	Liberal Arts/Humanities	18
San Francisco State University	Alternative, IHE-based	Major	Psychology	6
San Francisco State University	Alternative, IHE-based	Major	Social Sciences	4
San Francisco State University	Alternative, IHE-based	Major	Political Science and Government	1
San Francisco State University	Alternative, IHE-based	Major	Sociology	2
San Francisco State University	Alternative, IHE-based	Major	Visual and Performing Arts	6
San Francisco State University	Alternative, IHE-based	Major	History	3
San Francisco State University	Alternative, IHE-based	Major	Foreign Languages	4
San Francisco State University	Alternative, IHE-based	Major	Family and Consumer Sciences/Human Sciences	5
San Francisco State University	Alternative, IHE-based	Major	English Language/Literature	7
San Francisco State University	Alternative, IHE-based	Major	Philosophy and Religious Studies	1
San Francisco State University	Alternative, IHE-based	Major	Communication or Journalism	7
San Francisco State University	Alternative, IHE-based	Major	Biology	4
San Francisco State University	Alternative, IHE-based	Major	Mathematics and Statistics	7
San Francisco State University	Alternative, IHE-based	Major	Physical Sciences	1
San Francisco State University	Alternative, IHE-based	Major	Geological and Earth Sciences/Geosciences	1
San Francisco State University	Alternative, IHE-based	Major	Computer and Information Sciences	1
San Francisco State University	Alternative, IHE-based	Major	Other	3
San Jose State University	Alternative, IHE-based	Major	Teacher Education - Early Childhood Education	1
San Jose State University	Alternative, IHE-based	Major	Teacher Education - Art	2
San Jose State University	Alternative, IHE-based	Major	Teacher Education - English/Language Arts	1
San Jose State University	Alternative, IHE-based	Major	Teacher Education - Mathematics	2
San Jose State University	Alternative, IHE-based	Major	Teacher Education - Physical Education and Coaching	1
San Jose State University	Alternative, IHE-based	Major	Teacher Education - Social Studies	1
San Jose State University	Alternative, IHE-based	Major	Teacher Education - Biology	2
San Jose State University	Alternative, IHE-based	Major	Liberal Arts/Humanities	5
San Jose State University	Alternative, IHE-based	Major	Psychology	3
San Jose State University	Alternative, IHE-based	Major	Sociology	2

Teachers Prepared by Academic Major, 2011-12 - Alternative Route

Provide the number of teachers prepared by academic major for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Program Type	Record Type	Category	Prepared
San Jose State University	Alternative, IHE-based	Major	Visual and Performing Arts	1
San Jose State University	Alternative, IHE-based	Major	Family and Consumer Sciences/Human Sciences	2
San Jose State University	Alternative, IHE-based	Major	Philosophy and Religious Studies	1
San Jose State University	Alternative, IHE-based	Major	Communication or Journalism	4
San Jose State University	Alternative, IHE-based	Major	Engineering	3
Sonoma State University	Alternative, IHE-based	Major	Liberal Arts/Humanities	1
Sonoma State University	Alternative, IHE-based	Major	Psychology	1
Sonoma State University	Alternative, IHE-based	Major	Social Sciences	1
Sonoma State University	Alternative, IHE-based	Major	Anthropology	1
Sonoma State University	Alternative, IHE-based	Major	History	2
Sonoma State University	Alternative, IHE-based	Major	Mathematics and Statistics	1
Sonoma State University	Alternative, IHE-based	Major	Other	3
St. Mary's College of California	Alternative, IHE-based	Major	Liberal Arts/Humanities	1
St. Mary's College of California	Alternative, IHE-based	Major	Psychology	1
St. Mary's College of California	Alternative, IHE-based	Major	Anthropology	1
St. Mary's College of California	Alternative, IHE-based	Major	Economics	1
St. Mary's College of California	Alternative, IHE-based	Major	Foreign Languages	1
St. Mary's College of California	Alternative, IHE-based	Major	English Language/Literature	1
St. Mary's College of California	Alternative, IHE-based	Major	Communication or Journalism	1
St. Mary's College of California	Alternative, IHE-based	Major	Mathematics and Statistics	1
St. Mary's College of California	Alternative, IHE-based	Major	Other	1
Stanislaus County Office of Education	Alternative, not IHE-based	Major	Agriculture	1
Stanislaus County Office of Education	Alternative, not IHE-based	Major	Other	1
Touro University	Alternative, IHE-based	Major	Teacher Education - Mathematics	1
Touro University	Alternative, IHE-based	Major	Teacher Education - Music	1
Touro University	Alternative, IHE-based	Major	Teacher Education - History	1
Touro University	Alternative, IHE-based	Major	Teacher Education - Spanish	1
University of California, Irvine	Alternative, IHE-based	Major	Psychology	1
University of California, Irvine	Alternative, IHE-based	Major	Political Science and Government	1
University of California, Irvine	Alternative, IHE-based	Major	Mathematics and Statistics	1
University of California, Irvine	Alternative, IHE-based	Major	Chemistry	1
University of California, Los Angeles	Alternative, IHE-based	Major	Other	1
University of California, Riverside	Alternative, IHE-based	Major	Teacher Education - Mathematics	1
University of California, Riverside	Alternative, IHE-based	Major	Anthropology	1
University of California, Riverside	Alternative, IHE-based	Major	Philosophy and Religious Studies	1
University of California, Riverside	Alternative, IHE-based	Major	Biology	2

Teachers Prepared by Academic Major, 2011-12 - Alternative Route

Provide the number of teachers prepared by academic major for academic year 2011-12. For the purpose of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major.

Institution	Program Type	Record Type	Category	Prepared
University of California, San Diego	Alternative, IHE-based	Major	Teacher Education - Secondary Education	1
University of California, San Diego	Alternative, IHE-based	Major	Teacher Education - Mathematics	3
University of California, San Diego	Alternative, IHE-based	Major	Teacher Education - Biology	5
University of California, San Diego	Alternative, IHE-based	Major	Teacher Education - Chemistry	1
University of California, San Diego	Alternative, IHE-based	Major	Other	1
University of LaVerne	Alternative, IHE-based	Major	Teacher Education - Spanish	1
University of LaVerne	Alternative, IHE-based	Major	Liberal Arts/Humanities	5
University of LaVerne	Alternative, IHE-based	Major	Psychology	1
University of LaVerne	Alternative, IHE-based	Major	History	1
University of LaVerne	Alternative, IHE-based	Major	Family and Consumer Sciences/Human Sciences	1
University of LaVerne	Alternative, IHE-based	Major	Business/Business Administration/Accounting	1
University of Phoenix	Alternative, IHE-based	Major	Teacher Education - Elementary Education	1
University of Phoenix	Alternative, IHE-based	Major	Teacher Education - Secondary Education	6
University of Redlands	Alternative, IHE-based	Major	Teacher Education - Physical Education and Coaching	1
University of Redlands	Alternative, IHE-based	Major	Visual and Performing Arts	1
University of Redlands	Alternative, IHE-based	Major	English Language/Literature	1
University of Redlands	Alternative, IHE-based	Major	Mathematics and Statistics	1
University of Redlands	Alternative, IHE-based	Major	Business/Business Administration/Accounting	2
University of Redlands	Alternative, IHE-based	Major	Other	1
University of San Francisco	Alternative, IHE-based	Major	Liberal Arts/Humanities	1
University of San Francisco	Alternative, IHE-based	Major	Psychology	2
University of San Francisco	Alternative, IHE-based	Major	Social Sciences	2
University of San Francisco	Alternative, IHE-based	Major	Anthropology	1
University of San Francisco	Alternative, IHE-based	Major	Political Science and Government	1
University of San Francisco	Alternative, IHE-based	Major	Sociology	1
University of San Francisco	Alternative, IHE-based	Major	Visual and Performing Arts	1
University of San Francisco	Alternative, IHE-based	Major	History	1
University of San Francisco	Alternative, IHE-based	Major	Foreign Languages	1
University of San Francisco	Alternative, IHE-based	Major	English Language/Literature	4
University of San Francisco	Alternative, IHE-based	Major	Communication or Journalism	2
University of San Francisco	Alternative, IHE-based	Major	Other	1
University of the Pacific	Alternative, IHE-based	Major	Other	1
Whittier College	Alternative, IHE-based	Major	Liberal Arts/Humanities	2
Whittier College	Alternative, IHE-based	Major	Psychology	1

Provide the total number of teacher preparation program completers in each of the following academic years: 2011-12, 2010-11, 2009-10				
Institution	**ProgramType**	**Program Completers, 2011-12**	**Program Completers, 2010-11**	**Program Completers, 2009-10**
Alliant International University	Alternative, IHE-based	48	48	204
Azusa Pacific University	Alternative, IHE-based	43	71	104
Bay Area School of Enterprise (REACH Institute)	Alternative, not IHE-based	22	24	6
Brandman University	Alternative, IHE-based	92	165	260
California Baptist University	Alternative, IHE-based	12	14	9
California Lutheran University	Alternative, IHE-based	0	6	7
California State Polytechnic University, Pomona	Alternative, IHE-based	14	28	37
California State University, Bakersfield	Alternative, IHE-based	16	20	39
California State University, Channel Islands	Alternative, IHE-based	1	2	10
California State University, Chico	Alternative, IHE-based	11	14	24
California State University, Dominguez Hills	Alternative, IHE-based	63	62	99
California State University, East Bay	Alternative, IHE-based	28	28	57
California State University, Fresno	Alternative, IHE-based	17	24	59
California State University, Fullerton	Alternative, IHE-based	15	30	60
California State University, Long Beach	Alternative, IHE-based	13	24	20
California State University, Los Angeles	Alternative, IHE-based	36	41	70
California State University, Monterey Bay	Alternative, IHE-based	22	58	62
California State University, Northridge	Alternative, IHE-based	22	40	107
California State University, Sacramento	Alternative, IHE-based	12	30	56
California State University, San Bernardino	Alternative, IHE-based	24	60	87
California State University, San Marcos	Alternative, IHE-based	1	2	2
California State University, Stanislaus	Alternative, IHE-based	7	12	30
CalState TEACH	Alternative, IHE-based	35	42	68
Chapman University	Alternative, IHE-based	3	5	8
Claremont Graduate University	Alternative, IHE-based	24	40	59
Dominican University of California	Alternative, IHE-based	10	8	4
Fortune School of Education (Project Pipeline)	Alternative, not IHE-based	45	96	104
Fresno Pacific University	Alternative, IHE-based	24	19	33
High Tech High Communities	Alternative, not IHE-based	23	16	12
Holy Names University	Alternative, IHE-based	8	19	11
Humboldt State University	Alternative, IHE-based	5	9	7
IMPACT (San Joaquin County Office of Education)	Alternative, not IHE-based	210	262	183
La Sierra University	Alternative, IHE-based	0	3	3
Los Angeles Unified School District	Alternative, not IHE-based	25	40	91

Provide the total number of teacher preparation program completers in each of the following academic years: 2011-12, 2010-11, 2009-10				
Institution	**ProgramType**	**Program Completers, 2011-12**	**Program Completers, 2010-11**	**Program Completers, 2009-10**
Loyola Marymount University	Alternative, IHE-based	262	249	91
Mount St. Mary’s College	Alternative, IHE-based	4	4	7
National Hispanic University	Alternative, IHE-based	4	14	9
National University	Alternative, IHE-based	165	274	371
Notre Dame de Namur University	Alternative, IHE-based	9	13	18
Orange County Office of Education	Alternative, not IHE-based	0	29	26
Pacific Oaks College	Alternative, IHE-based	1	0	1
Patten University	Alternative, IHE-based	3	3	6
Pepperdine University	Alternative, IHE-based	2	5	9
Point Loma Nazarene University	Alternative, IHE-based	13	20	19
San Diego City Unified School District	Alternative, not IHE-based	0	15	24
San Diego State University	Alternative, IHE-based	7	7	5
San Francisco State University	Alternative, IHE-based	52	61	72
San Jose State University	Alternative, IHE-based	33	38	85
Sonoma State University	Alternative, IHE-based	9	11	23
St. Mary's College of California	Alternative, IHE-based	9	9	9
Stanislaus County Office of Education	Alternative, not IHE-based	2	15	9
Touro University	Alternative, IHE-based	18	51	44
University of California, Berkeley	Alternative, IHE-based	0	0	0
University of California, Irvine	Alternative, IHE-based	4	3	3
University of California, Los Angeles	Alternative, IHE-based	10	8	13
University of California, Riverside	Alternative, IHE-based	5	14	6
University of California, San Diego	Alternative, IHE-based	9	4	13
University of LaVerne	Alternative, IHE-based	10	19	20
University of Phoenix	Alternative, IHE-based	7	13	0
University of Redlands	Alternative, IHE-based	7	14	14
University of San Francisco	Alternative, IHE-based	17	18	11
University of the Pacific	Alternative, IHE-based	1	1	2
Whittier College	Alternative, IHE-based	3	3	8
	Total	**1597**	**2277**	**2910**

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
Alliant International University	Math	2011-12	Yes	40	Yes	Alliant has been working to strengthen its partnership wtih EnCorps in order to attract and better-prepare professionals in teacher shortage areas such as mathematics and science.	Alliant is currently working closely with Oakland USD and San Francisco USD. The goal is to better-understand their areas of need and to recruit teachers who want to teach in those areas before the academic year begins.	Alliant's goal was to prepare 40 teachers total, including all subject areas and both traditional and alternative programs.
Alliant International University	Math	2012-13	Yes	40				Alliant's goal was to prepare 40 teachers total, including all subject areas and both traditional and alternative programs.
Alliant International University	Math	2013-14	Yes	50				Alliant's goal is to prepare 50 teachers total, including all subject areas and both traditional and alternative programs.
Azusa Pacific University	Math	2011-12	Yes	3	No	In 2011-12, School of Education saw no increase in Alternative candidates enrolled with Mathematics as their selected subject area. Strategies include informing perspective candidates about the job opportunities in the shortage areas and establishing regular contact points with undergrad cohorts i.e. week 46th Program Information Meeting with the Human Development cohorts. They meet regularly with department leadership to discuss alternative routes and opportunities to recruit students into the programs.	Improvement has been made in the format for Program Information Meetings to include the Program Faculty Member, the Graduate Enrollment Counselor, the Financial Aid Counselor, as well as the Scholarship and Grants Representative to answer any questions prospective candidates might have. Recruiters, advisers, credential analysts, and enrollment counselors continue to encourage candidates to consider Foundational Math and other shortage areas as their subject area.	
Azusa Pacific University	Math	2012-13	Yes	3				

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
Azusa Pacific University	Math	2013-14	Yes	3				
Bay Area School of Enterprise (REACH Institute)	Math	2012-13	Yes	6				
Bay Area School of Enterprise (REACH Institute)	Math	2013-14	Yes	5				
Brandman University	Math	2011-12	Yes	20	Yes	We were able to meet our goals because of our outreach efforts with local community colleges and because we focused on recruiting candidates who completed Brandman's multiple subject credential program or completed a multiple subject program at another university.	We continue to have success meeting our goals because of our outreach efforts. The job market plays a key role in which credential a prospective teacher pursues. The number of math teaching positions should continue to increase in the coming years as the economy and job market in California improve.	Given the job market during 2011-2012 the goal of adding 20 students was set high and yet we were able to meet it.
Brandman University	Math	2012-13	Yes	20				As teachers retire and the economy improves there will be more opportunities for employment especially in math. Districts are beginning to report anticipated teacher shortages in upcoming years. However, this will take some time to translate into increased enrollments.
Brandman University	Math	2013-14	Yes	30				As teachers retire and the economy improves there will be more opportunities for employment especially in math

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
California Baptist University	Math	2011-12	Yes	0	Yes	The CBU alternative program was designed to meet California standards. Acceptance into the CBU alternative program requires the candidate to secure employment. The weak job market has begun to impact the number of non-credential teachers districts will hire. Therefore, our focus has been on increasing the number of math candidates enrolled in our traditional program.	Once a candidate completes their first semester of methods courses, our advising staff will provide intern eligibility letters to any candidate who makes a request. Additionally, the School of Education does maintain intern contracts with all public schools within a 50 mile radius. Therefore, this alternative certification route will be maintained.	
California Baptist University	Math	2012-13	Yes	0				The CBU alternative program was designed to meet California standards. Acceptance into the CBU alternative program requires the candidate to secure employment. The weak job market has begun to impact the number of non-credential teachers districts will hire. Therefore, our focus has been on increasing the number of math candidates enrolled in our traditional program.
California Baptist University	Math	2013-14	Yes	0				The CBU alternative program was designed to meet California standards. Acceptance into the CBU alternative program requires the candidate to secure employment. The weak job market has begun to impact the number of non-credential teachers districts will hire. Therefore, our focus has been on increasing the number of math candidates enrolled in our traditional program.

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
California Lutheran University	Math	2011-12	Yes	5	Yes	A number of meetings were held with the Marketing and Graduate Admissions departments. We continue to develop working relationships 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 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.	Continue k-12 outreach to veteran Math teachers for professional development and Math circles for middle and high school Math teachers four times a year.	In light of the recent economic downturn, local districts have been laying off teachers even in areas of need. While we have stepped up efforts in marketing and recruitment we have not seen a great increase in enrollment. We suspect this is caused by the lack of jobs available to new educators at this time.
California Lutheran University	Math	2012-13	Yes	5				We were fortunate to have seven candidates in single subject Math enroll in foundation courses. We anticipate these candidates to complete their supervised clinical field practice this school year.
California Lutheran University	Math	2013-14	Yes	2				
California State Polytechnic University, Pomona	Math	2011-12	Yes	3	Yes	We respond to district request to categorize a teacher candidate as an Intern Teacher. We have no control over how many candidates districts request to be in that category. We prefer districts to hire fully licensed teachers rather than rely on Intern Teachers.	The number of Intern Teachers has gradually diminished as the number of fully certificated teachers who were laid off are re-employed.	An Intern Teacher is one who has either not completed Clinical Practice and has been asked to completed Clinical Practice while under contract or will become the teacher of record while simultaneously completing the regular teacher preparation program.

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California State Polytechnic University, Pomona	Math	2012-13	Yes	3				We respond to district request to categorize a teacher candidate as an Intern Teacher. We have no control over how many candidates districts request to be in that category. We prefer districts to hire fully licensed teachers rather than rely on Intern Teachers.
California State Polytechnic University, Pomona	Math	2013-14	Yes	3				We respond to district request to categorize a teacher candidate as an Intern Teacher. We have no control over how many candidates districts request to be in that category. We prefer districts to hire fully licensed teachers rather than rely on Intern Teachers.
California State University, Bakersfield	Math	2011-12	Yes	5	No			
California State University, Bakersfield	Math	2012-13	Yes	5				
California State University, Bakersfield	Math	2013-14	Yes	5				
California State University, Channel Islands	Math	2011-12	No					

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
California State University, Channel Islands	Math	2012-13	Yes	1				we currently have 13 math students seeking a credential, their is a potential for at least one student to seek a position as an Intern
California State University, Channel Islands	Math	2013-14	Yes	1				With 7 math credential students continuing in the program for Fall 2013 and Spring 2014 there is a possibility for at least one student to seek a position as an Intern
California State University, Chico	Math	2011-12	Yes	0	Yes	Grant monies in general and special education internships provide money for recruiting intern candidates and advertising our internship programs to our partner districts.	We have an anticipated increase in numbers based upon retirements and reallocation of resources in k-12 schools.	The number of intern candidates fluctuates depending upon the need of our district partners. We only accept interns who have obtained contracts with these districts.
California State University, Chico	Math	2012-13	Yes	2				The number of intern candidates fluctuates depending upon the need of our district partners. We only accept interns who have obtained contracts with these districts.
California State University, Chico	Math	2013-14	Yes	4				The number of intern candidates fluctuates depending upon the need of our district partners. We only accept interns who have obtained contracts with these districts.

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
California State University, Dominguez Hills	Math	2011-12	Yes	13	Yes	• 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	Preparing Math teachers has been a focus of the College 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 teachers.	
California State University, Dominguez Hills	Math	2012-13	Yes	13				

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California State University, Dominguez Hills	Math	2013-14	Yes	10				
California State University, East Bay	Math	2011-12	Yes	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.	

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California State University, East Bay	Math	2012-13	Yes	35				
California State University, East Bay	Math	2013-14	Yes	35				
California State University, Fresno	Math	2011-12	Yes	46	Yes	"In our efforts to increase the number of credentialed Mathematics teachers, we set numeric goals that include both initial credentials in mathematics AND add-on credentials in Foundational Level Mathematics, plus second credentials, i.e. Mathematics + Physics. Those candidates that complete our program with an initial credential AND a add-on credential or second credential are only counted once. Therefore, our completer numbers in Mathematics appear smaller than our annual goal numbers.		
California State University, Fresno	Math	2012-13	Yes	50				
California State University, Fresno	Math	2013-14	Yes	50				Our goal is to sustain 50 per year.

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California State University, Fullerton	Math	2011-12	Yes	1	Yes	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) •An updated brochure on the Single Subject Credential Program was published in spring 2013.	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.	

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California State University, Fullerton	Math	2012-13	Yes	1				
California State University, Fullerton	Math	2013-14	Yes	2				Due to the state of the current economy in California, many districts continue to have furlough days for teachers and have not yet rehired teachers that lost positions in recent years.
California State University, Long Beach	Math	2011-12	No		Not applicable			We did not have any Math Intern teachers in 2011-12, and we do not plan to add any during the next two years.
California State University, Long Beach	Math	2012-13	No					
California State University, Long Beach	Math	2013-14	No					
California State University, Los Angeles	Math	2011-12	Yes	1	Yes	Credential advisors provided outreach, speaking to CSULA undergraduates regarding pathways to teaching. They also met with high school counselors to provide information for prospective teachers. Faculty from the Charter College of Education worked with subject matter faculty in other colleges to recruit prospective teachers from the math and science majors. MSTI and Noyce resources were used to increase the applicant pool.	Work more closely with faculty in College of Natural and Social Science to recruit math teachers. Seek approval for recruitment of math education faculty.	Due to limited hiring in surrounding school districts, recruitment was challenging.

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California State University, Los Angeles	Math	2012-13	Yes	1				
California State University, Los Angeles	Math	2013-14	Yes	2				
California State University, Monterey Bay	Math	2011-12	Yes	2	Yes	Goal met by increased recruitment efforts.	Continue to work collaboratively with the Undergraduate Math program.	
California State University, Monterey Bay	Math	2012-13	Yes	2				
California State University, Monterey Bay	Math	2013-14	Yes	2				
California State University, Northridge	Math	2011-12	Yes	1	Yes			We do not set goals for recruiting math & science teachers via the alternative Intern program. The reason is that the local school districts have significantly decreased the number of positions available for the Intern program as a result of NCLB. Therefore school districts determine how many prospective teachers are eligible in each subject area.

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California State University, Northridge	Math	2012-13	Yes	2				We do not set goals for recruiting math & science teachers via the alternative Intern program. The reason is that the local school districts have significantly decreased the number of positions available for the Intern program as a result of NCLB. Therefore school districts determine how many prospective teachers are eligible in each subject area.
California State University, Northridge	Math	2013-14	Yes	4				We do not set goals for recruiting math & science teachers via the alternative Intern program. The reason is that the local school districts have significantly decreased the number of positions available for the Intern program as a result of NCLB. Therefore school districts determine how many prospective teachers are eligible in each subject area.
California State University, Sacramento	Math	2011-12	No					At this time, all intern programs for Multiple Subject and Single Subject have been suspended.
California State University, Sacramento	Math	2012-13	No					
California State University, Sacramento	Math	2013-14	No					

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California State University, San Bernardino	Math	2011-12	Yes	24	Yes	In 2010-2011, we started a subject matter authorization program in mathematics. Informational meetings for undergraduate and graduate students from CSUSB and other universities. Encourage CSUSB to allow admission for Winter & Spring quarters.	We continue to need to improve recruitment strategies (e.g., time, location, target audience, etc.) and marketing strategies. We are working more closely with the Liberal Arts program so as to encourage their students to pursue their teaching credential with CSUSB instead of going to another institution. We have also been working to liaison more closely with the school districts we serve.	
California State University, San Bernardino	Math	2012-13	Yes	20				We did not meet our target for mathematics teachers in Fall 2012. We are continuing to improve our recruitment and marketing strategies.
California State University, San Bernardino	Math	2013-14	Yes	20				

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California State University, Stanislaus	Math	2011-12	Yes	3	No	The Math and Science Teacher Initiative offers/provides/supports/sponsors the following strategies and services: •Program advising •Mentoring by MSTI faculty and coordinating staff •College of Education Teacher Recruitment and Retention Office service as a support unit for Math and Science Teacher Candidates •CBEST examination preparation support (workshops advising, test guides, workbooks/instructional materials) •CSET Subtests I, II and III examination preparation support (workshops, test guides, workbooks/instructional materials) •Foundational Level Math Credential recruitment and support •Paid early field experiences in teaching opportunities provided through the High School Mathematics Access Program, Pre-Freshman Enrichment Program, and SCOE ARCHES and APIP initiatives •Collaboration with undergraduate teacher preparation (SMPP) program •CSU Stanislaus annual conferences; Transition From Student to Teacher	•Continue to focus on the recruitment and support of math teacher candidates using the strategies listed above •Provide MSTI Scholarships in exchange for pre-service tutoring/coaching hours in area schools and programs •Encourage/mandate completion of all Single Subject Credential Program prerequisite requirements prior to applying to program •Encourage the CSU administration to allow the Single Subject Credential Program to add more course sections and/or additional cohorts to allow for increased student enrollment	The need for the local school districts to hire interns has dropped dramatically the past several years. Although CSU Stanislaus did not meet the intended goal for increasing math interns in 2010/2011 or 2011/2012, it is important to note that math intern students made up a significant proportion of the Single Subject Intern Credential Program enrollment: *In 2010-2011 Math intern students made up 50% of the total Single Subject Intern Credential Program enrollment *In 2011-2012 Math intern students made up 33% of the total Single Subject Intern Credential Program enrollment

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California State University, Stanislaus	Math	2012-13	Yes	1				
California State University, Stanislaus	Math	2013-14	Yes	1				
Claremont Graduate University	Math	2011-12	Yes	15	No	We have several grants for math teachers in addition to institutional funds in order to recruit in this high need area. We had our lowest numbers in mathematics this year than any other time over the last seven years. Our recruitment for math in 12/13 was also low. However, it appears that recruiting for 13/14 will be larger.	The job market in California is very constrained at this time. We track our graduates' job placement and have very high job placement rates. We have started to advertise these placement statistics and in 13/14 it appears numbers are on the rise, albeit marginally.	
Claremont Graduate University	Math	2012-13	Yes	20				
Claremont Graduate University	Math	2013-14	Yes	20				
Dominican University of California	Math	2011-12	Yes	1	Yes	Students are encouraged to apply for APLE program to support their education.		
Dominican University of California	Math	2012-13	Yes	1				
Dominican University of California	Math	2013-14	Yes	1				

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Fortune School of Education (Project Pipeline)	Math	2011-12	Yes	3	Yes			At Fortune School of Education, we do not have specific subject-by-subject goals. Instead, we determine our required enrollment by the numbers planned out in our budget. We have one overall goal for total enrollment and focus on filling those spots with candidates that are qualified to teach the subject areas we are qualified to offer: Special Education, Math, Science, English, Foreign Language, Physical Education, Social Science, and Multiple Subject. When it comes to recruiting for and enrolling students in our program, we refer to our organization-wide goal that encompasses our mission and vision. Vision Statement: To prepare teachers for service in public schools with competence and sensitivity that will enable them to develop students to their fullest potential. Mission Statement: To provide eligible individuals an affordable and convenient way to earn a California teaching credential while meeting California's demand for new teachers.

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Fortune School of Education (Project Pipeline)	Math	2012-13	Yes	3				At Fortune School of Education, we do not have specific subject-by-subject goals. Instead, we determine our required enrollment by the numbers planned out in our budget. We have one overall goal for total enrollment and focus on filling those spots with candidates that are qualified to teach the subject areas we are qualified to offer: Special Education, Math, Science, English, Foreign Language, Physical Education, Social Science, and Multiple Subject. When it comes to recruiting for and enrolling students in our program, we refer to our organization-wide goal that encompasses our mission and vision. Vision Statement: To prepare teachers for service in public schools with competence and sensitivity that will enable them to develop students to their fullest potential. Mission Statement: To provide eligible individuals an affordable and convenient way to earn a California teaching credential while meeting California's demand for new teachers.

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Fortune School of Education (Project Pipeline)	Math	2013-14	Yes	3				At Fortune School of Education, we do not have specific subject-by-subject goals. Instead, we determine our required enrollment by the numbers planned out in our budget. We have one overall goal for total enrollment and focus on filling those spots with candidates that are qualified to teach the subject areas we are qualified to offer: Special Education, Math, Science, English, Foreign Language, Physical Education, Social Science, and Multiple Subject. When it comes to recruiting for and enrolling students in our program, we refer to our organization-wide goal that encompasses our mission and vision. Vision Statement: To prepare teachers for service in public schools with competence and sensitivity that will enable them to develop students to their fullest potential. Mission Statement: To provide eligible individuals an affordable and convenient way to earn a California teaching credential while meeting California's demand for new teachers.
Fresno Pacific University	Math	2012-13	Yes	0				The number of candidates admitted to the internship program for math will be dictated by the job availability in the Central Valley

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Fresno Pacific University	Math	2013-14	Yes	0				The number of candidates admitted to the internship program for math will be dictated by the job availability in the Central Valley.
High Tech High Communities	Math	2011-12	Yes	4	Yes			
High Tech High Communities	Math	2012-13	Yes	5				
High Tech High Communities	Math	2013-14	Yes	5				
Holy Names University	Math	2011-12	Yes	5	No	Partnership with Teach Tomorrow in Oakland-recruitment of a diverse teaching force. Held webinar which faculty constructed describing our Credential Programs	Continue building pathways from Undergraduate majors (Math) to Teacher Education programs Teacher Education and Undergraduate faculty have met with K-12 high school (academies) with focus on Math in high schools Revise and improve current University website, Education pages Emphasis mathematics as a shortage area during monthly university Information Sessions Continue to spread awareness of Teacher Apprenticeship Program, which includes shortage subject areas like mathematics	
Holy Names University	Math	2012-13	Yes	5				
Holy Names University	Math	2013-14	Yes	5				

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IMPACT (San Joaquin County Office of Education)	Math	2011-12	Yes	5	No	Through our high school Teacher Apprentice Program we encourage students to enter subject areas of need. Advisement appointments also include information and encouragement in the content specific area of math.	Continue with providing information about areas of need.	
IMPACT (San Joaquin County Office of Education)	Math	2012-13	Yes	5				
IMPACT (San Joaquin County Office of Education)	Math	2013-14	Yes	5				
Los Angeles Unified School District	Math	2011-12	Yes	1	Yes	Monthly informational meetings, university/college recruitment fairs, job fairs, online job fairs, and District online information		Numbers in the program are based upon district need. If there is not the necessity to hire interns, then there will not be a goal to recruit that particular subject area.
Los Angeles Unified School District	Math	2013-14	Yes	1				Numbers in the program are based upon district need. If there is not the necessity to hire interns, then there will not be a goal to recruit that particular subject area.
Loyola Marymount University	Math	2011-12	Yes	7	Yes	Reached out to undergraduate math majors through their departments; publicized our partnership with Teach For America (TFA); visited numerous graduate school fairs; worked with TFA and other external partners to identify potential candidates; publicized the LAMS program.	Continue to: make contact with local undergraduate math department chairs to identify prospective teachers; continue to publicize our innovative math program and partnerships with local schools; contact local school districts to identify current teachers in need of a credential; identify ways to identify career changers who might be interested in LAMS.	

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Loyola Marymount University	Math	2012-13	Yes	8				
Loyola Marymount University	Math	2013-14	Yes	8				
Mount St. Mary's College	Math	2013-14	Yes	1				Goal: Increase math candidatesContinue outreach to math department to encourage undergraduate students who wish to teach K-12 to apply for the credential program. Outreach is fine but candidates are having great difficulty passing CSET. Encourage prospective teacher candidates from outside the college to consider math as a credential option. Continued outreach to in-service teachers in private schools to complete their credentials. University Internship program is available if needed but not our program focus.
National Hispanic University	Math	2012-13	Yes	5				
National Hispanic University	Math	2013-14	Yes	4				

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National University	Math	2011-12	Yes	10	No	National University continues to promote its credentialing programs, including internship options via 1)Our outreach activities and communications with districts and other educational agencies in the state; 2)Our distributive, accelerated adult learning program allows us to reach interns in highly remote areas, in high-need urban schools, in geographically bound shortage areas in subjects such as math, science, English for English Language Learners. 3)Our online, onsite and hybrid models of delivery for candidates seeking to teach in California public schools 4)Our candidates serve K-12 students in Math instruction placed in traditional public schools; charter schools, non-traditional school settings across the state. 5)Our Early Completion Option (Intern) credential which allows candidates to teach Math if they can verify passing grade on Teacher Foundations Examination (TFE).	In order to improve performance in meeting our goal, we need to proactively conduct the following initiatives: 4.1. Target engineers as Late Entrants into Teaching Profession in private and public industries and corporations to promote an effective bridge for career change. Provide information on subject matter competence or waivers, transcript services, orientation in their place of work and connect them to our university system. 4.2.Target Math Majors in 4-year institutions for a post-graduate, viable way to obtain a Math teaching credential to teach. 4.3.Target female Math Majors in 2-year and 4-year institutions for a post-graduate, viable way to obtain a Math teaching credential to teach. 4.4.Target Minority Math Majors in 2- year and 4-year institutions for a post-graduate, viable way to obtain a Math teaching credential to teach in public schools.	

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National University	Math	2012-13	Yes	15				2.1 Our overall enrollment of Teacher Education Interns has substantially decreased in the last three years due to an oversupply of fully credentialed teachers without jobs. By law, no intern can be hired in place of a fully credentialed teacher, and thus, our enrollment has decreased. 2.2 Offers of public school employment for our interns have continued to increase in conventional and non-conventional charter schools as opposed to traditional public schools in the area of mathematics.
National University	Math	2013-14	Yes	20				2013/2014 may experience a strong increase in intern enrollment pending teacher retirements and implementation of Class Size Reduction (CSR) as per Governor Brown's Local Control Funding Formula proposed legislation in April 2013. Internship Credentials will be issued for candidates seeking Single Subject Mathematics Credential as the demand continues.
Notre Dame de Namur University	Math	2012-13	Yes	1				

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
Patten University	Math	2011-12	Yes	6	No	Information nights on campus. Mailings to school districts and schools.	Need an additional person to recruit.	
Patten University	Math	2012-13	Yes	6				
Patten University	Math	2013-14	Yes	5				
Pepperdine University	Math	2011-12	Yes	1	No	Admissions counseling for candidates considering credentials will encourage math/science.	Work one-on-one with students to encourage dual credentials to include math and science.	
Point Loma Nazarene University	Math	2012-13	Yes	1				
Point Loma Nazarene University	Math	2013-14	Yes	1				
San Diego City Unified School District	Math	2013-14	No					We are currently inactive but we are anticipating reactivating in 2014-2015.
San Diego State University	Math	2013-14	No					The Alternative Teacher Preparation programs are designed for areas with teacher shortages when an emergency teaching credential is needed. There are no goals to increase these programs.
San Francisco State University	Math	2012-13	Yes	4				

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
San Francisco State University	Math	2013-14	Yes	4				
San Jose State University	Math	2011-12	Yes	0	Yes	No goals for the intern program because interns are determined by the districts availability.		
San Jose State University	Math	2012-13	Yes	0				No goals for the intern program because interns are determined by the districts availability.
San Jose State University	Math	2013-14	Yes	0				No goals for the intern program because interns are determined by the districts availability.
Sonoma State University	Math	2011-12	Yes	40	Yes	One person was certified through the Alternative Program, the balance through the Traditional Program.		
Sonoma State University	Math	2012-13	Yes	40				The majority through the Traditional Program.
Sonoma State University	Math	2013-14	Yes	40				The majority through the Traditional Program.
St. Mary's College of California	Math	2011-12	Yes	2	Yes			In California, interns must obtain employment as teacher of record and complete a minimum of 120 hours of preservice preparation in the program before entering this alternative preparation program. It is not possible to predict district's employment needs in advance, so our alternative programs cannot set independent goals, separate from those of the traditional programs.

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
Touro University	Math	2011-12	Yes	5	No	1.Each mathematics teacher candidate completed two methods courses in teaching mathematics, with instruction and demonstration lessons by exemplary mathematics teachers from local schools. Key assignments include completing unit plans, detailed lesson plans and implementing those lesson plans with follow-up reflection. 2.Each mathematics intern teacher is supported in their teaching in two ways: by a field supervisor from the university, who observes and makes commendations and suggestions on a weekly basis. Also by an Intern support provider who teaches in the same school or district and provides close supervision on a weekly basis. 3. Each student teacher in mathematics completes the supervised student teaching in the classroom of an exemplary mathematics teacher and is supported by weekly visits from a university field supervisor.	The main area of need over the past year has been to increase the level of adaptations to a lesson for the specific needs of English learners of many levels. All instructors in all teacher credential courses have completed professional development in this area in order to improve their instruction and expectations for the teacher candidates. One clear measure of that work is evident in the increased performance on the Teaching Performance assessments (TPAs), which require teacher candidates to make clear and specific adaptations to a lesson so English learners are able to understand and communicate their understanding.	
Touro University	Math	2012-13	Yes	6				
Touro University	Math	2013-14	Yes	5				

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
University of California, Berkeley	Math	2011-12	Yes	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.	
University of California, Berkeley	Math	2012-13	Yes	10				
University of California, Berkeley	Math	2013-14	Yes	12				
University of California, Irvine	Math	2011-12	Yes	3	Yes	The Intern Teacher Credential Program has served the Orange County region for over 40 years, particularly in the areas of English, Science, and Mathematics. Currently, because there are enough teachers available for job openings without using the intern teachers, UC Irvine has placed this program on hiatus.		
University of California, Los Angeles	Math	2012-13	Yes	12				We are partnering with EnCorps organization to recruit retired STEM professionals to the classroom.
University of California, Los Angeles	Math	2013-14	Yes	13				We are partnering with EnCorps organization to recruit retired STEM professionals to the classroom.

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
University of California, Riverside	Math	2011-12	Yes	0	Yes	The Teacher Education Program in the Graduate School of Education has a close cooperative relationship with the University of California Cal Teach Science & Math Initiative. Some of the goals of the program are stated as: To encourage and create multiple pathways for students interested in science, mathematics, and engineering to consider teaching as a career To facilitate in and advisement of students toward completing a Bachelor's degree in science, mathematics, or engineering along with the possibility of establishing eligibility towards entrance into an intern teaching credential program To provide courses that include an introduction to schools and teaching as a profession, cultural diversity, and education and educational psychology To provide field experiences in K-12 classrooms with supervised "mentor teachers" focusing on discipline-specific teaching methods to meet state teacher credentialing requirements To provide information on credential requirements	The Graduate School of Education has initiated an education minor to help promote early experiences in the field of education within our undergraduate community. Recruitment for teacher education begins in these classes. Teacher Education attends recruiting fairs throughout the region and on our campus. Teacher Education continues to cooperate with the efforts of the Science and Math Initiative. Teacher Education works closely with the SMI on a significant scholarship offered on a competitive basis to science and math students. Teacher Education also encourages applications science and math candidates by offering information about federal and state assistance re: funded loan and grant programs. UCR Teacher Education Program has continued to develop close ties with county offices of education and school districts. New partnerships are being developed with these institutions to increase mutual awareness of needs (hiring and curricular) between UCR and its education community.	UCR has an intern program available for all teacher shortage areas as a service to our students and the education community. For that reason, no separate goals are set for intern programs. The recruitment that is done is in the general areas applicable to the traditional preparation program only, so the strategies and steps outlined above are for the traditional program, but included here for the convenience of the reader. Seeking an intern position is up to the candidate, and not solicited by the university. The Teacher Education program has set a goal of 20% growth in the teacher shortage areas. The current goal for the all subject areas is to double our candidates in three years, with the understanding that it may be a matter of years before steps such as the new education minor can show any positive results. UCR's Teacher Education program has a new assistant director and director starting in the 2012-2013 academic year. They have started to design a Title II Implimentation Plan that will specific

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
University of California, Riverside	Math	2012-13	Yes	0				
University of California, Riverside	Math	2013-14	Yes	0				
University of California, San Diego	Math	2011-12	Yes	3	Yes			
University of California, San Diego	Math	2012-13	Yes	3				
University of California, San Diego	Math	2013-14	Yes	3				
University of LaVerne	Math	2011-12	Yes	4	No	Encourage students to credential in mathematics.	Encourage STEM undergraduate and community college transfer students to pursue science and math credential. Work with marketing to emphasize need for STEM teachers.	
University of LaVerne	Math	2012-13	Yes	4				
University of LaVerne	Math	2013-14	Yes	4				

Institution	Area	Academic Year	Did your program prepare teachers in mathematics?	How many prospective teachers did your program plan to add in mathematics?	Did your program meet the goal for prospective teachers set in mathematics?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
University of the Pacific	Math	2011-12	Yes	0	Yes	We did not have an intern in the mathematics area for 2011-12. Our department includes undergraduate students, and we had 6 candidates complete Foundational Mathematics in our traditional program. We were able to attract two people who were Engineering majors, and one who was an Environmental Economics major, and three math majors. Our strategy was to attract candidates with bachelor's degrees to our master's and teaching credential program, and our relationship with an urban residency program attracted one math candidate.	We have transfer students from a local community college who were selected at the end of their junior year for a Teacher Apprentice Program (TAP). We have 6 or 7 transfer students from the community college in the TAP program who will earn Liberal Studies majors and minors in mathematics. Some elect to go to a district internship program, rather than our university program for the credential. We will inform them of our traditional and our alternative programs.	
University of the Pacific	Math	2012-13	Yes	1				We have one intern in Foundational Mathematics during 2012-13. We had 3 student teachers in Foundational Mathematics in our traditional program during 2012-13.
University of the Pacific	Math	2013-14	Yes	1				If an internship were offered to any of our post-bachelor's degree candidates by an area school district, we could have one or more mathematics interns.

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Whittier College	Math	2012-13	Yes	5				work with math professors in the undergraduate program to identiy students interested in becoming Mathematics teachers. HHMI-funded (Howard Hughes Medical Institute)SMART Program (SMART = Science and Math in Research and Teaching) This program takes juniors/seniors interested in teaching and provides them with opportunities to conduct independent research in math/science field and extensive work with practicing high school math/science teachers.
Whittier College	Math	2013-14	Yes	5				Whittier College credential students all complete the traditional program and they only become alternative based if they are hired on an intern credential for the student teaching component. Consequently we do not have many intern teachers. This year we only had 3 Education Specialist interns.

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
Alliant International University	Science	2011-12	Yes	40	Yes	Alliant has been working to strengthen its partnership wtih EnCorps in order to attract and better-prepare professionals in teacher shortage areas such as mathematics and science.	At the moment, Alliant is working closely with Oakland USD and San Francisco USD. The goal is to better-understand their areas of need and to recruit teachers who want to teach in those areas before the academic year begins.	Alliant's goal was to prepare 40 teachers total, including all subject areas and both traditional and alternative programs.
Alliant International University	Science	2012-13	Yes	40				Alliant's goal was to prepare 40 teachers total, including all subject areas and both traditional and alternative programs.
Alliant International University	Science	2013-14	Yes	50				Alliant's goal is to prepare 50 teachers total, including all subject areas and both traditional and alternative programs.
Azusa Pacific University	Science	2011-12	Yes	3	No	In 2011-12, School of Education saw no increase in Alternative candidates enrolled with Science as their selected subject area. Strategies include informing prospective candidates about the job opportunities in the shortage areas and establishing regular contact points with undergrad cohorts i.e. week 46th Program Information Meeting with the Human Development cohorts. They meet regularly with department leadership to discuss alternative routes and opportunities to recruit students into the programs.	Improvement has been made in the format for Program Information Meetings to include the Program Faculty Member, the Graduate Enrollment Counselor, the Financial Aid Counselor, as well as the Scholarship and Grants Representative to answer any questions prospective candidates might have. Recruiters, advisers, credential analysts, and enrollment counselors continue to encourage candidates to consider Foundational Science and other shortage areas as their subject area.	
Azusa Pacific University	Science	2012-13	Yes	3				

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Azusa Pacific University	Science	2013-14	Yes	3				
Bay Area School of Enterprise (REACH Institute)	Science	2011-12	No					
Bay Area School of Enterprise (REACH Institute)	Science	2012-13	Yes	3				
Bay Area School of Enterprise (REACH Institute)	Science	2013-14	Yes	5				

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
Brandman University	Science	2011-12	Yes	10	Yes	We were able to meet our goal because of our outreach efforts with local community colleges and because we focused on recruiting candidates who completed Brandman's multiple subject credential program or completed a multiple subject program at another university. We also focused on recruiting candidates that 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.	We continue to have success meeting our goals because of our outreach efforts. The job market plays a key role in which credential a prospective teacher pursues. The number of science teaching positions should continue to increase in the coming years as the economy and job market in California improve.	
Brandman University	Science	2012-13	Yes	15				As teachers retire and the economy improves there will be more opportunities for employment especially in science. Districts are beginning to report anticipated teacher shortages in upcoming years. However, this will take some time to translate into increased enrollments.
Brandman University	Science	2013-14	Yes	20				As teachers retire and the economy improves there will be more opportunities for employment especially in science.

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California Baptist University	Science	2011-12	Yes	0	Yes	The CBU alternative program was designed to meet California standards. Acceptance into the CBU alternative program requires the candidate to secure employment. The weak job market has begun to impact the number of non-credential teachers districts will hire. Therefore, our focus has been on increasing the number of science candidates enrolled in our traditional program.	Once a candidate completes their first semester of methods courses, our advising staff will provide intern eligibility letters to any candidate who makes a request. Additionally, the School of Education does maintain intern contracts with all public schools within a 50 mile radius. Therefore, this alternative certification route will be maintained.	
California Baptist University	Science	2012-13	Yes	0				The CBU alternative program was designed to meet California standards. Acceptance into the CBU alternative program requires the candidate to secure employment. The weak job market has begun to impact the number of non-credential teachers districts will hire. Therefore, our focus has been on increasing the number of science candidates enrolled in our traditional program.
California Baptist University	Science	2013-14	Yes	0				The CBU alternative program was designed to meet California standards. Acceptance into the CBU alternative program requires the candidate to secure employment. The weak job market has begun to impact the number of non-credential teachers districts will hire. Therefore, our focus has been on increasing the number of science candidates enrolled in our traditional program.

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
California Lutheran University	Science	2011-12	Yes	4	Yes	We continue to improve our relationship with the Science department. Discussions have been held regarding creating a single subject Science program. We also work with CLU faculty to support future teachers.	Meetings with the Science department faculty. We did apply for a grant in STEM education; however, we were not funded.	In light of the recent economic downturn, local districts have been laying off teachers even in areas of need. While we have stepped up efforts in marketing and recruitment we have not seen a great increase in enrollment. We suspect this is caused by the lack of jobs available to new educators at this time.
California Lutheran University	Science	2012-13	Yes	3				
California Lutheran University	Science	2013-14	Yes	3				
California State Polytechnic University, Pomona	Science	2011-12	Yes	3	Yes	We respond to district request to categorize a teacher candidate as an Intern Teacher. We have no control over how many candidates districts request to be in that category. We prefer districts to hire fully licensed teachers rather than rely on Intern Teachers.	The number of Intern Teachers has gradually diminished as the number of fully certificated teachers who were laid off are re-employed.	An Intern Teacher is one who has either not completed Clinical Practice and has been asked to completed Clinical Practice while under contract or will become the teacher of record while simultaneously completing the regular teacher preparation program.
California State Polytechnic University, Pomona	Science	2012-13	Yes	3				We respond to district request to categorize a teacher candidate as an Intern Teacher. We have no control over how many candidates districts request to be in that category. We prefer districts to hire fully licensed teachers rather than rely on Intern Teachers.

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
California State Polytechnic University, Pomona	Science	2013-14	Yes	3				We respond to district request to categorize a teacher candidate as an Intern Teacher. We have no control over how many candidates districts request to be in that category. We prefer districts to hire fully licensed teachers rather than rely on Intern Teachers.
California State University, Channel Islands	Science	2013-14	Yes	1				with at least 4 students continuing in the program there is a possibility at least one will seek a position as an Intern
California State University, Chico	Science	2011-12	Yes	0	Yes	Grant monies in general and special education internships provide money for recruiting intern candidates and advertising our internship programs to our partner districts.	We have an anticipated increase in numbers based upon retirements and reallocation of resources in k-12 schools.	The number of intern candidates fluctuates depending upon the need of our district partners. We only accept interns who have obtained contracts with these districts.
California State University, Chico	Science	2012-13	Yes	2				The number of intern candidates fluctuates depending upon the need of our district partners. We only accept interns who have obtained contracts with these districts.
California State University, Chico	Science	2013-14	Yes	4				The number of intern candidates fluctuates depending upon the need of our district partners. We only accept interns who have obtained contracts with these districts.

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
California State University, Dominguez Hills	Science	2011-12	Yes	11	Yes	• 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	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.	
California State University, Dominguez Hills	Science	2012-13	Yes	9				
California State University, Dominguez Hills	Science	2013-14	Yes	10				

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
California State University, East Bay	Science	2011-12	Yes	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.	
California State University, East Bay	Science	2012-13	Yes	35				

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
California State University, East Bay	Science	2013-14	Yes	35				
California State University, Fresno	Science	2011-12	Yes	46	Yes	"In our efforts to increase the number of credentialed Science teachers, we set numeric goals that include both initial credentials in science AND add-on credentials in Foundational Level General Science, plus second credentials, i.e. Mathematics + Physics. Those candidates that complete our program with an initial credential AND a add-on credential or second credential are only counted once. Therefore, our completer numbers in Science appear smaller than our annual goal numbers.		
California State University, Fresno	Science	2012-13	Yes	53				
California State University, Fresno	Science	2013-14	Yes	57				

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
California State University, Fullerton	Science	2011-12	Yes	5	Yes	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 •community college outreach presentations •outreach in Intro to Teaching and Careers in Chemistry courses about job opportunities for teachers of mathematics and science •summer internships with local informal science centers •An updated brochure on the Single Subject Credential Program was published in spring 2013. The CSUF Single Subject Credential Program is evolving in ways that we hope will support many of the national and global changes that are currently taking place in education. We are working to include Common Core State Standards preparation in both the areas of English language arts (including social science, science, and technical subjects) and in mathematics.	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 (the major in geoscience and the minor in natural science). The science credential moved from the College of Natural Science and Mathematics to the College of Education in 2012. However, the single subject credential advisor meets with the undergraduate science advisor on a regular basis to coordinate recruitment and advisement efforts. 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. The PRISE program pairs future science teachers with informal science education partners for summer internships. We have also learned that web-based media provide a relatively inexpensive way to provide access to	

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
California State University, Fullerton	Science	2012-13	Yes	5				
California State University, Fullerton	Science	2013-14	Yes	2				Due to the state of the current economy in California, many districts continue to have furlough days for teachers and have not yet rehired teachers that lost positions in recent years.
California State University, Long Beach	Science	2011-12	Yes	1	Yes			We only had one Physics intern teacher in 2011-12 and we do not plan to bring any others into the program in the next two years.
California State University, Long Beach	Science	2012-13	No					
California State University, Long Beach	Science	2013-14	No					
California State University, Los Angeles	Science	2011-12	Yes	1	No	Credential advisors provided outreach, speaking to CSULA undergraduates regarding pathways to teaching. They also met with high school counselors to provide information for prospective teachers. Faculty from the Charter College of Education worked with subject matter faculty in other colleges to recruit prospective teachers from the math and science majors. MSTI and Noyce resources were used to increase the applicant pool.	Work more closely with faculty in College of Natural and Social Science to recruit science teachers.	Due to limited hiring in surrounding school districts, recruitment was challenging.

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
California State University, Los Angeles	Science	2012-13	Yes	1				
California State University, Los Angeles	Science	2013-14	Yes	1				
California State University, Monterey Bay	Science	2011-12	Yes	1	No	Need to collaborate with the Undergraduate Science programs.		
California State University, Monterey Bay	Science	2012-13	Yes	1				
California State University, Monterey Bay	Science	2013-14	Yes	1				
California State University, Northridge	Science	2011-12	Yes	10	Yes			We do not set goals for recruiting math & science teachers via the alternative Intern program. The reason is that the local school districts have significantly decreased the number of positions available for the Intern program as a result of NCLB. Therefore school districts determine how many prospective teachers are eligible in each subject area.

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
California State University, Northridge	Science	2012-13	Yes	15				We do not set goals for recruiting math & science teachers via the alternative Intern program. The reason is that the local school districts have significantly decreased the number of positions available for the Intern program as a result of NCLB. Therefore school districts determine how many prospective teachers are eligible in each subject area.
California State University, Northridge	Science	2013-14	Yes	16				We do not set goals for recruiting math & science teachers via the alternative Intern program. The reason is that the local school districts have significantly decreased the number of positions available for the Intern program as a result of NCLB. Therefore school districts determine how many prospective teachers are eligible in each subject area.
California State University, Sacramento	Science	2011-12	No					At this time, all intern program for Multiple Subject and Single Subject have been suspended.
California State University, San Bernardino	Science	2011-12	Yes	10	Yes	In 2011-2012, we added a Foundational Science Subject Matter authorization, with a focus on providing this at the CSUSB satellite campus in Palm Desert. We continue to provide informational sessions and recruitment activities. Encourage CSUSB to allow Winter & Spring admissions.	We continue to need to further develop our recruitment and marketing strategies. We are working more closely with the Liberal Arts program, so as to encourage their students to pursue their teaching credential with CSUSB instead of going to another institution. We have also been working to liaison more closely with the school districts we serve.	

Annual Goals for Science, 2011-12, 2012-13, and 2013-14 - Alternative Route

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
California State University, San Bernardino	Science	2012-13	Yes	10				We did not meet our target for Fall 2012. We are continuing to improve our recruitment and marketing strategies.
California State University, San Bernardino	Science	2013-14	Yes	10				

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
California State University, Stanislaus	Science	2011-12	Yes	2	No	The Math and Science Teacher Initiative offers/provides/supports/sponsors the following Strategies and services: •Program advising •Mentoring by MSTI faculty and coordinating staff •College of Education Teacher Recruitment and Retention Office service as a support unit for Math and Science Teacher Candidates •CBEST examination preparation support (workshops advising, test guides, workbooks/instructional materials) •General Science and Specialized Biology, Chemistry, Physics and Earth and Planetary Science CSET Subtests examination preparation support (test guides, workbooks/instructional materials) •Foundational Level General Science Credential recruitment and support •Paid early field experiences in teaching opportunities provided through the Pre-Freshman Enrichment Program, and SCOE ARCHES and APIP initiatives •CSU Stanislaus annual Transition From Student to Teacher Conference •Recruitment activities, events, presentations, information sessions	•Continue to focus on the recruitment and support of science teacher candidates using the strategies listed above •Offer Foundational Level General Science CSET Workshops •Provide MSTI Scholarships in exchange for pre-service tutoring/coaching hours in area schools and programs •Encourage/mandate completion of all Single Subject Credential Program prerequisite requirements prior to applying to program •Encourage the CSU Administration to allow the Single Subject Credential Program to add more course sections and/or additional cohorts to allow for increased student enrollment	The need for the local school districts to hire interns has dropped dramatically the past several years. The number of Science interns remained the same from the previous year. Although CSU Stanislaus did not meet the intended goal for increasing science teacher credentialing in 2010/2011 or 2011/2012, it is important to note that science interns made up a decent proportion of total Single Subject Intern Credential Program enrollment. *In 2010-2011 Science Interns made up 12.5% of the total Single Subject Intern Credential Program enrollment *In 2011-2012 Science Interns made up 16.7% of the total Single Subject Intern Credential Program enrollment

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
California State University, Stanislaus	Science	2012-13	Yes	1				
California State University, Stanislaus	Science	2013-14	Yes	1				
Claremont Graduate University	Science	2011-12	Yes	10	No		The job market in California is very constrained at this time. We track our graduates' job placement and have very high job placement rates. We have started to advertise these placement statistics and in 13/14 it appears numbers are on the rise, albeit marginally.	
Claremont Graduate University	Science	2012-13	Yes	10				We received one NSF Noyce grant last year that has helped us increase our Science numbers in 12/13 and we have another Noyce grant pending that would assist us in significantly increasing our Science candidates in 13/14 if we receive it.
Claremont Graduate University	Science	2013-14	Yes	15				

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
Fortune School of Education (Project Pipeline)	Science	2011-12	Yes	3	Yes			At Fortune School of Education, we do not have specific subject-by-subject goals. Instead, we determine our required enrollment by the numbers planned out in our budget. We have one overall goal for total enrollment and focus on filling those spots with candidates that are qualified to teach the subject areas we are qualified to offer: Special Education, Math, Science, English, Foreign Language, Physical Education, Social Science, and Multiple Subject. When it comes to recruiting for and enrolling students in our program, we refer to our organization-wide goal that encompasses our mission and vision. Vision Statement: To prepare teachers for service in public schools with competence and sensitivity that will enable them to develop students to their fullest potential. Mission Statement: To provide eligible individuals an affordable and convenient way to earn a California teaching credential while meeting California's demand for new teachers.

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
Fortune School of Education (Project Pipeline)	Science	2012-13	Yes	3				At Fortune School of Education, we do not have specific subject-by-subject goals. Instead, we determine our required enrollment by the numbers planned out in our budget. We have one overall goal for total enrollment and focus on filling those spots with candidates that are qualified to teach the subject areas we are qualified to offer: Special Education, Math, Science, English, Foreign Language, Physical Education, Social Science, and Multiple Subject. When it comes to recruiting for and enrolling students in our program, we refer to our organization-wide goal that encompasses our mission and vision. Vision Statement: To prepare teachers for service in public schools with competence and sensitivity that will enable them to develop students to their fullest potential. Mission Statement: To provide eligible individuals an affordable and convenient way to earn a California teaching credential while meeting California's demand for new teachers.

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
Fortune School of Education (Project Pipeline)	Science	2013-14	Yes	3				At Fortune School of Education, we do not have specific subject-by-subject goals. Instead, we determine our required enrollment by the numbers planned out in our budget. We have one overall goal for total enrollment and focus on filling those spots with candidates that are qualified to teach the subject areas we are qualified to offer: Special Education, Math, Science, English, Foreign Language, Physical Education, Social Science, and Multiple Subject. When it comes to recruiting for and enrolling students in our program, we refer to our organization-wide goal that encompasses our mission and vision. Vision Statement: To prepare teachers for service in public schools with competence and sensitivity that will enable them to develop students to their fullest potential. Mission Statement: To provide eligible individuals an affordable and convenient way to earn a California teaching credential while meeting California's demand for new teachers.
Fresno Pacific University	Science	2012-13	Yes	0				The number of candidates admitted to the internship program for science will be dictated by the job availability in the Central Valley.

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
Fresno Pacific University	Science	2013-14	Yes	0				The number of candidates admitted to the internship program for science will be dictated by the job availability in the Central Valley.
High Tech High Communities	Science	2011-12	Yes	5	Yes			
High Tech High Communities	Science	2012-13	Yes	5				
High Tech High Communities	Science	2013-14	Yes	5				
Holy Names University	Science	2011-12	Yes	5	No	Partnership with Teach Tomorrow in Oakland-recruitment of a diverse teaching force. Held webinar which faculty constructed describing our Credential Programs	Continue building pathways from Undergraduate majors (Science) to Teacher Education programs Teacher Education and Undergraduate faculty have met with K-12 high school (academies) with focus on Science in high schools Revise and improve current University website, Education pages Emphasis the sciences as a shortage area during monthly university Information Sessions Continue to spread awareness of Teacher Apprenticeship Program, which includes shortage subject areas like science	
Holy Names University	Science	2012-13	Yes	5				

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
Holy Names University	Science	2013-14	Yes	5				
IMPACT (San Joaquin County Office of Education)	Science	2011-12	Yes	5	Yes	Advisement to perspective students to enter science single subject area.	Continue educating individuals in areas of need.	
IMPACT (San Joaquin County Office of Education)	Science	2012-13	Yes	5				
IMPACT (San Joaquin County Office of Education)	Science	2013-14	Yes	5				
Los Angeles Unified School District	Science	2011-12	Yes	1	Yes	Monthly informational meetings, university/college recruitment fairs, online job fairs, and District online information		Numbers in the program are based upon district need. If there is not the necessity to hire interns, then there will not be a goal to recruit that particular subject area.
Los Angeles Unified School District	Science	2012-13	Yes	1				Numbers in the program are based upon district need. If there is not the necessity to hire interns, then there will not be a goal to recruit that particular subject area.
Los Angeles Unified School District	Science	2013-14	Yes	1				Numbers in the program are based upon district need. If there is not the necessity to hire interns, then there will not be a goal to recruit that particular subject area.

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
Loyola Marymount University	Science	2011-12	Yes	15	Yes	Reached out to undergraduate science majors through their departments; publicized our partnership with Teach For America (TFA); hosted info sessions to identify high school science teachers in need of credentials; visited numerous graduate school fairs; hosted information sessions here on campus; publicized the LAMS program.	Continue to: investigate publications tailored for those employed in the sciences; continue to publicize our innovative science program and partnerships with local schools; continue outreach to local charter schools and other external partners; identify ways to identify career changers who might be interested in LAMS.	
Loyola Marymount University	Science	2012-13	Yes	15				
Loyola Marymount University	Science	2013-14	Yes	15				
Mount St. Mary's College	Science	2011-12	Yes	1	Yes	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. Outreach is fine but candidates are having great difficulty passing CSET.	Continue outreach to science departments at MSMC to encourage teaching as an option - more nursing students are inquiring about teaching. Encourage prospective teacher candidates from outside the college to consider science as a credential option. Continued outreach to in-service teachers in private schools to complete their credentials.	University Internship program is available if needed but not our program focus.
Mount St. Mary's College	Science	2013-14	Yes	1				University Internship program is available if needed but not our program focus.
National Hispanic University	Science	2012-13	Yes	3				

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
National Hispanic University	Science	2013-14	Yes	3				
National University	Science	2011-12	Yes	5	No	1)Our outreach activities and communications with districts and other educational agencies in the state; 2)Our distributive, accelerated adult learning program allows us to reach interns in highly remote areas, in high-need urban schools, in geographically bound shortage areas in subjects such as math, science, English for English Language Learners. 3)Our online, onsite and hybrid models of delivery for candidates seeking to teach in California public schools 4)Our candidates serve K-12 students in Math instruction placed in traditional public schools; charter schools, non-traditional school settings across the state. 5)Our Early Completion Option (Intern) credential which allows candidates to teach Science if they can verify passing grade on Teacher Foundations Examination (TFE).	National University contracts with districts throughout the state of California and prides itself on timely processing of intern applications. Our flexible four week course format enables us to offer our intern pre-service coursework throughout the year and respond quickly to the needs of our students and the districts we are in partnership with. We will work more closely with the districts.	Our overall enrollment of Teacher Education Interns has substantially decreased in the last three years due to an oversupply of fully credentialed teachers without jobs. By law, no intern can be hired in place of a fully credentialed teacher, and thus, our enrollment has decreased. Offers of public school employment for our interns have continued to increase in conventional and non-conventional charter schools as opposed to traditional public schools in the area of Science.

Institution	Area	Academic Year	Did your program prepare teachers in science?	How many prospective teachers did your program plan to add in science?	Did your program meet the goal for prospective teachers set in science?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable.	Provide any additional comments, exceptions and explanations below.
National University	Science	2012-13	Yes	8				Target engineers as Late Entrants into Teaching Profession in private and public industries and corporations to promote an effective bridge for career change. Provide information on subject matter competence or waivers, transcript services, orientation in their place of work and connect them to our university system. 4.2.Target Science Majors in 4-year institutions for a post-graduate, viable way to obtain a Science teaching credential to teach. 4.3.Target female Science Majors in 2- year and 4-year institutions for a post-graduate, viable way to obtain a Science teaching credential to teach. 4.4.Target Minority Science Majors in 2- year and 4-year institutions for a post-graduate, viable way to obtain a Science teaching credential to teach in public schools.
National University	Science	2013-14	Yes	10				2013/2014 may experience a strong increase in intern enrollment pending teacher retirements and implementation of Class Size Reduction (CSR) as per Governor Brown's Local Control Funding Formula proposed legislation in April 2013.

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Notre Dame de Namur University	Science	2012-13	Yes	1				
Patten University	Science	2013-14	Yes	5				
Point Loma Nazarene University	Science	2012-13	Yes	1				
Point Loma Nazarene University	Science	2013-14	Yes	1				
San Diego City Unified School District	Science	2013-14	No					We are currently inactive but we are anticipating reactivating in 2014-2015.
San Diego State University	Science	2013-14	No					The Alternative Teacher Preparation programs are designed for areas with teacher shortages when an emergency teaching credential is needed. There are no goals to increase these programs.
San Francisco State University	Science	2011-12	No		Not applicable			
San Francisco State University	Science	2013-14	Yes	5				We hope to prepare more science teachers even though this is an alternative program and the single-subject credential program enrolls eligible students hired by the districts as full-time teachers of record.

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San Jose State University	Science	2011-12	Yes	0	Yes	No goals for the intern program because interns are determined by the districts availability.		
San Jose State University	Science	2012-13	Yes	0				No goals for the intern program because interns are determined by the districts availability.
San Jose State University	Science	2013-14	Yes	0				No goals for the intern program because interns are determined by the districts availability.
Sonoma State University	Science	2011-12	Yes	51	Yes	This goal was met through the Traditional Program.		
Sonoma State University	Science	2012-13	Yes	32				See Traditional Program.
Sonoma State University	Science	2013-14	Yes	54				See Traditional Program.
St. Mary's College of California	Science	2011-12	No					In California, interns must obtain employment as teacher of record and complete a minimum of 120 hours of preservice preparation in the program before entering this alternative preparation program. It is not possible to predict district's employment needs in advance, so our alternative programs cannot set independent goals, separate from the traditional program.

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Touro University	Science	2011-12	Yes	5	Yes	Single subject science candidates undertake an intensive study of the state adopted Common Core State Standards inthe curriculum and instruction courses, EDU 775: Curriculum and Instruction: Secondary Methods I and EDU777: Curriculum and Instruction: Secondary Methods II, 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. Condidates 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 foundation skills and knowledge and to revisit concepts,	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.	
Touro University	Science	2012-13	Yes	5				
Touro University	Science	2013-14	Yes	5				

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University of California, Berkeley	Science	2011-12	Yes	12	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.	
University of California, Berkeley	Science	2012-13	Yes	12				
University of California, Berkeley	Science	2013-14	Yes	12				
University of California, Irvine	Science	2011-12	Yes	3	Yes	The Intern Teacher Credential Program has served the Orange County region for over 40 years, particularly in the areas of English, Science, and Mathematics. Currently, because there are enough teachers available for job openings without using the intern teachers, UC Irvine has placed this program on hiatus.		
University of California, Los Angeles	Science	2012-13	Yes	7				We are partnering with EnCorps organization to recruit retired STEM professionals to the classroom.
University of California, Los Angeles	Science	2013-14	Yes	8				We are partnering with EnCorps organization to recruit retired STEM professionals to the classroom.

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University of California, Riverside	Science	2011-12	Yes	0	Yes	The Teacher Education Program in the Graduate School of Education has a close cooperative relationship with the University of California Cal Teach Science & Math Initiative. Some of the goals of the program are stated as: To encourage and create multiple pathways for students interested in science, mathematics, and engineering to consider teaching as a career To facilitate in and advisement of students toward completing a Bachelor's degree in science, mathematics, or engineering along with the possibility of establishing eligibility towards entrance into an intern teaching credential program To provide courses that include an introduction to schools and teaching as a profession, cultural diversity, and education and educational psychology To provide field experiences in K-12 classrooms with supervised "mentor teachers" focusing on discipline-specific teaching methods to meet state teacher credentialing requirements To provide information on credential requirements	The Graduate School of Education has initiated an education minor to help promote early experiences in the field of education within our undergraduate community. Recruitment for teacher education begins in these classes. Teacher Education attends recruiting fairs throughout the region and on our campus. Teacher Education continues to cooperate with the efforts of the Science and Math Initiative. Teacher Education works closely with the SMI on a significant scholarship offered on a competitive basis to science and math students. Teacher Education also encourages applications science and math candidates by offering information about federal and state assistance re: funded loan and grant programs. UCR Teacher Education Program has continued to develop close ties with county offices of education and school districts. New partnerships are being developed with these institutions to increase mutual awareness of needs (hiring and curricular) between UCR and its education community.	UCR has an intern program available for all teacher shortage areas as a service to our students and the education community. For that reason, no separate goals are set for intern programs. The recruitment that is done is in the general areas applicable to the traditional preparation program only, so the strategies and steps outlined above are for the traditional program, but included here for the convenience of the reader. Seeking an intern position is up to the candidate, and not solicited by the university. The Teacher Education program has set a goal of 20% growth in the teacher shortage areas. The current goal for the all subject areas is to double our candidates in three years, with the understanding that it may be a matter of years before steps such as the new education minor can show any positive results. UCR's Teacher Education program has a new assistant director and director starting in the 2012-2013 academic year. They have started to design a Title II Implimentation Plan that will specific

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University of California, Riverside	Science	2012-13	Yes	0				
University of California, Riverside	Science	2013-14	Yes	0				
University of California, San Diego	Science	2011-12	Yes	3	Yes			
University of California, San Diego	Science	2012-13	Yes	3				
University of California, San Diego	Science	2013-14	Yes	3				
University of LaVerne	Science	2011-12	Yes	2	Yes	Encourage STEM undergraduate and community college transfer students to pursue STEM credentials.		
University of LaVerne	Science	2012-13	Yes	3				
University of LaVerne	Science	2013-14	Yes	3				
University of the Pacific	Science	2011-12	Yes	0	Yes	We had 3 program completers, 2 in science with biology and one in science with chemistry in our traditional program. We attracted students to a graduate master's degree program in education with a single subject credential. This graduate program attracted science majors from the undergraduate programs at the University of the Pacific and graduate students whose bachelor's degrees were awarded from other universities.		

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University of the Pacific	Science	2012-13	Yes	1				We have 4 science candidates student teaching in our traditional program in the 2012-13 academic year. Students were graduate students from our Master's degree and single subject program. We have one science intern during 2012-13.
University of the Pacific	Science	2013-14	Yes	1				The Master's degree and credential program continues to be advertised at our School of Education web site. The Master's degree and credential program has been attractive to students from the Stockton area with bachelor's degrees in science fields. Our number of interns in science fields depends on openings for a full-time internship from an area school district.
Whittier College	Science	2011-12	No					
Whittier College	Science	2012-13	Yes	3				
Whittier College	Science	2013-14	Yes	3				Whittier College credential students all complete the traditional program and they only become alternative based if they are hired on an intern credential for the student teaching component. Consequently we do not have many intern teachers. This year we only had 3 Education Specialist interns.

Institution	Area	Academic Year	Did your program prepare teachers in special education?	How many prospective teachers did your program plan to add in special education?	Did your program meet the goal for prospective teachers set in special education?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:	Provide any additional comments, exceptions and explanations below.
Alliant International University	SpecEd	2011-12	Yes	40	Yes	Alliant offered the Autism Spectrum Disorders Authorization program in Los Angeles, San Francisco, and San Diego. This allowed Alliant to expand it's marketing efforts in Special Education and it allowed Alliant to initiate partnerships with school districts outside of the San Francisco Bay Area.	Alliant will continue to create and strengthen district partnerships in order to both attract Education Specialist candidates and to help serve the needs of districts. Alliant is also working to offer alternative pathways for the Education Specialist: Clear Inducation Program.	Alliant's goal was to prepare 40 teachers total, including all subject areas and both traditional and alternative programs.
Alliant International University	SpecEd	2012-13	Yes	40				Alliant's goal was to prepare 40 teachers total, including all subject areas and both traditional and alternative programs.
Alliant International University	SpecEd	2013-14	Yes	50				Alliant's goal is to prepare 50 teachers total, including all subject areas and both traditional and alternative programs.

Institution	Area	Academic Year	Did your program prepare teachers in special education?	How many prospective teachers did your program plan to add in special education?	Did your program meet the goal for prospective teachers set in special education?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:	Provide any additional comments, exceptions and explanations below.
Azusa Pacific University	SpecEd	2011-12	Yes	3	Yes	The Department of Special Education aligned the program options for credential as well as Masters degree to the school district's current needs in addition to preparing candidates to be more marketable in the field of education. The following strategies are being implemented to achieve the annual goals for the Department of Special Education: *The leadership team has expanded and includes program directors responsible for mild to moderate, moderate to severe credentials and master degree programs. In addition, coordinators are assigned at each regional center to insure student support and program fidelity. *The Added Authorizations in Special Education includes Autism, Resource Specialist Program, Emotional Disturbance and Adapted Physical Education.	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 Credential for guidelines required by the CTC as per Ed. Code Section 44227(a).	
Azusa Pacific University	SpecEd	2012-13	Yes	3				More interactions with school administrators and mentors at school districts allows the program to respond to district needs making our candidates more marketable.
Azusa Pacific University	SpecEd	2013-14	Yes	3				

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Brandman University	SpecEd	2011-12	Yes	40	Yes	Due to the existing state of the job market in education, we set a goal of 40 enrolled students, which we slightly exceeded. Although most areas of education continue to see declining or stable employment, opportunities for special education jobs continue to be available at a steady or slightly increasing rate. We continued partnerships with districts local to our Brandman campuses, re-signed agreements with districts, and involved personnel from local districts on our education advisory committees. Through these committees, we could learn about needs districts had. Our goal is to translate the enrolled students into program completers in a timely manner.	We will continue working with program advisors to schedule students for program completion. We will also continue working with our clinical coordinators to find appropriate placements for students so they can finish their clinical work and file for their credentials.	
Brandman University	SpecEd	2012-13	Yes	10				We hope to add another 10 students over the 40 we had this year. Although this goal may seem low, the field of education is still in a state of flux from the recent budget crisis. Due to the economic crisis, retirements seem to be occurring at a slower pace than anticipated, resulting in fewer job openings. However, districts are beginning to report anticipated teacher shortages in upcoming years. However, this will take some time to translate into increased enrollments.

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Brandman University	SpecEd	2013-14	Yes	15				We hope to add another 15 students, with a goal of 55. This seems to be a reasonable goal as we anticipate retirements to continue to rise and teacher demand to increase as well. We also anticipate increased enrollments with the implementation of our early childhood special education full credential. However, if another budget crisis hits the state, then this number may be lower.
California Baptist University	SpecEd	2011-12	Yes	0	Yes	The CBU alternative program was designed to meet California standards. Acceptance into the CBU alternative program requires the candidate to secure employment. The weak job market has begun to impact the number of non-credential teachers districts will hire. Therefore, our focus has been on increasing the number of special education candidates enrolled in our traditional program.	Once a candidate completes their first semester of methods courses, our advising staff will provide intern eligibility letters to any candidate who makes a request. Additionally, the School of Education does maintain intern contracts with all public schools within a 50 mile radius. Therefore, this alternative certification route will be maintained.	
California Baptist University	SpecEd	2012-13	Yes	0				The CBU alternative program was designed to meet California standards. Acceptance into the CBU alternative program requires the candidate to secure employment. The weak job market has begun to impact the number of non-credential teachers districts will hire. Therefore, our focus has been on increasing the number of special education candidates enrolled in our traditional program.

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California Baptist University	SpecEd	2013-14	Yes	0				The CBU alternative program was designed to meet California standards. Acceptance into the CBU alternative program requires the candidate to secure employment. The weak job market has begun to impact the number of non-credential teachers districts will hire. Therefore, our focus has been on increasing the number of special education candidates enrolled in our traditional program.
California Lutheran University	SpecEd	2011-12	Yes	20	Yes	The Graduate School of Education received a Federal Grant that funded tuition for 12 students in the Deaf and Hard of Hearing program. In addition, administration has worked closely with the Marketing and Graduate Admissions Departments on increasing enrollment in all areas of need.	A number of meetings were held with Marketing and Graduate Admissions staff in order to plan for recruitment of candidates.	
California Lutheran University	SpecEd	2012-13	Yes	12				In light of the recent economic downturn, local districts have been laying off teachers even in areas of need. While we have stepped up efforts in marketing and recruitment we have not seen a great increase in enrollment. We suspect this is caused by the lack of jobs available to new educators at this time.
California Lutheran University	SpecEd	2013-14	Yes	12				See above.

Institution	Area	Academic Year	Did your program prepare teachers in special education?	How many prospective teachers did your program plan to add in special education?	Did your program meet the goal for prospective teachers set in special education?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:	Provide any additional comments, exceptions and explanations below.
California State Polytechnic University, Pomona	SpecEd	2011-12	Yes	7	Yes	We respond to district request to categorize a teacher candidate as an Intern Teacher. We have no control over how many candidates districts request to be in that category. We prefer districts to hire fully licensed teachers rather than rely on Intern Teachers.	The number of Intern Teachers has gradually diminished as the number of fully certificated teachers who were laid off are re-employed.	An Intern Teacher is one who has either not completed Clinical Practice and has been asked to completed Clinical Practice while under contract or will become the teacher of record while simultaneously completing the regular teacher preparation program.
California State Polytechnic University, Pomona	SpecEd	2012-13	Yes	7				We respond to district request to categorize a teacher candidate as an Intern Teacher. We have no control over how many candidates districts request to be in that category. We prefer districts to hire fully licensed teachers rather than rely on Intern Teachers.
California State Polytechnic University, Pomona	SpecEd	2013-14	Yes	7				We respond to district request to categorize a teacher candidate as an Intern Teacher. We have no control over how many candidates districts request to be in that category. We prefer districts to hire fully licensed teachers rather than rely on Intern Teachers.
California State University, Bakersfield	SpecEd	2011-12	Yes	10	Yes			
California State University, Bakersfield	SpecEd	2012-13	Yes	10				

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California State University, Bakersfield	SpecEd	2013-14	Yes	15				
California State University, Channel Islands	SpecEd	2011-12	No					We have continued to recruit those teachers who hold Multiple Subject credentials and have not found job. We had 9 students in our Intern program seeking a second credential
California State University, Channel Islands	SpecEd	2012-13	Yes	3				Currently have 3 Intern students Have an additional 7 students seeking a second credential
California State University, Channel Islands	SpecEd	2013-14	Yes	3				We hope to maintain at least 3 new Interns, we anitcipate having many new students seeking a second credential
California State University, Chico	SpecEd	2011-12	Yes	3	Yes	Grant monies in general and special education internships provide money for recruiting intern candidates and advertising our internship programs to our partner districts.	We have an anticipated increase in numbers based upon retirements and reallocation of resources in k-12 schools.	The number of intern candidates fluctuates depending upon the need of our district partners. We only accept interns who have obtained contracts with these districts.
California State University, Chico	SpecEd	2012-13	Yes	5				The number of intern candidates fluctuates depending upon the need of our district partners. We only accept interns who have obtained contracts with these districts.

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California State University, Chico	SpecEd	2013-14	Yes	5				The number of intern candidates fluctuates depending upon the need of our district partners. We only accept interns who have obtained contracts with these districts.
California State University, Dominguez Hills	SpecEd	2011-12	Yes	32	Yes	• 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 to the community at large.	In Spring 2011, as a response to revised state standards, the Special Education Program began admitting candidates to their new Education Specialist Preliminary 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 individuals with disabilities from birth through age 22.	

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California State University, Dominguez Hills	SpecEd	2012-13	Yes	21				
California State University, Dominguez Hills	SpecEd	2013-14	Yes	20				
California State University, East Bay	SpecEd	2011-12	No		Not applicable			Candidates seeking initial certification in special education at this university must already possess a teaching credential or complete the initial certification in multiple subject teaching in conjunction with the special education credential. Therefore, initial certification in special education is not considered a Program Completer for Title II Reporting purposes.
California State University, East Bay	SpecEd	2012-13	No					
California State University, East Bay	SpecEd	2013-14	No					

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California State University, Fresno	SpecEd	2011-12	Yes	46	Yes	1. School-wide marketing effort using print, web, and radio media. 2. Building additional partnerships with local districts to expand our capacity to serve the region.		
California State University, Fresno	SpecEd	2012-13	Yes	50				
California State University, Fresno	SpecEd	2013-14	Yes	53				

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California State University, Fullerton	SpecEd	2011-12	Yes	28	Yes	•New student organizations for early childhood special education and autism 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 fields of early childhood special education and autism •Recruitment at local conferences and school districts through the I:DREEAM grant which supports new early childhood teachers as well as recruitment through the Intern program for all three program areas (early childhood, mild/moderate, and moderate/severe) •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 an 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. Several faculty presented at the Road to Teaching conference as well as the SCTA conference to recruit new special education candidates. The program will continue to respond to student inquiries in a timely manner, attend future teachers' events, and hold department events that allow prospective teachers to ask questions and spend time with faculty.	
California State University, Fullerton	SpecEd	2012-13	Yes	32				

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California State University, Fullerton	SpecEd	2013-14	Yes	40				
California State University, Long Beach	SpecEd	2011-12	Yes	7	Yes			We only had 7 Special Education interns in 2011-12, and we do not plan to recruit additional Interns in the next two years.
California State University, Long Beach	SpecEd	2012-13	No					
California State University, Long Beach	SpecEd	2013-14	No					
California State University, Los Angeles	SpecEd	2011-12	Yes	24	No	Credential advisors provided outreach, speaking to CSULA undergraduates regarding pathways to teaching. They also met with high school counselors to provide information for prospective teachers. They spoke in targeted classes with graduating seniors in related fields such as communication disorders, psychology, and social work. Group information sessions were advertised and posted for quarterly recruitment. The Special Education program received a state grant to target recruitment in low incidence specialization areas. They were able to hire a recruiter, as well as, improve upon the intern web site.	Work to recruit from students completing their bachelor's degree from CSULA on a quarterly basis.	The majority of candidates in special education were second credential earners and not reportable for purposes of Title II despite the fact that they are meeting a need in local schools.

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California State University, Los Angeles	SpecEd	2012-13	Yes	10				
California State University, Los Angeles	SpecEd	2013-14	Yes	10				The 2013 budget proposed by the California Governor's office will basically eliminate support for alternative certification of special education teachers.
California State University, Monterey Bay	SpecEd	2011-12	Yes	2	Yes	Increased recruitment efforts.		
California State University, Monterey Bay	SpecEd	2012-13	Yes	2				
California State University, Monterey Bay	SpecEd	2013-14	Yes	2				
California State University, Northridge	SpecEd	2011-12	Yes	80	Yes			We do not set goals for recruiting education specialist teachers via the alternative Intern program. The reason is that the local school districts have significantly decreased the number of positions available for the Intern program as a result of NCLB. Therefore school districts determine how many prospective teachers are eligible in each credential area.

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California State University, Northridge	SpecEd	2012-13	Yes	120				We do not set goals for recruiting education specialist teachers via the alternative Intern program. The reason is that the local school districts have significantly decreased the number of positions available for the Intern program as a result of NCLB. Therefore school districts determine how many prospective teachers are eligible in each credential area.
California State University, Northridge	SpecEd	2013-14	Yes	140				We do not set goals for recruiting education specialist teachers via the alternative Intern program. The reason is that the local school districts have significantly decreased the number of positions available for the Intern program as a result of NCLB. Therefore school districts determine how many prospective teachers are eligible in each credential area.
California State University, Sacramento	SpecEd	2011-12	Yes	0	Yes			We do not have set goals for alternative programs separate from Traditional program goals.
California State University, Sacramento	SpecEd	2012-13	Yes	0				We do not have set goals for alternative programs separate from Traditional program goals.
California State University, Sacramento	SpecEd	2013-14	Yes	0				We do not have set goals for alternative programs separate from Traditional program goals.

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California State University, San Bernardino	SpecEd	2011-12	Yes	150	Yes	We have successfully maintained enrollment in the special education programs at CSUSB. The special education programs have developed a route for Multiple Subjects students to enter into the special education programs.		
California State University, San Bernardino	SpecEd	2012-13	Yes	150				We met our target for Fall 2012.
California State University, San Bernardino	SpecEd	2013-14	Yes	150				
California State University, San Marcos	SpecEd	2011-12	Yes	0	Yes			
California State University, Stanislaus	SpecEd	2011-12	Yes	3	Yes	Developed a growth plan and recruitment strategies aimed at Exceptional Children and 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. Advertised the ASD added authorization option which began Fall 2012.		The need for the local school districts to hire interns has dropped dramatically the past several years.

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California State University, Stanislaus	SpecEd	2012-13	Yes	1				Continued the recruitment efforts on and off campus to targeted audiences. Advertised the ASD added authorization option which began Fall 2012. Developing concurrent credential programs with MSCP and SSCP.
California State University, Stanislaus	SpecEd	2013-14	Yes	1				Developed concurrent credential programs for Mild-Moderate Education Specialist/Multiple Subject and for Mild-Moderate Education Specialist/Single Subject. Advertised that these concurrent credential programs begin Fall 2013.
Chapman University	SpecEd	2011-12	Yes	3	Yes			
Chapman University	SpecEd	2012-13	Yes	3				
Chapman University	SpecEd	2013-14	Yes	3				

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Claremont Graduate University	SpecEd	2011-12	Yes	20	No		The job market in California is very constrained at this time. We track our graduates job placement and have very high job placement rates. We have started to advertise these placement statistics and in 13/14 it appears numbers are on the rise, albeit marginally. We were particularly surprised at the reduction in applicants for Special Education. We have recently completed an OSEP grant for Special Education teachers and with no further federal funding on the horizon, we are looking into other avenues to increase fellowships for Special Education applicants.	
Claremont Graduate University	SpecEd	2012-13	Yes	20				
Claremont Graduate University	SpecEd	2013-14	Yes	20				
Dominican University of California	SpecEd	2011-12	Yes	3	Yes	Credential candidates are encouraged to apply for the APLE program to support their education.		
Dominican University of California	SpecEd	2012-13	Yes	3				
Dominican University of California	SpecEd	2013-14	Yes	3				

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Fortune School of Education (Project Pipeline)	SpecEd	2011-12	Yes	5	Yes			At Fortune School of Education, we do not have specific subject-by-subject goals. Instead, we determine our required enrollment by the numbers planned out in our budget. We have one overall goal for total enrollment and focus on filling those spots with candidates that are qualified to teach the subject areas we are qualified to offer: Special Education, Math, Science, English, Foreign Language, Physical Education, Social Science, and Multiple Subject. When it comes to recruiting for and enrolling students in our program, we refer to our organization-wide goal that encompasses our mission and vision. Vision Statement: To prepare teachers for service in public schools with competence and sensitivity that will enable them to develop students to their fullest potential. Mission Statement: To provide eligible individuals an affordable and convenient way to earn a California teaching credential while meeting California's demand for new teachers.

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Fortune School of Education (Project Pipeline)	SpecEd	2012-13	Yes	5				At Fortune School of Education, we do not have specific subject-by-subject goals. Instead, we determine our required enrollment by the numbers planned out in our budget. We have one overall goal for total enrollment and focus on filling those spots with candidates that are qualified to teach the subject areas we are qualified to offer: Special Education, Math, Science, English, Foreign Language, Physical Education, Social Science, and Multiple Subject. When it comes to recruiting for and enrolling students in our program, we refer to our organization-wide goal that encompasses our mission and vision. Vision Statement: To prepare teachers for service in public schools with competence and sensitivity that will enable them to develop students to their fullest potential. Mission Statement: To provide eligible individuals an affordable and convenient way to earn a California teaching credential while meeting California's demand for new teachers.

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Fortune School of Education (Project Pipeline)	SpecEd	2013-14	Yes	5				At Fortune School of Education, we do not have specific subject-by-subject goals. Instead, we determine our required enrollment by the numbers planned out in our budget. We have one overall goal for total enrollment and focus on filling those spots with candidates that are qualified to teach the subject areas we are qualified to offer: Special Education, Math, Science, English, Foreign Language, Physical Education, Social Science, and Multiple Subject. When it comes to recruiting for and enrolling students in our program, we refer to our organization-wide goal that encompasses our mission and vision. Vision Statement: To prepare teachers for service in public schools with competence and sensitivity that will enable them to develop students to their fullest potential. Mission Statement: To provide eligible individuals an affordable and convenient way to earn a California teaching credential while meeting California's demand for new teachers.
Fresno Pacific University	SpecEd	2011-12	Yes	2	Yes			

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Fresno Pacific University	SpecEd	2012-13	Yes	5				
Fresno Pacific University	SpecEd	2013-14	Yes	5				
High Tech High Communities	SpecEd	2011-12	Yes	5	Yes			
High Tech High Communities	SpecEd	2012-13	Yes	5				
High Tech High Communities	SpecEd	2013-14	Yes	5				
Holy Names University	SpecEd	2011-12	Yes	5	Yes	Continued collaboration with our Special Education Community Advisory Council Collaborate with Teacher Apprentice Program to identify secondary candidates for dual certification	First year under new Education Specialist credential standards, Autism Spectrum Disorder authorization and as added authorization Emphasis Special Education as a shortage area during monthly university Information Sessions	
Holy Names University	SpecEd	2012-13	Yes	10				
Holy Names University	SpecEd	2013-14	Yes	10				

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Humboldt State University	SpecEd	2011-12	Yes	5	Yes	The Special Education program at Humboldt State University revised the schedule of course offerings to allow individuals who already hold a multiple subject or single subject credential to add a mild/moderate special education credential by completing one semester of coursework. Information regarding this opportunity was disseminated to local school districts, previous credential completers, and Humboldt County Office of Education.		
IMPACT (San Joaquin County Office of Education)	SpecEd	2011-12	Yes	10	Yes	We asked our general education teachers who were laid off to consider applying for special education positions.	Continue to educate our students on areas of need.	
IMPACT (San Joaquin County Office of Education)	SpecEd	2012-13	Yes	10				
IMPACT (San Joaquin County Office of Education)	SpecEd	2013-14	Yes	10				

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Los Angeles Unified School District	SpecEd	2011-12	Yes	1	Yes	Informational meetings, university/college recruitment fairs, job fairs, online job fairs, and District online information		Numbers in the program are based upon district need. If there is not the necessity to hire interns, then there will not be a goal to recruit that particular subject area. Additionally, many of our special education interns are teachers that were affected by reduction-in-force. Thus, these teachers already hold general education credentials and are not pursuing initial certification.
Los Angeles Unified School District	SpecEd	2013-14	Yes	1				Numbers in the program are based upon district need. If there is not the necessity to hire interns, then there will not be a goal to recruit that particular subject area. Additionally, many of our special education interns are teachers that were affected by reduction-in-force. Thus, these teachers already hold general education credentials and are not pursuing initial certification. During the 2012-13 year, although the program did not have any special education teachers pursuing initial certification, teachers who already had general education credentials did participate in pursuing their special education credentials through the District Intern Program.

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Loyola Marymount University	SpecEd	2011-12	Yes	15	Yes	Hosted info sessions for those interested in special education; attended graduate school fairs; coordinated efforts with the special education program to facilitate the process for students who want to transition from traditional education to special education; maintained our strong partnership with Teach For America (TFA) to identify prospective special education teachers.	Continue to: improve relationships with local charter schools to identify candidates in this high need area; find ways to speak directly to undergraduate students in special education classes; place ads in relevant magazines and educator newsletters.	
Loyola Marymount University	SpecEd	2012-13	Yes	17				
Loyola Marymount University	SpecEd	2013-14	Yes	17				Changing state regulations regarding interns may impact our recruiting and enrollment in special education.

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Mount St. Mary's College	SpecEd	2011-12	Yes	3	Yes	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 Specialist credentials within five years. It is important to note that our interns are in the same courses as our traditional candidates. The only difference is that the interns are working as the teachers of record and are supervised throughout their credential program. The university hired college supervisors directly observe and support the candidates in their own classrooms. Specifically, the college supervisors provide direct feedback on how candidates demonstrate their competency in the areas of instruction, content knowledge, classroom management, assessments, and how they ensure that all students are learning. The preparation in the credential coursework to meet students' needs is the same for interns as for our other candidate	We have revised our program to include general education and education specialist students in the same courses in order to a) increase the number of general education 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.	Also advised students who were seeking employment and informed them of openings in area of mild/moderate disabilities.
Mount St. Mary's College	SpecEd	2012-13	Yes	2				University Internship program is available if needed but not our program focus.

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Mount St. Mary's College	SpecEd	2013-14	Yes	10				An additional eight students will be included in our new deaf and hard of hearing program.
National Hispanic University	SpecEd	2011-12	Yes	5	No			
National Hispanic University	SpecEd	2012-13	Yes	10				
National Hispanic University	SpecEd	2013-14	Yes	10				
National University	SpecEd	2011-12	Yes	15	No		National University contracts with districts throughout the state of California and prides itself on timely processing of intern applications. Our flexible four week course format enables us to offer our intern pre-service coursework throughout the year and respond quickly to the needs of our students and the districts we are in partnership with. We plan to have a more hands on relationship with the districts.	
National University	SpecEd	2012-13	Yes	20				Due to the economic downturn in California, the number of teacher candidate decreased but with additional funding planned for the next fiscal year, more candidates are enrolling each month.

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National University	SpecEd	2013-14	Yes	35				a. The Department of Special Education is continually revising and updating courses, key assignments, and projects to ensure our candidates are highly qualified. b. Program Annual Review Data is used to inform practice and improve programs.
Notre Dame de Namur University	SpecEd	2011-12	Yes	7	Yes			
Notre Dame de Namur University	SpecEd	2012-13	Yes	7				
Notre Dame de Namur University	SpecEd	2013-14	Yes	7				
Orange County Office of Education	SpecEd	2011-12	Yes	10	No	We held various information sessions which were advertised via the web. Additionally, multiple information fliers were sent to district consortium assistant superintendents, HR directors, credential analysts, and site based administrators. We have also continued to reach out to our advisory boards/members for assistance and suggestions.	In addition to the above, we are holding additional information sessions and presenting program information at the OCDE teaching credential analyst update meetings. These meetings are intended to be attended by a district credential representative from each district.	
Orange County Office of Education	SpecEd	2012-13	Yes	10				We are working diligently to contact districts regularly to inform them about our intern program, and how we may provide supports for any available positions they may have. We were able to enroll 6 full time interns.

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Orange County Office of Education	SpecEd	2013-14	Yes	10				
Point Loma Nazarene University	SpecEd	2011-12	Yes	12	Yes	Worked with LEA's to provide instruction to current, in-service classroom teachers to add authorization to teach special education.	Continue to work with LEA's to increase numbers of participants in these programs.	
Point Loma Nazarene University	SpecEd	2012-13	Yes	13				
Point Loma Nazarene University	SpecEd	2013-14	Yes	12				
San Diego City Unified School District	SpecEd	2013-14	No					We are currently inactive but we are anticipating reactivating in 2014-2015.
San Diego State University	SpecEd	2013-14	No					The Alternative Teacher Preparation programs are designed for areas with teacher shortages when an emergency teaching credential is needed. There are no goals to increase these programs.
San Francisco State University	SpecEd	2011-12	Yes	65	Yes	We used no particular recruiting strategies because this is an alternative program. In other words, the special education credential program enrolls eligible students hired by the districts as full-time teachers of record.		

Institution	Area	Academic Year	Did your program prepare teachers in special education?	How many prospective teachers did your program plan to add in special education?	Did your program meet the goal for prospective teachers set in special education?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:	Provide any additional comments, exceptions and explanations below.
San Francisco State University	SpecEd	2012-13	Yes	45				
San Francisco State University	SpecEd	2013-14	Yes	45				
San Jose State University	SpecEd	2011-12	Yes	100	Yes			
San Jose State University	SpecEd	2012-13	Yes	35				
San Jose State University	SpecEd	2013-14	Yes	30				
Sonoma State University	SpecEd	2011-12	Yes	7	Yes			
Sonoma State University	SpecEd	2012-13	Yes	20				
Sonoma State University	SpecEd	2013-14	Yes	20				

Institution	Area	Academic Year	Did your program prepare teachers in special education?	How many prospective teachers did your program plan to add in special education?	Did your program meet the goal for prospective teachers set in special education?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:	Provide any additional comments, exceptions and explanations below.
St. Mary's College of California	SpecEd	2011-12	Yes	2	Yes			In California, interns must obtain employment as teacher of record and complete a minimum of 120 hours of preservice preparation in the program before entering this alternative preparation program. It is not possible to predict district's employment needs in advance, so our alternative programs cannot set independent goals, separate from those of the traditional programs.
Stanislaus County Office of Education	SpecEd	2011-12	Yes	10	Yes			
Stanislaus County Office of Education	SpecEd	2012-13	Yes	10				
Stanislaus County Office of Education	SpecEd	2013-14	Yes	10				

Institution	Area	Academic Year	Did your program prepare teachers in special education?	How many prospective teachers did your program plan to add in special education?	Did your program meet the goal for prospective teachers set in special education?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:	Provide any additional comments, exceptions and explanations below.
Touro University	SpecEd	2011-12	Yes	20	No	By creating a program that meets the needs of Education in the 21st Century. Dual credentials, technology, and more time in a real life setting for our candidates. Ever changing and improving the quality of our overall programs, Education Specialist, Multiple Subject and Single Subject.	By offering a board range of courses to fill the needs of the Education Specialist. Starting the Summer Semester of 2013 Touro University CA, Graduate School of Education will start a new dual Teacher Credential program that allows a student obtain an Education Specialist and a Multiple Subject or Single Subject credentials simultaneously. This will meet the needs of the state districts changing structures for the Special Education programs.	
Touro University	SpecEd	2012-13	Yes	25				
Touro University	SpecEd	2013-14	Yes	25				
University of California, Los Angeles	SpecEd	2011-12	Yes	4	Yes	Recruited paraprofessionals and sub teachers who had been working in special education settings without a formal Ed Specialist credential.	Developed a more structured and rigorous preservice program.	The majority of our SPED interns already held a MS or SS credential and were adding the SPED.
University of California, Los Angeles	SpecEd	2012-13	Yes	8				The majority of our SPED interns already held a MS or SS credential and were adding the SPED.
University of California, Los Angeles	SpecEd	2013-14	Yes	10				We are still accepting applications for 2013-14. We typically recieve most of our applications in late May or early June.

Institution	Area	Academic Year	Did your program prepare teachers in special education?	How many prospective teachers did your program plan to add in special education?	Did your program meet the goal for prospective teachers set in special education?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:	Provide any additional comments, exceptions and explanations below.
University of California, Riverside	SpecEd	2011-12	Yes	0	Yes	Strategies included identifying undergraduate groups on campus where the teacher education program may present information and encourage enrollment in teacher education and the needs especially for dedicated teachers of students with special needs. Events on and off campus were developed or identified in which information especially for serving students with special needs. GSOE Open house and various grad fairs were attended. Recruitment means and incentives for enrollment were discussed. A recruitment committee was formed to begin summer 2012. Ways to use the new education minor to develop a pool of students interested in special education were explored.	Teacher education needs to continue working especially with our undergraduate liberal studies advisers to present information that might encourage applications for UCR's special education program. Special emphasis at the GSOE's "Open House" and various grad fairs was made to recruit candidates for the special education program. This includes information about state and federal financial aid in the form of funded loans and grants. A limited number of recruitment scholarships were established for the coming year to encourage enrollment especially in the special education and bilingual education programs. The GSOE education minor program has identified several courses and the need to develop several courses that would expose undergraduates early to theories and field experiences in special education.	UCR has an intern program available for all teacher shortage areas as a service to our students and the education community. For that reason, no separate goals are set for intern programs. The recruitment that is done is in the general areas applicable to the traditional preparation program only, so the strategies and steps outlined above are for the traditional program, but included here for the convenience of the reader. Seeking an intern position is up to the candidate, and not solicited by the university. The Teacher Education program has set a goal of 20% growth in the teacher shortage areas. The current goal for the all subject areas is to double our candidates in three years, with the understanding that it may be a matter of years before steps such as the new education minor can show any positive results. UCR's Teacher Education program has a new assistant director and director starting in the 2012-2013 academic year. They have started to design a Title II Implimentation Plan
University of California, Riverside	SpecEd	2012-13	Yes	0				

Annual Goals for Special Education, 2011-12, 2012-13, and 2013-14 - Alternative Route

Institution	Area	Academic Year	Did your program prepare teachers in special education?	How many prospective teachers did your program plan to add in special education?	Did your program meet the goal for prospective teachers set in special education?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:	Provide any additional comments, exceptions and explanations below.
University of California, Riverside	SpecEd	2013-14	Yes	0				
University of LaVerne	SpecEd	2011-12	Yes	12	Yes			
University of LaVerne	SpecEd	2012-13	Yes	10				
University of LaVerne	SpecEd	2013-14	Yes	10				
University of Redlands	SpecEd	2012-13	Yes	5				
University of Redlands	SpecEd	2013-14	Yes	10				

Institution	Area	Academic Year	Did your program prepare teachers in special education?	How many prospective teachers did your program plan to add in special education?	Did your program meet the goal for prospective teachers set in special education?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:	Provide any additional comments, exceptions and explanations below.
University of San Francisco	SpecEd	2011-12	Yes	17	Yes	Seventeen teachers completed the program in 11-12. The strategies used to meet our goal of adding these prospective teachers to special education included designing our program in modules that spiral throughout the Mild/Moderate program coursework, providing fieldwork supervision and advising that aids students in developing the necessary skills to be effective teachers, and offering faculty mentoring and support. The program is designed to meet student needs. In the summer before intern employment, we teach the beginning competencies in order to prepare students for fall employment. Then, in fall, we teach the competencies that they need first on the job. More advanced competencies are added as our students gain experience. Everything taught in class is applied on the job, then revisited again in class, and then refined on the job, again and again. This pattern makes up our teaching spiral, which in turn leads our candidates successfully completing the program.	Two steps that we are taking to improve our goal of adding prospective teachers to special education are working with fieldwork supervisors so that they are supervising candidates who work with students with which the fieldwork supervisors have experience and to develop rubrics for the capstone assignments in the various required courses. We are also analyzing the course requirements so that the information in one course will build on what was taught in preceding courses in a consistent manner.	

Institution	Area	Academic Year	Did your program prepare teachers in special education?	How many prospective teachers did your program plan to add in special education?	Did your program meet the goal for prospective teachers set in special education?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:	Provide any additional comments, exceptions and explanations below.
University of San Francisco	SpecEd	2012-13	Yes	16				The deadline for passing CSET examination scores demonstrating subject matter competency was a gatekeeper that prohibited some admitted applicants from joining the program. Some school district hiring was late, which affected the timeline/deadline for applicants to secure intern jobs in order to be in the program.
University of San Francisco	SpecEd	2013-14	Yes	15				
University of the Pacific	SpecEd	2011-12	Yes	1	Yes	We had one intern in special education during the 2011-12 academic year. Additionally, we had 4 program completers in our traditional program in special education.	We will continue to inform prospective undergraduate and graduate students about the special education field. We have been emphasizing the possibility of earning a multiple subject (elementary) and an education specialist (special education) credential concurrently. We have graduates of our re-entry adult bachelor's degree program who may be able to secure internships in area districts after they become "intern eligible."	

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University of the Pacific	SpecEd	2012-13	Yes	0				We do not have any interns in special education during the 2012-13 academic year. We do have student teachers in our traditional program in the special education field. We will continue to inform prospective undergraduate and graduate students about the special education field. We have been emphasizing the possibility of earning a multiple subject (elementary) and an education specialist (special education) credential concurrently. We have graduates of our re-entry adult bachelor's degree program who may be able to secure internships in area districts after they become "intern eligible."
University of the Pacific	SpecEd	2013-14	Yes	1				We do not know yet if any of our current candidates in the education specialist program will be offered internships with area school districts. We have graduates of our re-entry adult bachelor's degree program who may be able to secure internships in area districts after they become "intern eligible."
Whittier College	SpecEd	2011-12	Yes	3	Yes	In January 2011 our Mild Moderate Education Specialist credential was accredited. Since that time we have been working on recruiting new students and getting the word out about our new program.		

Annual Goals for Special Education, 2011-12, 2012-13, and 2013-14 - Alternative Route

Institution	Area	Academic Year	Did your program prepare teachers in special education?	How many prospective teachers did your program plan to add in special education?	Did your program meet the goal for prospective teachers set in special education?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:	Provide any additional comments, exceptions and explanations below.
Whittier College	SpecEd	2012-13	Yes	5				In fall of 2012 we hired our director or our ES credential program. Interest in the program has increased and many of out Multiple Subject credentialed teachers have come back to add a Mild/Moderate ES credential.
Whittier College	SpecEd	2013-14	Yes	5				

Institution	Area	Academic Year	Did your program prepare teachers in LEP?	How many prospective teachers did your program plan to add in LEP?	Did your program meet the goal for prospective teachers set in LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:	Provide any additional comments, exceptions and explanations below.
Alliant International University	LEP	2011-12	Yes	40	Yes	Alliant offers extensive training in this area. Candidates are held to a high standard when observed teaching limited English proficient students and are required to adhere to very strict Teaching Performance Assessment requirements focused on teaching limited English proficient students.	Alliant will continue to train its mentors and credential candidates to better serve limited English proficient students. Student and mentor evaluations will be taken into account each semester to drive these improvements.	Alliant's goal was to prepare 40 teachers total, including all subject areas and both traditional and alternative programs.
Alliant International University	LEP	2012-13	Yes	40				Alliant's goal was to prepare 40 teachers total, including all subject areas and both traditional and alternative programs.
Alliant International University	LEP	2013-14	Yes	50				Alliant's goal is to prepare 50 teachers total, including all subject areas and both traditional and alternative programs.
Azusa Pacific University	LEP	2011-12	Yes	0	Yes	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 (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 main campus and seven regional centers.	Azusa Pacific University is approved to combine sections of the CTEL exam and coursework that gives the candidate more options in obtaining the CLAD Certificate more quickly. 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. Supervised fieldwork observations, along with clinical practice, provide opportunities for the candidate to experience diverse populations, including the ELL students.	
Azusa Pacific University	LEP	2012-13	Yes	0				

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Azusa Pacific University	LEP	2013-14	Yes	0				
Bay Area School of Enterprise (REACH Institute)	LEP	2011-12	Yes	22	Yes	Participants receive direct instruction on the needs of English Learners in multiple semesters within the two-year program course sequence. There is a strong focus in the summer preservice course before participants begin the school year and in the second semester of the first year when the entire semester is a close look at "Equity and Universal Access." However, the needs ofEnglish Learners are discussed in the context of the other courses as well. In addition, individualized coaching is provided during the full two-year program to improve participants' effectiveness with English Language Learners in their on-site teaching assignments. Participants must pass the California Teacher Performance Assessments (CalTPA) in order to earn course credit, and these standardized assessments require demonstration of the ability to gather pre-assessment data about focus students from these populations, differentiate a lesson plan and/or assessment to meet the needs of these English Learners, defend their choices with		

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Bay Area School of Enterprise (REACH Institute)	LEP	2012-13	Yes	47				
Bay Area School of Enterprise (REACH Institute)	LEP	2013-14	Yes	44				
Brandman University	LEP	2011-12	Yes	35	Yes	We intend to continue our efforts for enrollment in these programs by continuing our outreach efforts withpotential teaching candidates and increasing articulation agreements with local community colleges, and recruiting from our undergraduate program in Liberal studies. We will be incorporating the new English Language Learner standards into all of our credential programs in the 2014 year. We continued partnerships with districts local to our Brandman campuses, re-signed agreements with districts, and involved personnel from local districts on our education advisory committees. Through these committees, we could learn about needs districts had. Our goal is to translate the enrolled students into program completers in a timely manner.	We learned that our district partnerships are very important for growing our programs. Through professional development, the placement of student teachers and interns, and other university/district partnerships, we can determine needs and meet them.	The importance of English Language Learners is seen throughout our credential programs. Students in multiple and single subjects have EL standards interwoven throughout the program. Those pursuing the special education credential either take the multiple/single subjects methods courses or the entire CTEL program to build proficiency in meeting the needs of English Language Learners.

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Brandman University	LEP	2012-13	Yes	25				Although our program saw a decline in enrollments, our attention to the needs of English Language Learners did not change.
Brandman University	LEP	2013-14	Yes	25				Due to the continued budget crisis in the state, we do not anticipate a large influx of candidates into the teacher education program for another year or so. Although we are starting to see a higher rate of retirements in the districts we serve, this has not yet translated into increased enrollments for our programs.
California Baptist University	LEP	2011-12	Yes	12	Yes	The state of California requires all alternative credential programs to prepare candidates to work with English Learners.		
California Baptist University	LEP	2012-13	Yes	0				The CBU alternative program was designed to meet California standards. Acceptance into the CBU alternative program requires the candidate to secure employment. The weak job market has begun to impact the number of non-credential teachers districts will hire. Therefore, our focus has been on increasing the number of candidates enrolled in our traditional program.

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California Baptist University	LEP	2013-14	Yes	0				The CBU alternative program was designed to meet California standards. Acceptance into the CBU alternative program requires the candidate to secure employment. The weak job market has begun to impact the number of non-credential teachers districts will hire. Therefore, our focus has been on increasing the number of candidates enrolled in our traditional program.
California Lutheran University	LEP	2011-12	Yes	184	Yes	Due to the California teaching credential regulations, course work to teach limited English proficient students is embedded in the program. All of our candidates, upon graduation, are eligible to teach English Learners.		
California Lutheran University	LEP	2012-13	Yes	4				In light of the recent economic downturn, local districts have been laying off teachers even in areas of need. While we have stepped up efforts in marketing and recruitment we have not seen a great increase in enrollment. We suspect this is caused by the lack of jobs available to new educators at this time.
California Lutheran University	LEP	2013-14	Yes	4				

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California State Polytechnic University, Pomona	LEP	2011-12	Yes	13	Yes	Instruction in the teaching of Limited English Proficient (LEP) students is a state requirement in California for all credential candidates regardless of program.	Continue to monitor both the basic course (TED 407) and the infusion of strategies in the content area courses. The implementation of the Common Core standards will make this process even more explicit.	Instructional strategies for LEP students is a requirement for licensure in the State of California.
California State Polytechnic University, Pomona	LEP	2012-13	Yes	13				Instruction in the teaching of Limited English Proficient (LEP) students is a state requirement in California for all credential candidates regardless of program.
California State Polytechnic University, Pomona	LEP	2013-14	Yes	13				Instruction in the teaching of Limited English Proficient (LEP) students is a state requirement in California for all credential candidates regardless of program.
California State University, Bakersfield	LEP	2011-12	Yes	30	Yes	Coursework and fieldwork in linguistically diverse environment		
California State University, Bakersfield	LEP	2012-13	Yes	40				
California State University, Bakersfield	LEP	2013-14	Yes	50				

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Annual Goals for LEP, 2011-12, 2012-13, and 2013-14 - Alternative Route

Institution	Area	Academic Year	Did your program prepare teachers in LEP?	How many prospective teachers did your program plan to add in LEP?	Did your program meet the goal for prospective teachers set in LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:	Provide any additional comments, exceptions and explanations below.
California State University, Channel Islands	LEP	2011-12	Yes	1	Yes	Based on SB2042 all our programs have the English Language authorization embedded in all our teaching credential programs. Prerequisite courses on English language development and assessment, intensive infusion of strategies for teaching ELL in literacy and other courses. EL must be addressed on lesson plans and in student teaching.	none needed	
California State University, Channel Islands	LEP	2012-13	Yes	3				This number reflects students currently enrolled
California State University, Channel Islands	LEP	2013-14	Yes	3				We anticiapte having a minimum of 3 Intern students

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Institution	Area	Academic Year	Did your program prepare teachers in LEP?	How many prospective teachers did your program plan to add in LEP?	Did your program meet the goal for prospective teachers set in LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:	Provide any additional comments, exceptions and explanations below.
California State University, Chico	LEP	2011-12	Yes	0	Yes	In fall of 2011, the two education departments on campus merged to become one School of Education. As a result, expertise in bilingual education and education of English Language Learners is shared across all programs. We hired a centralized placement director who created a purposeful field placement process. Whereas we always required candidates to be placed in diverse placements, now we are collecting data that shows the linguistic and cultural diversity of the student population. The process ensures that every candidate has an opportunity to teach in a classroom with English whereby diverse placements based upon. In addition, all initial credential programs revised lesson plan templates so that every lesson plan written by candidates would include language objectives and English Language Development Standards.	To further professional development focused on teaching English learners, we will purchase for all faculty a book entitled " Improving Education for English Learners: Research-Based Practices." We obtained a 1.9 million dollar grant "Collaborative Professional Development in Rural California Schools" to provide professional development focused on teaching English learners to candidates, school partners, and university faculty. The grant will allow us to support professional development around research-based strategies for English learners.	The number of intern candidates fluctuates depending upon the need of our district partners. We only accept interns who have obtained contracts with these districts. All of our credential candidates are prepared to support English learners through the 2042 credential that integrates appropriate coursework throughout their credential program.
California State University, Chico	LEP	2012-13	Yes	0				The number of intern candidates fluctuates depending upon the need of our district partners. We only accept interns who have obtained contracts with these districts. All of our credential candidates are prepared to support English learners through the 2042 credential that integrates appropriate coursework throughout their credential program.

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California State University, Chico	LEP	2013-14	Yes	0				The number of intern candidates fluctuates depending upon the need of our district partners. We only accept interns who have obtained contracts with these districts. All of our credential candidates are prepared to support English learners through the 2042 credential that integrates appropriate coursework throughout their credential program.
California State University, Dominguez Hills	LEP	2011-12	Yes	62	Yes	•Specific multicultural courses within each program (e.g., TED 415 Multicultural Education in an Urban Context for the Multiple Subject and Single Subject programs or SPE 481-Educating Diverse Learners with Exceptionalities for Education Specialist programs). •Specific language courses that focus on language development and second language acquisition (e.g., TED 407-Language Learning the Multiple Subject and Single Subject programs OR SPE 560 Language Disorders and Communication for the Education Specialist programs).	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, Dominguez Hills	LEP	2012-13	Yes	60				

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California State University, Dominguez Hills	LEP	2013-14	Yes	60				
California State University, East Bay	LEP	2011-12	No		Not applicable			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, East Bay	LEP	2012-13	No					
California State University, East Bay	LEP	2013-14	No					
California State University, Fresno	LEP	2011-12	Yes	378	Yes	English Learners theories and practices are embedded in the curriculum of all our credential programs.		
California State University, Fresno	LEP	2012-13	Yes	390				
California State University, Fresno	LEP	2013-14	Yes	400				

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California State University, Fullerton	LEP	2011-12	Yes	15	Yes	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 perspectives and experiences and relate these to course readings and discussions; candidates demonstrate the use of specific sheltered instruction strategies; guest speakers with an expertise in working with EL students provide presentations; podcasts are used to support candidates' understanding; candidates are provided with online resources; prerequisite courses.	Each department uses data collected by our CSU Survey, as well as other sources, to continually identify ways to improve LEP instruction. CSU data show an increase in the percentage of employers who find our candidates well or adequately prepared to meet the instructional needs of English Language Learners.	All of our programs are CLAD (Crosscultural, Language, and Academic Development) certified.
California State University, Fullerton	LEP	2012-13	Yes	15				All of our programs are CLAD (Crosscultural, Language, and Academic Development) certified.
California State University, Fullerton	LEP	2013-14	Yes	15				All of our programs are CLAD (Crosscultural, Language, and Academic Development) certified.

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California State University, Long Beach	LEP	2011-12	No		Not applicable			We did not have any Interns in this area in 2011-12, and we do not plan to bring any into the program in the next two years.
California State University, Long Beach	LEP	2012-13	No					
California State University, Long Beach	LEP	2013-14	No					
California State University, Los Angeles	LEP	2011-12	Yes	25	No	English Language Authorization is a component of all alternative certification programs. Credential advisors provided outreach, speaking to CSULA undergraduates regarding pathways to teaching. They also met with high school counselors to provide information for prospective teachers. Faculty from the Charter College of Education worked with subject matter faculty in other colleges to recruit prospective teachers.		The majority of candidates in special education were second credential earners and not reportable for purposes of Title II despite the fact that they are meeting a need in local schools. Oversll enrollment is down due to decreased hiring patterns of local districts.
California State University, Los Angeles	LEP	2012-13	Yes	10				
California State University, Los Angeles	LEP	2013-14	Yes	10				

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California State University, Monterey Bay	LEP	2011-12	Yes	2	Yes	Continue with English Learner Authorization certification in the general and special education programs.		
California State University, Monterey Bay	LEP	2012-13	Yes	2				
California State University, Monterey Bay	LEP	2013-14	Yes	2				
California State University, Northridge	LEP	2011-12	Yes	23	Yes	Because there are so many preK - 12 pupils who are English language learners in California, all teacher candidates receive preparation in instruction of limited English proficient students as part of the preliminary credential programs.		Because there are so many preK - 12 pupils who are English language learners in California, all teacher candidates receive preparation in instruction of limited English proficient students as part of the preliminary credential programs.
California State University, Northridge	LEP	2012-13	Yes	25				Because there are so many preK - 12 pupils who are English language learners in California, all teacher candidates receive preparation in instruction of limited English proficient students as part of the preliminary credential programs.
California State University, Northridge	LEP	2013-14	Yes	30				Because there are so many preK - 12 pupils who are English language learners in California, all teacher candidates receive preparation in instruction of limited English proficient students as part of the preliminary credential programs.

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California State University, Sacramento	LEP	2011-12	Yes	42	Yes	This requirement is met through the infusion of language acquisition theory and culture into and across all coursework for education specialist interns as well as through two required courses: 1)EDS 220: Language and Literacy in General and Special Education I and 2)EDS 292A/B: Teaching English Learners in Inclusive Classrooms.	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, Sacramento	LEP	2012-13	Yes	0				All candidates enrolled in the program shall be prepared to effectively instruct limited English proficient students through program coursework.
California State University, Sacramento	LEP	2013-14	Yes	0				All candidates enrolled in the program shall be prepared to effectively instruct limited English proficient students through program coursework.
California State University, San Bernardino	LEP	2011-12	No					
California State University, San Bernardino	LEP	2012-13	No					
California State University, San Bernardino	LEP	2013-14	No					

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California State University, San Marcos	LEP	2011-12	Yes	0	Yes	State Of California Commission On Teacher Credentialing: "All teacher candidates admitted to a California Multiple or Single Subject Teacher Credential Program on or after July 1, 2002 complete embedded English learner course workauthorized under Assembly Bill 1059 (Chap. 711, Stats. 1999). In June 2006, an English Learner authorization was also embedded in the coursework for the Education Specialist Credential. These individuals earn an English learner authorization directly on their teaching credential."		
California State University, San Marcos	LEP	2012-13	Yes	0				State Of California Commission On Teacher Credentialing: "All teacher candidates admitted to a California Multiple orSingle Subject Teacher Credential Program on or after July 1, 2002 complete embedded English learner course workauthorized under Assembly Bill 1059 (Chap. 711, Stats. 1999). In June 2006, an English Learner authorization was also embedded in the coursework for the Education Specialist Credential. These individuals earn an English learner authorization directly on their teaching credential."

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California State University, San Marcos	LEP	2013-14	Yes	0				State Of California Commission On Teacher Credentialing: "All teacher candidates admitted to a California Multiple orSingle Subject Teacher Credential Program on or after July 1, 2002 complete embedded English learner course workauthorized under Assembly Bill 1059 (Chap. 711, Stats. 1999). In June 2006, an English Learner authorization was also embedded in the coursework for the Education Specialist Credential. These individuals earn an English learner authorization directly on their teaching credential."

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California State University, Stanislaus	LEP	2011-12	Yes	0	Yes	The goal stated for 2011-2012 was 95% of our students would pass TPAs, which was met. An increase in the number of students admitted to our credential programs was not stated. 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. All of our teaching credential programs are designed to prepare candidates to meet the English Learner requirement. All faculty participate in a SIOP book study group and research project on using common strategies. We continue to include accommodations for LEPs in lesson plans; and we make sure all students are aware how to meet their expectations by incorporating strategies and techniques to instruct students at all levels of the CELDT. Keeping accommodations posters visible in class and adding to them as appropriate.		The need for the local school districts to hire interns has dropped dramatically the past several years.
California State University, Stanislaus	LEP	2012-13	Yes	3				
California State University, Stanislaus	LEP	2013-14	Yes	3				

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CalState TEACH	LEP	2011-12	Yes	35	Yes			
CalState TEACH	LEP	2012-13	Yes	35				
CalState TEACH	LEP	2013-14	Yes	35				
Chapman University	LEP	2011-12	No					
Chapman University	LEP	2012-13	No					
Chapman University	LEP	2013-14	No					
Claremont Graduate University	LEP	2011-12	Yes	50	No		The job market in California is very constrained at this time. We track our graduates job placement and have very high job placement rates. We have started to advertise these placement statistics and in 13/14 it appears numbers are on the rise, albeit marginally.	
Claremont Graduate University	LEP	2012-13	Yes	50				
Claremont Graduate University	LEP	2013-14	Yes	60				
Dominican University of California	LEP	2011-12	Yes	5	Yes	Credential candidates are encouraged to apply for the APLE program to help support their education.		
Dominican University of California	LEP	2012-13	Yes	5				

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Dominican University of California	LEP	2013-14	Yes	5				
Fortune School of Education (Project Pipeline)	LEP	2011-12	Yes	50	Yes			At Fortune School of Education, we do not have specific subject-by-subject goals. Instead, we determine our required enrollment by the numbers planned out in our budget. We have one overall goal for total enrollment and focus on filling those spots with candidates that are qualified to teach the subject areas we are qualified to offer: Special Education, Math, Science, English, Foreign Language, Physical Education, Social Science, and Multiple Subject. All District Interns enrolled in the Fortune School of Education District Intern Program, no matter which subject area, receive training and instruction focused on limited English proficient students. They begin in Pre-Service with 30 hours of direct instruction and continue learning how to instruct limited English proficient students as it is embedded throughout the program. When it comes to recruiting for and enrolling students in our program, we refer to our organization-wide goal that encompasses our mission and vision.

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Fortune School of Education (Project Pipeline)	LEP	2012-13	Yes	30				At Fortune School of Education, we do not have specific subject-by-subject goals. Instead, we determine our required enrollment by the numbers planned out in our budget. We have one overall goal for total enrollment and focus on filling those spots with candidates that are qualified to teach the subject areas we are qualified to offer: Special Education, Math, Science, English, Foreign Language, Physical Education, Social Science, and Multiple Subject. All District Interns enrolled in the Fortune School of Education District Intern Program, no matter which subject area, receive training and instruction focused on limited English proficient students. They begin in Pre-Service with 30 hours of direct instruction and continue learning how to instruct limited English proficient students as it is embedded throughout the program. When it comes to recruiting for and enrolling students in our program, we refer to our organization-wide goal that encompasses our mission and vision. Vision Statement: To prepare

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Fortune School of Education (Project Pipeline)	LEP	2013-14	Yes	30				At Fortune School of Education, we do not have specific subject-by-subject goals. Instead, we determine our required enrollment by the numbers planned out in our budget. We have one overall goal for total enrollment and focus on filling those spots with candidates that are qualified to teach the subject areas we are qualified to offer: Special Education, Math, Science, English, Foreign Language, Physical Education, Social Science, and Multiple Subject. All District Interns enrolled in the Fortune School of Education District Intern Program, no matter which subject area, receive training and instruction focused on limited English proficient students. They begin in Pre-Service with 30 hours of direct instruction and continue learning how to instruct limited English proficient students as it is embedded throughout the program. When it comes to recruiting for and enrolling students in our program, we refer to our organization-wide goal that encompasses our mission and vision.
Fresno Pacific University	LEP	2011-12	Yes	24	Yes	The English Learner Authorization is embedded in the general education teacher preparation as well as the preparation program for special education.		

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Fresno Pacific University	LEP	2012-13	Yes	30				The English Learner Authorization is embedded in the general education teacher preparation as well as the preparation program for special education.
Fresno Pacific University	LEP	2013-14	Yes	30				The English Learner Authorization is embedded in the general education teacher preparation as well as the preparation program for special education.
High Tech High Communities	LEP	2011-12	Yes	23	Yes			
High Tech High Communities	LEP	2012-13	Yes	25				
High Tech High Communities	LEP	2013-14	Yes	25				
Holy Names University	LEP	2011-12	Yes	150	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 include academic language, English Development standards, primary language development (bilingual education)).	
Holy Names University	LEP	2012-13	Yes	150				
Holy Names University	LEP	2013-14	Yes	150				
Humboldt State University	LEP	2011-12	Yes	5	Yes	California requires that all teachers receive training for the instruction of limited English proficient students.		

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Humboldt State University	LEP	2012-13	No					
Humboldt State University	LEP	2013-14	No					
IMPACT (San Joaquin County Office of Education)	LEP	2011-12	Yes	60	Yes	Recruitment Strategies include providing program information to area districts. We meet with district personnel to share program information and we keep our website up to date.	We learned word of mouth is one of our greatest methods for admitting new interns. We also found we need to expand our area of recruitment to other counties.	
IMPACT (San Joaquin County Office of Education)	LEP	2012-13	Yes	50				
IMPACT (San Joaquin County Office of Education)	LEP	2013-14	Yes	50				
La Sierra University	LEP	2011-12	No		Not applicable			
La Sierra University	LEP	2012-13	No					
La Sierra University	LEP	2013-14	No					

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Los Angeles Unified School District	LEP	2011-12	Yes	1	Yes	Monthly informational meetings, university/college recruitment fairs, job fairs, online job fairs, District online information, District sponsored professional development, and District voucher program for English Authorization testing		Candidates that pursue any teacher certification through the District Intern Program are equipped with a credential that authorizes instruction of Limited English Proficient students.
Los Angeles Unified School District	LEP	2012-13	Yes	1				Candidates that pursue any teacher certification through the District Intern Program are equipped with a credential that authorizes instruction of Limited English Proficient students.
Los Angeles Unified School District	LEP	2013-14	Yes	1				Candidates that pursue any teacher certification through the District Intern Program are equipped with a credential that authorizes instruction of Limited English Proficient students.
Loyola Marymount University	LEP	2011-12	Yes	4	Yes	Hosted information sessions for undergraduate students; attended numerous graduate school fairs; attended 2 California Forum for Diversity in Graduate Education forums; identified current multiple and single subject credential holders who are interested in adding the bilingual authorization; identified teachers at independent Chinese language schools.	Continue to: publicize the Chinese bilingual program in the local Chinese communities; find ways to speak to foreign language clubs at local undergraduate schools; improve relationships with local charter schools to identify candidates in this area.	
Loyola Marymount University	LEP	2012-13	Yes	4				

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Loyola Marymount University	LEP	2013-14	Yes	4				Changing state regulations concerning the ELL Authorization may impact our recruiting and enrollment.
Mount St. Mary's College	LEP	2011-12	Yes	1	Yes	Goal: To increase the number of teacher candidates who are proficient 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 (TPE's) 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. Our students have a very high passing rate for the California Teacher Performance Assessment, which specifically measures adaptations for English Language Learners.	University Internship program is available if needed but it is not our program focus. When requested, we initiate the process to allow a student to be in an internship position.

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Mount St. Mary's College	LEP	2012-13	Yes	1				This year we redesigned our program to add an emphasis on Responsive and Inclusive Teaching. We enhanced our previous prerequisite course: EDU 253 into the new EDU 207: Teaching English Learners. The objectives of EDU 207 are: • Candidates will learn about state and federal legal requirements for the placement and instruction of English learners, and ethical obligations for teaching English learners. • Candidates will be introduced to pedagogical theories, principles, and practices for English Language Development leading to comprehensive literacy in English. • Candidates will learn how to effectively use materials, methods, and strategies so that students acquire listening, speaking, reading and writing skills in English and make satisfactory academic progress. • Candidates will acquire knowledge about linguistic development, first and second language acquisition, and how first language literacy connects to second language development.

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Mount St. Mary's College	LEP	2013-14	Yes	1				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. Our students have a very high passing rate for the California Teacher Performance Assessment, which specifically measures adaptations for English Language Learners.
National Hispanic University	LEP	2011-12	Yes	4	Yes			
National Hispanic University	LEP	2012-13	Yes	10				
National Hispanic University	LEP	2013-14	Yes	10				

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National University	LEP	2011-12	Yes	175	No	Our enrollment went down from the previous year. All candidates who complete a California teaching credential are required to meet the standards articulated by the CTC to include meeting the needs of English Learners in acquisition of English, academic language, and content areas. National University continues to promote its credentialing programs, including internship options via 1)Our outreach activities and communications with districts and other educational agencies in the state; 2)Our distributive, accelerated adult learning program allows us to reach interns in highly remote areas, in high-need urban schools, in geographically bound shortage areas in subjects such as math, science, English for English Language Learners. 3)Our online, onsite and hybrid models of delivery for candidates seeking to teach in California public schools 4)Our candidates serve K-12 English Language Learners placed in traditional public schools; charter schools, non-traditional school settings across thstate	a.Lessons Learned in Meeting Goal: i.Our Alternative Route to Teacher Credentialing needs to improve the preparation of candidates to meet the enhanced expectations for preparation to teach English Learners in California by April 2014 through redesigning and augmenting the pre-service hours and the supervision/support hours to teach ELLs effectively. ii.Our Alternative Route to Teacher Credentialing needs to improve the preparation of candidates to meet the expectations of Common Core Standards (CCS)/ Newly revised English Development Standards by redesigning our program learning outcomes, course learning outcomes by Foundations, Methods and Clinical Practice coursework.	Candidates seeking to add a supplementary authorization and/or credential may need to add the additional enhanced English Language Learner preparation requirements effective Apirl 2014.

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National University	LEP	2012-13	Yes	180				Our overall enrollment of Teacher Education Interns has substantially decreased in the last three years due to an over supply of fully credentialed teachers without jobs. By law, no interns can be hired in place of a fully credentialed teacher, and thus, our enrollment has decreased. Offers of public school employment for our interns have continued to increase in conventional and non-conventional charter schools as opposed to traditional public schools.
National University	LEP	2013-14	Yes	200				2013/2014 may experience a strong increase in intern enrollment pending teacher retirements and implementation of Class Size Reduction (CSR) as per Governor Brown's Local Control Funding Formula proposed legislation in April 2013. Internship Credentials will be issued for candidates seeking Multiple Subject and Single Subject Credentials as the demand continues. We foresee an increase of alternative route certifications for World Language/English Language Development (WL/ELD) interns which is a newly created credential to serve English Language Learners in 9-12 grades.
Notre Dame de Namur University	LEP	2011-12	Yes	100	Yes	All programs require EL across the curriculum		

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Notre Dame de Namur University	LEP	2012-13	Yes	100				
Notre Dame de Namur University	LEP	2013-14	Yes	100				
Orange County Office of Education	LEP	2011-12	No		Not applicable			
Orange County Office of Education	LEP	2012-13	No					
Orange County Office of Education	LEP	2013-14	No					
Pacific Oaks College	LEP	2011-12	Yes	25	No	Increased marketing and admissions outreach and counseling; increased networking opportunities; increased contact with local school districts.		
Pacific Oaks College	LEP	2012-13	No					
Pacific Oaks College	LEP	2013-14	No					
Patten University	LEP	2011-12	Yes	6	No	Information nights and mailings to school districts and schools.	Need an additional person to recruit.	
Patten University	LEP	2012-13	Yes	6				
Patten University	LEP	2013-14	Yes	10				

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Pepperdine University	LEP	2011-12	Yes	2	Yes	All candidates are prepared to instruct students for whom English is a second language. This is a goal we are already meeting and will continue to meet.		
Pepperdine University	LEP	2012-13	No					
Pepperdine University	LEP	2013-14	No					
Point Loma Nazarene University	LEP	2011-12	Yes	12	Yes	Proposed authorization and was approved by CCTC to offer coursework to authorize current, in-service classroom teachers to teach limited English proficient students.		
Point Loma Nazarene University	LEP	2012-13	Yes	12				
Point Loma Nazarene University	LEP	2013-14	Yes	13				
San Diego City Unified School District	LEP	2011-12	No					
San Diego City Unified School District	LEP	2012-13	No					
San Diego City Unified School District	LEP	2013-14	No					We are currently inactive but we are anticipating reactivating in 2014-2015.

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San Diego State University	LEP	2011-12	No					
San Diego State University	LEP	2012-13	No					
San Diego State University	LEP	2013-14	No					The Alternative Teacher Preparation programs are designed for areas with teacher shortages when an emergency teaching credential is needed. There are no goals to increase these programs.
San Francisco State University	LEP	2011-12	Yes	75	Yes	All students in all programs are explicitly prepared to teach LEP students.		
San Francisco State University	LEP	2012-13	Yes	75				The program does not recruit students but enrolls eligible students hired by local districts.
San Francisco State University	LEP	2013-14	Yes	75				
San Jose State University	LEP	2011-12	Yes	33	Yes	All candidates in our teacher credential 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 Learners student population.		No goals for the Single Subject intern program because interns are determined by the districts availability.

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San Jose State University	LEP	2012-13	Yes	35				All candidates in our teacher credential 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 Learners student population. No goals for the Single Subject intern program because interns are determined by the districts availability.
San Jose State University	LEP	2013-14	Yes	30				All candidates in our teacher credential 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 Learners student population. No goals for the Single Subject intern program because interns are determined by the districts availability.
Sonoma State University	LEP	2011-12	Yes	18	Yes	All teacher candidates are prepared to work with LEP students.		
Sonoma State University	LEP	2012-13	Yes	20				
Sonoma State University	LEP	2013-14	Yes	20				

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St. Mary's College of California	LEP	2011-12	Yes	9	Yes			In California, preparation in how to teach English Learners is infused in all programs. In California, interns must obtain employment as teacher of record and complete a minimum of 120 hours of preservice preparation in the program before entering this alternative preparation program. It is not possible to predict district's employment needs in advance, so our alternative programs cannot set independent goals, separate from the traditional program.
St. Mary's College of California	LEP	2012-13	No					
St. Mary's College of California	LEP	2013-14	No					
Stanislaus County Office of Education	LEP	2011-12	No		Not applicable			
Stanislaus County Office of Education	LEP	2012-13	No					
Stanislaus County Office of Education	LEP	2013-14	No					

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Touro University	LEP	2011-12	Yes	20	Yes	In Touro University CA, Graduate School of Education Teacher Credential program, candidates learn the purpose, goals, and content of the adopted instructional program for the effective teaching and support English Learners; and candidates understand the local and school organizational structures and resources designed to meet English Learners students'needs.	Candidates have sixty hours observing in local public schools, under the guidance of master teachers demonstrating adopted instructional programs for the effective teaching 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 oopportunities 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 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. EDU770:Education Psychology & Classroom Management, EDU 771: Teaching Diverse Learners and EDU 772 or EDU 773: Elementary/Sec	
Touro University	LEP	2012-13	Yes	20				

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Institution	Area	Academic Year	Did your program prepare teachers in LEP?	How many prospective teachers did your program plan to add in LEP?	Did your program meet the goal for prospective teachers set in LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:	Provide any additional comments, exceptions and explanations below.
Touro University	LEP	2013-14	Yes	20				
University of California, Berkeley	LEP	2011-12	Yes	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 the previous year by restructuring one program and realizing cost savings.	
University of California, Berkeley	LEP	2012-13	Yes	62				
University of California, Berkeley	LEP	2013-14	Yes	64				
University of California, Irvine	LEP	2011-12	Yes	4	Yes	Based on California state law, all California teachers are prepared to work with limited English proficient students.		Intern candidates take three courses to learn how to work with limited English proficient students: a course on language acquisition (349), another on culture (347), and a third on reading and literacies (346).
University of California, Irvine	LEP	2012-13	No					
University of California, Irvine	LEP	2013-14	No					
University of California, Los Angeles	LEP	2011-12	Yes	10	Yes	English Learner Authorization embedded in all intern program coursework.		

*LEP = Limited English Proficie*nt

Institution	Area	Academic Year	Did your program prepare teachers in LEP?	How many prospective teachers did your program plan to add in LEP?	Did your program meet the goal for prospective teachers set in LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:	Provide any additional comments, exceptions and explanations below.
University of California, Los Angeles	LEP	2012-13	Yes	20				
University of California, Los Angeles	LEP	2013-14	Yes	20				
University of California, Riverside	LEP	2011-12	No					
University of California, Riverside	LEP	2012-13	No					
University of California, Riverside	LEP	2013-14	Yes	0				
University of California, San Diego	LEP	2011-12	Yes	0	Yes			
University of California, San Diego	LEP	2012-13	Yes	0				
University of California, San Diego	LEP	2013-14	Yes	0				
University of LaVerne	LEP	2011-12	No					
University of LaVerne	LEP	2012-13	No					
University of LaVerne	LEP	2013-14	No					
University of Phoenix	LEP	2011-12	No		Not applicable			

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Annual Goals for LEP, 2011-12, 2012-13, and 2013-14 - Alternative Route

Institution	Area	Academic Year	Did your program prepare teachers in LEP?	How many prospective teachers did your program plan to add in LEP?	Did your program meet the goal for prospective teachers set in LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:	Provide any additional comments, exceptions and explanations below.
University of Phoenix	LEP	2012-13	No					
University of Phoenix	LEP	2013-14	No					
University of Redlands	LEP	2011-12	No		Not applicable			
University of Redlands	LEP	2012-13	No					
University of Redlands	LEP	2013-14	No					

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Institution	Area	Academic Year	Did your program prepare teachers in LEP?	How many prospective teachers did your program plan to add in LEP?	Did your program meet the goal for prospective teachers set in LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:	Provide any additional comments, exceptions and explanations below.
University of San Francisco	LEP	2011-12	Yes	17	Yes	In the state of California, due to the diverse nature of our classrooms and the number of languages, other than English, spoken by our K-12 students, all teaching credential programs are required to prepare candidates to teach limited English proficient students. This preparation requires specific course work, including 160 hours of intensive preparation (including at least 40 hours of instruction focused on teaching English Language Learners) prior to candidates assuming their role as interns/teacher of record in the classroom and ongoing coursework and support/supervision through out the 2 year internship. Thus in all our recruiting and admission materials, meetings, and contact with potential candidates, we emphasized this requirement.	We recruit candidates through a range of methods and media. We advertise in print, on radio, and electronic media (website, emails, etc.). We hold Information (recruiting) Meetings throughout the year where prospective candidates can meet faculty and be provided with information about K-12 education in California, with a focus on the Mild-Moderate student population, and what is required to teach these students in terms of knowledge and skills (including the requirements related to teaching the full range of English language learners), California Commission on Teacher Credentialing (CTC) requirements for recommendation for a credential, and specific information about our credential program – requirements for admission, an in-depth overview of the program sequence and courses, requirements for program completion and credential recommendation. Faculty and staff also meet with potential candidates 1:1 if they cannot attend one of the Information Meetings and provide the same information.	
University of San Francisco	LEP	2012-13	Yes	16				

LEP = Limited English Proficie nt

Institution	Area	Academic Year	Did your program prepare teachers in LEP?	How many prospective teachers did your program plan to add in LEP?	Did your program meet the goal for prospective teachers set in LEP?	Description of strategies used to achieve goal, if applicable.	Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:	Provide any additional comments, exceptions and explanations below.
University of San Francisco	LEP	2013-14	Yes	15				
University of the Pacific	LEP	2011-12	Yes	1	Yes	Our program completers all have English Language Development authorization included with earning a multiple subject (elementary), single subject (secondary), and education specialist credentials.		
University of the Pacific	LEP	2012-13	Yes	3				Our program completers all have English Language Development authorization included with earning a multiple subject (elementary), single subject (secondary), and education specialist credentials.
University of the Pacific	LEP	2013-14	Yes	2				Our program completers all have English Language Development authorization included with earning a multiple subject (elementary), single subject (secondary), and education specialist credentials.
Whittier College	LEP	2011-12	Yes	3	Yes			All of our credentialed students both Traditional and Alternative are authorized to work with English Language Learners the coursework is built into the SB 2042 credential.
Whittier College	LEP	2012-13	Yes	5				
Whittier College	LEP	2013-14	Yes	5				

*LEP = Limited English Proficie*nt

Please certify that your institution is in compliance with the following assurances. Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Institution	Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.	Preparation is closely linked with the needs of school and the instructional decisions new teachers face in the classroom.	Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.	Prospective general education teachers are prepared to provide instruction to students with disabilities.	Prospective general education teachers are prepared to provide instruction to LEP students.	Prospective general education teachers are prepared to provide instruction to students from low-income families.	Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.
Alliant International University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Azusa Pacific University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Bay Area School of Enterprise (REACH	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
California State Polytechnic University,	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Bakersfield	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Channel	Yes	Yes	Yes	Yes	Yes	Yes	Yes
California State University, Chico	Yes	Yes	Yes	Yes	Yes	Yes	Yes
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
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

Institution	Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.	Preparation is closely linked with the needs of school and the instructional decisions new teachers face in the classroom.	Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.	Prospective general education teachers are prepared to provide instruction to students with disabilities.	Prospective general education teachers are prepared to provide instruction to LEP students.	Prospective general education teachers are prepared to provide instruction to students from low-income families.	Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.
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
Chapman University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Claremont Graduate University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Dominican University of California	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Fortune School of Education (Project Pipeline)	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Fresno Pacific University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
High Tech High Communities	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Holy Names University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Humboldt State University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
IMPACT (San Joaquin County Office of Education)	Yes	Yes	Yes	Yes	Yes	Yes	Yes
La Sierra University	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes
Los Angeles Unified School District	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Loyola Marymount University	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	Yes	Yes
National University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Notre Dame de Namur University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Orange County Office of Education	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Pacific Oaks College	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Institution	Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.	Preparation is closely linked with the needs of school and the instructional decisions new teachers face in the classroom.	Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.	Prospective general education teachers are prepared to provide instruction to students with disabilities.	Prospective general education teachers are prepared to provide instruction to LEP students.	Prospective general education teachers are prepared to provide instruction to students from low-income families.	Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.
Patten University	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes
Pepperdine University	Yes	Yes	Not applicable	Yes	Yes	Yes	Yes
Point Loma Nazarene University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
San Diego City Unified School District	Yes	Yes	Yes	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
Sonoma State University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
St. Mary's College of California	Yes	Yes	No	Yes	Yes	Yes	Yes
Stanislaus County Office of Education	Yes	Yes	Yes	No	No	No	No
Touro University	Yes	Yes	Yes	Yes	Yes	Yes	Yes
University of California, Berkeley	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	Yes	Yes	Yes	Yes	Yes
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 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 Francisco	Yes	Yes	Yes	Yes	Yes	Yes	Yes
University of the Pacific	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Whittier College	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	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. Most intern teachers are in high-needs districts and therefore can apply this instruction directly to the classroom. Finally, the California TPAs target these areas. Candidates who perform below proficiency are coached in identified areas of need to improve their proficiency.
Azusa Pacific University	The teacher education programs provide candidates with opportunities to learn ways in handling many different situations. Azusa Pacific University, located in Los Angeles County in Southern California provides many practical opportunities for our candidates to experience urban schools, limited English proficient students, provide instruction to children from low-income families and children with a variety of disabilities. The University has NCATE accreditation and both teacher preparation programs (Department of Teacher Education and Department of Special Education), are aligned per the NCATE diversity standards. The syllabi include program diversity goals. In order for candidates to qualify for an intern credential, they must complete pre-service hours based on effective teaching strategies for culturally and linguistically diverse students. The departments collaborate with the school districts to prepare teacher candidates to address the specific needs of all students. The Teacher Education Program continued to use the Concentrated Instructional Modules (CIMs) curriculum implemented and developed in 2009 to provide effective strategies for teaching culturally, intellectually and linguistically diverse students. The CIMs curriculum is embedded in the program coursework as outlined below: 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 credential programs ensure 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, candidates demonstrate their ability to plan and design academic learning experiences for students.
Bay Area School of Enterprise (REACH Institute)	Reach is a unique program that partners with schools to provide teacher development and credentialing through experiential learning processes (relevant and applied seminars, job embedded practicums, field coaching, and online collaboration). Reach partner schools are diverse and serve high need students. In the rare circumstances where a teacher's assignment does not include sufficient students with special needs or English language learners, Reach makes arrangements for the participant to gain that experience (there has never been a circumstance where a Reach participant has not had access to low-income or urban students).
Brandman University	Most Brandman University campuses have 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.

Program name	Describe your institution's most successful strategies in meeting the assurances listed above.
	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 were desiring programs for the autism authorization and early childhood special education. Programs were written to meet this need. 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. 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 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	Candidates are placed at the local school districts that are widely diverse. This diversity includes low SES, rural, linguistic, racial and ethnic minorities, as well as students with disabilities.
California	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

Program name	Describe your institution's most successful strategies in meeting the assurances listed above.
State University, Channel Islands	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 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, 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.

Program name	Describe your institution's most successful strategies in meeting the assurances listed above.
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	Providing interns with additional professional development beyond their required coursework on topics such as: *Classroom Management *The Culture of Poverty *Working With At Risk Students *Strategies for Improving Student Behavior *Legal Issues for Teachers *Professional Ethics for Teachers These topics are covered in intensive seminars held 6 times each year. Also, providing university supervision during their internship period much like provided in our traditional preparation programs.
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 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 and Single Subject programs, during the application stage and through the programs, candidates are advised about current job opportunities in the local area, regionally, and across the nation. They are informed about ways to expand their marketability through authorizations, special education, and alternative work settings (i.e. charter schools, private schools, tutoring centers, etc.) The credential programs have 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 Teacher Education Department on a broad range of issues related to the credential program, including new program directions generated by the Department; issues presented by the Department; program objectives required by the Commission on Teacher Credentialing; future needs of the schools; research questions and areas of inquiry; and 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 Multiple Subject students participate in the College of Education Program called Service Experiences for Re-Vitalizing Education (SERVE), which places university students in K-8 classrooms for early fieldwork. Single Subject candidates participate in a 45-hour field-work experience in their pre-requisite class, EDSS 300 (Introduction to Teaching). 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.

Program name	Describe your institution's most successful strategies in meeting the assurances listed above.
	Candidates in the MSCP program gain further experience and training working in urban school settings through working as tutors 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 addition, in methods courses classroom observations 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 Core Values of the CCOE are illustrated in its Conceptual Framework and are integral parts of the coursework in the credential programs. Specific attention is given to educational equity, professionalism, collaboration, and reflective practice. Credential programs provide a sequence of coursework and supervised clinical fieldwork experiences that particularly prepares teacher candidates to work 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. Candidates from both general and special education in the intern (alternative) programs receive additional support in the form of on-campus seminars, quarterly meetings, and school-site support to interns who are considered teachers of record.
California State University, Monterey Bay	Compliance with the above assurances is met by State and National accreditations
California State University, Northridge	All teacher preparation programs at CSUN are designed to meet state 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
California	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

Program name	Describe your institution's most successful strategies in meeting the assurances listed above.
State University, San Marcos	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	Continued collaboration with surrounding districts through individual meetings with site administrators and instructors; faculty book studies related to specific needs of students; Community forum "Team Learn" (CSU/District Administrators) meet once each semester to discuss district needs and program modifications to address needs; and feedback from employer and graduate surveys
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	All teachers take specially designed courses in the areas of providing instruction to students with disabilities including a 15 hour fieldwork component in low income and urban schools. Similarly, they take specially designed course focused on students with limited English proficiency including a 15 hour fieldwork component in low income and urban schools. In addition we have recently added a new course to the preparation of special educators addressing instruction in state approved core academic standards. Further, an emphasis on working with English language learners and students with disabilities is a persistent theme in all courses for elementary, secondary and special educators.
Claremont Graduate University	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.

Program name	Describe your institution's most successful strategies in meeting the assurances listed above.
	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-Intern, Intern, and Post-Internship. 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 internship 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. Candidates 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. Candidates 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.
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.
Fortune School of Education (Project Pipline)	Fortune School of Education provides an intense 160 hour Pre-Service Program prior to candidates being eligible for the district intern credential. This Pre-Service is designed to prepare teachers for assignments in hard-to-staff schools. The majority of the school districts and charter schools where our interns are hired are considered high-poverty, high-minority schools. As a part of our school vision, we are training our candidates to meet the challenges of urban schools and developing students to their fullest potential. We begin this professional development in our Pre-Service program with courses in classroom management, teaching special populations of students, reading instruction, and teaching English language learners. These topics are continued throughout the teacher education program along with effective curriculum and instruction training appropriate for new teachers.
Fresno Pacific University	Local educational agency personnel participate annually in Fresno Pacific Unversity's teacher candidates' Exit Interviews in order to assess the quality of preparation these candidates have received at FPU. Following the Exit Interviews, these personnel participate in an evaluation of the program with respect to the needs of local schools. The Teacher Education program, which prepares general education teachers, has developed courses in reading methods, math methods, and teaching English Learners, in collaboration with the Special Education Department. All prospective teachers, general education and special education teachers, take these courses. In

Program name	Describe your institution's most successful strategies in meeting the assurances listed above.
	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. Fresno Pacific University's Teacher Education program was invited to partner with the University of California, Merced, by providing a seamless pathway from undergraduate programs at the University into FPU's general education teaching programs. The emphasis within the partnership as described in a Memo of Understanding focuses on the preparation of science and math teachers. Fresno Pacific has established a regional center in the city of Merced. UC grads will enroll in their first courses at this center in the summer, 2013. In order to remain responsive to the needs of local schools, Linda Hoff, Department Chair, meets monthly with administrators from Fresno Unified School District and Fresno State University, to develop a shared vision for teacher preparation. The district invites FPU faculty to join them in Friday "Walk-through" wherein they observe classrooms in the district and discuss findings. This year, the focus of the "walk-through" is on identifying Common Core Teaching strategies.
High Tech High Communities	1. On site, similarly credentialed and trained Mentors provide day to day supervision for Education Specialist teachers. 2. Daily one hour long morning meetings at which all faculty, including Interns, meet to discuss teaching issues. 3. Each Intern must pass a Teaching Performance Assessment to graduate from the Teacher Preparation (Intern Program) and gain a preliminary CA credential. 4. Veteran teachers share best practices. 5. Video tape analysis of teaching with cohorts, instructors, and mentors.
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 supervise in the field and are well acquainted with challenges in the field. *Special Education teachers, in both Multiple and Single Subject, must take courses in Core Subjects in general education programs. *Specific courses designated for this specific purpose, in addition, all other coursework supports providing instruction *There is a specific course that provides Theory and Practice in Second Language Acquisition. In addition, all other coursework supports providing instruction for English Learners. Assignment and fieldwork 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.
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 students 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;

Program name	Describe your institution's most successful strategies in meeting the assurances listed above.
	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 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 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 adapted to meet the linguistic needs of the 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 EL 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.

Program name	Describe your institution's most successful strategies in meeting the assurances listed above.
	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.
IMPACT (San Joaquin County Office of Education)	Strong partnerships and input from school districts concerning student population, families, and teacher needs is a planning component of our program. Specific course work addresses these needs.
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.
Los Angeles Unified School District	The existence of the District Intern Program is predicated on the demands of current District needs. Recruitment and hiring for the District Intern Program is driven by data reflecting shortages in the subject areas of math, science, and special education. The District Intern Program prepares teachers, both general education and special education for teaching of all students, including special populations such as students with disabilities, behavior plans, students with limited English proficiency, and gifted and talented students in the general education classroom. Each District Intern teacher learns how to differentiate instruction to ensure that all students have access to the core curriculum, including children who are disadvantaged and from low-income families. Teachers further apply their knowledge and skills gained from program coursework as they participate in various capacities in their school's Student Success Team, AB 504 process, individualized education program team, and language appraisal team. Finally, District Intern teachers receive training specific to District initiatives, policies and procedures in regards to our urban school district.
Loyola Marymount University	Candidates receive training in the above through course work, field experiences, clinical practice, and professional development.
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. All lesson plans required in methods courses require students to differentiate for English learners, special needs, and GATE students. 2. All general education candidates must complete a course on inclusion. 3. Special education candidates demonstrate understanding and skill with incorporation of core academic subject areas throughout three of the required special education courses. 4. NHU special education candidates are required to demonstrate preparedness of core subjects through a required university designed Designing Instruction

Program name	Describe your institution's most successful strategies in meeting the assurances listed above.
	performance assessment. 5 Supervisors and full time faculty observe and visit schools serviced by the university in order to have a clear picture of the needs of the schools
National University	In each of the past 12 years, National University has prepared more credentialed teachers than any other single institution of higher education in the state of California, according to the Commission on Teacher Credentialing. National University is committed to accessibility and features locations throughout San Diego County. Regional campuses are also located in Costa Mesa, Sacramento, Redding, San Jose, Stockton, Fresno, Bakersfield, Ontario, San Bernardino, Los Angeles, Oxnard, Woodland Hills and Twenty-nine Palms, as well as Henderson, Nevada. National University provides online options for most credential courses. Our online courses are interactive with tools to support individual learning styles including: e-mail, links between candidate, professor, and classmates, lectures, readings, presentations, evaluations, quizzes, and exams. These tools also combine to create a strong sense of community within online classes. All candidates completing our commission-approved teacher preparation programs are responsible for meeting competency in 13 Teacher Performance Expectations (TPEs) across Six Domains of Professional Teaching. These TPEs prepare candidates in the areas of differentiated and responsive instruction for students identified as English Learners, Special Needs or from Low Income Families. Additionally, prospective general education teachers complete the California Teaching Performance Assessment (TPA). TPA TASKS 1-4 require that our candidates show competence in designing and providing specific modifications made in instruction 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. Faculty working in the regional campuses throughout the state understands the specific needs of their region. As the curriculum is designed or revised, faculty from throughout the state as well as those representing special needs areas (English learners, and special education) are involved. 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. New Director in Special Education EDU 4107 Teaching English language lerners in both programs.
Orange County Office of Education	The most successful strategies include the fact that the instructors are practitioners with advanced degrees who present evidenced-based research of best practice that is applicable in current classrooms. The interns have the opportunity to apply the coursework in their own teaching situations. Reflection are made on the application of coursework in their teaching situation, with their instructor, members of the cohort, practicum supervisors and advisors. We continue in our process of evaluating the relevance and rigor of our courses to ensure high quality integration of evidence-based practices throughout our coursework.
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 with special needs(at least one placement), Low Academic Performance Index (API) scores(at least one placement), Title I schools, etc.
Patten University	Recruitment and acceptance of diverse candidates committed to teach in their local schools.Diverse faculty with experience and expertise in the inner-city schools. Curriculum enhanced for ELL, Special needs, Classroom Management coursework, and TPA tasks.
Pepperdine University	Our faculty representative learns about the needs of Local Education Agencies through the LA Regional network meetings. As a result, interns receive information about response to intervention, professional learning communities, and Beginning Teacher Support and Assessment/Induction in their final term of student teaching. The assurances listed above are met through all of the coursework students are required to complete.
Point Loma Nazarene	Inclusion of LEAs During the 2011-2012, the School of Education (SoE) interviewed various Local Education Agencies (LEAs) through site based Advisory Councils. At each of the

Program name	Describe your institution's most successful strategies in meeting the assurances listed above.
University	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 City Unified School District	Pre service activities Intern course work Intern Support Provider credentials Professional development
San Diego State University	The intern program is designed specifically to fill teaching positions in districts where there are not enough credentialed teachers to fill the needed positions. Students are required to meet the same standards as students in the traditional program
San Francisco State University	Interns are placed in separate cohorts in credential programs whenever possible because they have more experience than pre-service teachers with regard to working with special needs, low-income and LEP students. Most interns are employed teachers in urban schools with high needs students. Several faculty in general education and special education co-teach courses to share and build upon their knowledge about teaching special needs and limited English proficient students. Credential candidates are regularly placed in urban districts in classrooms with LEP, special needs and low income students. 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.
San Jose State University	Candidates in the 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.
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 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	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.

Program name	Describe your institution's most successful strategies in meeting the assurances listed above.
College of California	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
Stanislaus County Office of Education	Network regularly with school district human resource directors. Provide training for peer coaches to mentor interns. Provide 160 hours of pre-service training to intern teachers prior to teaching. Prepare intern teachers through coursework and practicum supervision to address core content standards. The program does not prepare general education teachers.
Touro University	The design of all three teacher preparation programs (Multiple Subject, Single Subject, Education Specialist) in the Graduate School 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 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 Literacy Instruction). To support the disposition and ability of Education Specialist/Mild-Moderate and Moderate Severe Preliminary 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

Program name	Describe your institution's most successful strategies in meeting the assurances listed above.
	EDU 718: Inclusive School Environments for all Learners 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. Starting the Summer Semester 2013, Touro University California's Graduate School of Education will start a new dual-techer credential program that allows student to obtain and Education Specialist and Multiple Subject or Single Subject Credential simultaneously. These four (4) unique credential options will allow the students to be prepared for the needs of education in the 21st Century. The programs Course scope and sequence are designed to support student success and the development of dynamic teachers. Additionally, Touro University CA, Graduate School of Education is one of the few local universities which offers the Education Specialist Moderate/Severe credential. A student who completes the dual-credential program will e able to pursue many employment opportunities and be very a very strong candidate for a variety of teaching positions. Each dual-credential program is a total of 46 semester units and provides students with two teaching credentials. Students can complete program as either a student teacher or as an IHE Intern
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, Irvine	UC Irvine teacher preparation is grounded in the central belief that if we prepare our candidates to be effective with the struggling student, they are ready to face the challenges of the workplace, whether it be in an urban or rural school, in a school in an at-risk environment or an elite neighborhood. Whether the struggling student has fallen behind because of low income or frequent school changes, is an English learner or a student with disabilities, our candidates are prepared by and assessed in their clinical experience and coursework to make the instructional decisions that teachers face every day in the classroom.

Program name	Describe your institution's most successful strategies in meeting the assurances listed above.
	Most struggling students have literacy challenges, so the intern program is focused on literacy development across courses, but there are also separate courses that delve into language acquisition theory, reading, and educational equity. Since 2003, when an academic language component was introduced in the Performance Assessment for California Teachers (PACT), clinical faculty have engaged in an ongoing exploration of academic language research in order to make this complex construct as transparent as possible. The work of Scarcella, Zwiers, and Gandara, to name a few, is used to unpack the complex interactions of culture, economic status, and language development. Intern candidates are assessed in their courses when they create artifacts grounded in clinical practice. For example, in the course on language acquisition, they conduct an in-depth analysis of one learner's current language contexts and abilities, situate the data in research on language acquisition, and write a lesson that meets the needs of this particular language learner. The lesson planner promotes the development of practices that support language learners and special needs students with the following questions: 1.Describe the cognitive task related to the content learning objective: 2.Language Demands: How will students be communicating in relation to the content in the cognitive task? Receptive – listening, reading, and viewing: Productive – speaking and writing: 3.Describe the genre of the chosen language demand. 4.What key language skill(s), related to one of the language demands above will you assist students in developing during the lesson? 5.What instructional strategies will you use to support the development of academic language skills (related to the identified language demand above). Include strategies you will use to meet the needs of individual or groups of students with varying language abilities. Between the PACT and the Lesson Planner, both formative and summative assessment occurs to shape the practice of our candidates to consider the language demands of a given lesson whenever they plan instruction. All candidates take a separate special education course that identifies the learning disabilities most commonly found in mainstream classrooms and prepares them to participate meaningfully in the IEP process. They encounter special needs students in their clinical placement. In fact, secondary student teaching includes an Academic Support Placement where the candidate works closely with individuals and groups in a classroom where the curriculum has been modified to meet the needs of the students. Also, on a daily basis, the UC Irvine lesson planner promotes the development of practices that support both language learners and special needs students. The ability to differentiate instruction is assessed in the PACT when they select a struggling student and analyze his or her performance during the three- to five-day learning segment. While we have not yet introduced the model of Universal Design for Learning, our practices for instructional design map readily onto the three main principles of Universal Design; namely, providing multiple means of 1) representation, 2) action and expression, and 3) engagement. In the future, we plan to share University Design principles with our candidates. Without a doubt, our teacher preparation programs meet the criterion of being "closely linked with the needs of schools and the instructional decisions new teachers face in the classroom." Beginning in 2011-12, UCI clinical faculty began attending conferences, drawing on state and national resources, and connecting with our partner school districts to introduce the Common Core State Standards. Finding that districts were moving rapidly towards implementation, we positioned our candidates to be at the leading edge of this major change in the education environment. Instructors are revamping courses to include the Common Core State Standards and the Smarter Balanced Assessment that California has chosen. We have close ties with our employing districts and use their input to make program decisions. We have a standing advisory council with whom we exchange ideas and mutual support. There are some exciting programmatic elements that are grounded in these partnerships. For example, some schools are receptive to paired student teaching placements because of the additional resources that are available to support students. We have two partner schools where there are pairs of student teachers in virtually every classroom. At one of those schools, their teachers provide a day-long demonstration, with all of our multiple subject candidates present, of how technology can be utilized to enhance instruction for elementary students. At another school, our secondary and elementary science methods courses are taught in a state-of-the-art science classroom. In another case, we have an average of ten student teachers in dual immersion classrooms preparing to apply for their bilingual credential. These ongoing strong partnerships keep us nimble and in turn support our partner schools with bright, passionate, and well-prepared student teachers—their future employees.
University of	The UCLA Extension Education Department works closely with an Advisory Board comprised of educational stakeholders representing leadership from local

Program name	Describe your institution's most successful strategies in meeting the assurances listed above.
California, Los Angeles	employing schools, districts, CMOs, county office of education, SELPAs, and independent charter schools who relate the current trends and needs of their teachers and student populations. We also partner with Teach for America and EnCorps to meet the needs of low-performing schools as well as teachers who require an alternative method of credentialing. The UCLA Extension Intern Credential programs focus on developing social justice educators throughout the state in both urban and rural low-performance schools. With this goal at the forefront of our program philosophy, our general education and special education teacher preparation curriculum is blended with a few content area specializations specific to multiple subject, single subject, and special education. It is our belief that all teachers are special education teachers in that many students do not have the benefit of receiving special services due to lack of resources. Further, our programs emphasize differentiated instruction, culturally-inclusive positive behavior support, and teacher advocacy.
University of California, Riverside	UCR maintains relationships with the districts and county offices of education in our region and holds regularly scheduled meetings with our Community Advisory Committee. UCR staff regularly attend the various regional colloquia to keep abreast of needs and trends in our area. 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, San Diego	Partnerships with urban school districts; partnerships with professional development providers; intensive clinical practice in urban settings including large numbers of English learners; cohort approach for methods courses that include multiple-subject/education specialist candidates; clinical faculty who teach methods and supervise candidates are experienced K-12 teachers. All candidates complete PACT (Performance Assessment For California Teachers) which is aligned with California academic content standards as well as teaching performance expectations set by the state.
University of 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 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 program integrates the above assurances throughout all courses.
University of San Francisco	Our program has always worked closely with local school districts to establish a rapport by discussing the needs for appropriate special education teachers in various types of classes and grade levels. When we recruit new candidates, we learn about their backgrounds, prior experiences, and preferences for grade levels and types and levels of disabilities they wish to teach. We then try to match candidates with the most appropriate jobs. When interns are not meeting the expectations of the job, we provide extra support through supervision and one-on-one instruction in the schools or help move the interns to more appropriate positions. We provide over 162 hours of preservice training in the summer before interns take their first positions which includes subject matter instruction in reading, math,

Program name	Describe your institution's most successful strategies in meeting the assurances listed above.
	and science. Included in this is over 40 hours of instruction on working with English Language Learners. In addition they learn classroom management strategies, assessment techniques for identifying special needs learners, how to manage special education case loads, how to collaborate with peers, and how to manage paraprofessionals. We also train our candidates to work in all grade levels, K-12, to apply grade level core content that meets state standards while using developmentally appropriate teaching methods, differentiated instruction, accommodations, and modifications as required to meet the needs of students with all types of mild to moderate disabilities. We teach how to use multisensory techniques, inquiry-based learning, research-based reading and math interventions, and curriculum-based assessments to assure student progress. Because our program is located in a very diverse, urban environment, all of our instructors have worked or continue to work as teachers or administrators in diverse, urban public schools. Over 90% of our interns obtain teaching jobs in diverse, urban public schools. We have developed a focus on teaching interns how best to meet the needs of these learners through instruction on social skills, tolerance, teamwork, anti-violence, life skills, vocational skills, working with families, and working with English Language Learners. We also teach social justice and how to meet the needs of multicultural students and those living in poverty
University of the Pacific	All candidates take courses in teaching English Language Learners, Teaching Exceptional Learners, and teaching in urban and rural settings. We have revised the Teaching English Learners course to add more content in the area of "academic language" development. Field experiences prior to student teaching or internship give first-hand experiences in classrooms and opportunities to experience the curriculum. All special education candidates receive training in adapting core subjects in the curriculum for the general classroom.
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.

Provide the following information about the approval or accreditation of your teacher preparation program.

Institution	Is your teacher preparation program currently approved or accredited?	Accredited by state?	Accredited by NCATE?	Accredited by TEAC?	Accredited by Other organization ?	If yes, specify organization	Is your teacher preparation program currently under a designation as "low-performing" by the state?
Alliant International University	Yes	Yes			Yes	WASC	No
Azusa Pacific University	Yes	Yes	Yes				No
Bay Area School of Enterprise (REACH Institute)	Yes	Yes					No
Brandman University	Yes	Yes			Yes	We continue to be CTC accredited and are also seeking national (NCATE) program recognition	No
California Baptist University	Yes	Yes					No
California Lutheran University	Yes	Yes	Yes		Yes	WASC	No
California State Polytechnic University, Pomona	Yes	Yes			Yes	CTC	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
Chapman University	Yes	Yes		Yes			No
Claremont Graduate University	Yes	Yes					No
Dominican University of California	Yes	Yes					No
Fortune School of Education (Project Pipeline)	Yes	Yes			Yes	CTC	No
Fresno Pacific University	Yes	Yes			Yes	WASC	No
High Tech High Communities	Yes	Yes					No
Holy Names University	Yes	Yes					No
Humboldt State University	Yes	Yes					No

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Institution	Is your teacher preparation program currently approved or accredited?	Accredited by state?	Accredited by NCATE?	Accredited by TEAC?	Accredited by Other organization ?	If yes, specify organization	Is your teacher preparation program currently under a designation as "low-performing" by the state?
IMPACT (San Joaquin County Office of Education)	Yes	Yes					No
La Sierra University	Yes	Yes			Yes	WASC	No
Los Angeles Unified School District	Yes	Yes					No
Loyola Marymount University	Yes	Yes	Yes				No
Mount St. Mary's College	Yes	Yes			Yes	WASC	No
National Hispanic University	Yes	Yes			Yes	CCTC	No
National University	Yes	Yes			Yes	WASC, CTC	No
Notre Dame de Namur University	Yes	Yes			Yes	WASC	No
Orange County Office of Education	Yes	Yes					No
Pacific Oaks College	Yes	Yes					No
Patten University	Yes	Yes			Yes	WASC	No
Pepperdine University	Yes	Yes			Yes	WASC	No
Point Loma Nazarene University	Yes	Yes	Yes				No
San Diego City Unified School District	Yes	Yes					No
San Diego State University	Yes	Yes	Yes				No
San Francisco State University	Yes	Yes			Yes	WASC	No
San Jose State University	Yes	Yes	Yes				No
Sonoma State University	Yes		Yes				No
St. Mary's College of California	Yes	Yes			Yes	WASC	No
Stanislaus County Office of Education	Yes	Yes					No
Touro University	Yes	Yes					No
University of California, Berkeley	Yes	Yes					No
University of California, Irvine	Yes	Yes			Yes	WASC	No
University of California, Los Angeles	Yes	Yes					No
University of California, Riverside	Yes	Yes					No
University of California, San Diego	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 Francisco	Yes	Yes					No
University of the Pacific	Yes	Yes	Yes				No
Whittier College	Yes	Yes					No

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing "yes" indicates that your teacher preparation program would be able to provide evidence upon request.

Institution	Does your program prepare teachers to:			
	integrate technology effectively into curricula and instruction	**use technology effectively to collect data to improve teaching and learning**	**use technology effectively to manage data to improve teaching and learning**	**use technology effectively to analyze data to improve teaching and learning**
Alliant International University	Yes	Yes	Yes	Yes
Azusa Pacific University	Yes	Yes	Yes	Yes
Bay Area School of Enterprise (REACH Institute)	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 State Polytechnic University, Pomona	Yes	Yes	Yes	Yes
California State University, Bakersfield	Yes	Yes	Yes	Yes
California State University, Channel Islands	Yes	Yes	Yes	Yes
California State University, Chico	Yes	Yes	Yes	Yes
California State University, Dominguez Hills	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 Bay	Yes	Yes	Yes	Yes
California State University, Northridge	Yes	Yes	Yes	Yes
California State University, Sacramento	Yes	Yes	Yes	Yes
California State University, San Bernardino	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
Dominican University of California	Yes	Yes	Yes	Yes
Fortune School of Education (Project Pipeline)	Yes	Yes	Yes	Yes
Fresno Pacific University	Yes	Yes	Yes	Yes
High Tech High Communities	Yes	Yes	Yes	Yes
Holy Names University	Yes	Yes	Yes	Yes
Humboldt State University	Yes	Yes	Yes	Yes
IMPACT (San Joaquin County Office of Education)	Yes	Yes	Yes	Yes
La Sierra University	Yes	Yes	Yes	Yes

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Los Angeles Unified School District	Yes	Yes	Yes	Yes
Loyola Marymount University	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
Orange County Office of Education	Yes	Yes	Yes	Yes
Pacific Oaks 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 City Unified School District	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
Sonoma State University	Yes	Yes	Yes	Yes
St. Mary's College of California	Yes	Yes	Yes	Yes
Stanislaus County Office of Education	Yes	Yes	Yes	Yes
Touro University	Yes	Yes	Yes	Yes
University of California, Berkeley	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 LaVerne	Yes	Yes	Yes	Yes
University of Phoenix	Yes	Yes	Yes	Yes
University of Redlands	Yes	Yes	Yes	Yes
University of San Francisco	Yes	Yes	Yes	Yes
University of the Pacific	Yes	Yes	Yes	Yes
Whittier College	Yes	Yes	Yes	Yes

Program name	Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.
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.
Azusa Pacific University	I.S.T.E technology standards are fully integrated with signature assignments described in each syllabus that address the California technology standards. The technology signature assignments are submitted online to TaskStream and are scored by trained and calibrated assessors. Additionally, instructors model technology best practices in the application of technology in the classroom. 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 (digital platforms), video clips, power point presentations, pod casts and digital textbooks. Guest speakers introduce candidates to assistive technologies available to students with special needs.
Bay Area School of Enterprise (REACH Institute)	Participants receive direct instruction on the use of technology for teacher learning and for use in curriculum and instruction during the required course sequence of the program. In addition to specific course content targeted in one semester, teachers receive support with integration and implementation of technology throughout the two-year program as needed with individualized coaching support from assigned coaches. This individualized coaching support may include activities such as: lesson/unit planning to integrate technology, the capture and analysis of video to improve teacher practice, the use of technology to collect and/or analyze assessment data, and support with accessing teacher development resources through technology. Participants also must use technology throughout the program as a necessary means of participation (email, internet use, online discussion forums, video observations, virtual coaching sessions, etc.).
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 threade 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	All alternative certificate candidates are required to successfully complete ETC 305: Educational Computing Level I and ETC 520: Educational Computing Level II. Course syllabi include the following: 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)

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	- 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) - 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.

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	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 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 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. In addition to technology tools to improve teaching and learning directly with students, the prerequisite course and program coursework includes experiences in 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. Additionally, 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 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 instructors use LiveText as a tool to submit and review course assignments. Instructors review assignments using a course rubric, from which information is tabulated to inform the teaching and learning process. This data management system allows us to collect and track data over an extended period of time. Additionally, technology is integrated throughout the program and used to enhance the delivery of the curriculum content. For example, students use online discussions, research databases, video cameras for lesson recording and analysis, podcasts and vidcasts, presentation software, and more to enhance their learning. 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 sets of iPads or laptops on carts in our School of Education classroom spaces. Additionally, HD projector systems are utilized with Apple TV connections to demonstrate instructional approaches in certain lab spaces. Each program in the School of Education has set goals for improving the technological competence of candidates. Professional development is also being provided to faculty on a variety of technologies, software and applications that are available for their use in their instruction. A digital initiative is currently underway in the School of Education to explore the use of iPads in our student teaching placements for Co-Teaching, our Educational Leadership MA program with candidates seeking to become school/district leaders, and with

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	University Field Supervisors as they work with teacher candidates in their student teaching placements and practice. In a collaboration with Google, CI faculty has 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. 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. 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

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	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	Interns 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. 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: The Department of Secondary Education requires that students have a level of technology skills and access to appropriate hardware, software, and infrastructure. In prerequisite and credential courses in the Single Subject Credential Program, teacher candidates are expected to: •Have ongoing reliable access to a computer with Internet connectivity for regular course assignments; •Use a personal computer to locate, create, move, copy, delete, name, rename, and save files and folders on hard drives and on secondary storage devices; •Perform basic troubleshooting and access appropriate avenues of technical support, including the University Help Desk. •Utilize current versions of MS Office (including Word, PowerPoint, Publisher, and Excel) to learn content and communicate with colleagues and faculty; •Maintain and access three times weekly a student email account; •Use Internet search and retrieval skills to complete assignments;

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	•Upgrade his/her skills in educational technology throughout the program; •Apply his/her educational technology skills to complete program competencies; •Utilize web-based and software applications as course requirements dictate; •Utilize TITANium Moodle (previously Blackboard) to access course materials and complete assignments; and •Create lessons that require K-12 student use of educational technologies to improve achievement. In addition, candidates demonstrate proficiency in the use of technology in the classroom through the successful complete EDSC 304, Proficiency in Educational Technology for Secondary Teachers, which is a required course in the Single Subject Credential Program. The overall objective of EDSC 304 is to provide students with the know-how to create pedagogically sound learning units using technology. Through hands-on activities students will develop a comprehensive standards-based unit of study in their content area that promotes the development of 21st century skills. During the course, candidates explore project-based learning; become familiar with National Educational Technology Standards and Performance Indicators for Teachers (NETS*T); become familiar with the position statement on technology for their professional organization; identify content standards, create objectives, and develop curriculum-framing questions for units of study; utilize word-processing, presentation, publication and spreadsheet software to create student samples, assessment rubrics, student support and facilitation tools, visual aids and teacher management tools; utilize web-based collaboration and communication sites to support teaching and learning; incorporate 21st century skills into lesson objectives and activities; reflect on assessment practices; explore and evaluate Internet resources for use in research; examine and discuss copyright laws and Fair Use guidelines as they pertain to education; discuss ways to ensure students use the Internet safely and responsibly; identify ways to use technology to effectively differentiate instruction and insure equitable access for all students; and reflect on effective pedagogical practices. Technology embedded teaching and learning is infused across the credential program. Assignments in each class require use of these skills. For example, candidates utilize Word Processing and PowerPoint skills in EDSC 440S; develop technology-embedded instructional and assessment materials in 442 and 449S; and utilize these skills and knowledge to support secondary student learning during 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. All candidates who complete EDSC 304 develop a comprehensive, standards-based unit for their content area that includes: learning objectives and curriculum-framing questions; an assessment to gauge students' needs; a visual aid to support student learning; a teacher lecture presentation; a unit project with student planning guide, sample, assessment tool, and support tool; a web-based student learning activity; an assessment plan; and a comprehensive unit plan. Candidates are informed of legal and ethical issues related to computer-based teaching and learning, including acceptable use policies. They are required to complete works cited on EDSC 304 assignments and are presented with extensive information on copyright issues. They review district acceptable use policies. They demonstrate their understanding of legal and ethical issues through the development (in EDSC 304) and implementation (during student teaching) of technology-enriched units of student. Candidates utilize Internet search and retrieval to develop lessons and class assignments. They evaluate data for authenticity, reliability and data, paying particular attention to websites that lack credibility. They learn the difference between directories and web search engines and conduct searches on topics in their content area. To help pre-service teachers select appropriate tools for instruction, we categorize tools into six categories according to purpose: collection, communication, presentation, collaboration, organization and interaction. •Tools used for collection, including search engines such as Bing®, Google® and Yahoo®, and social bookmarking sites such as Diigo® and Delicious®, are primarily used to search, gather and store information and sources. •Tools used for communication, including blogs such as Edublogs® and Wordpress®, surveys such as Zoomerang® and SurveyMonkey® and audience response systems such as TurningTechnologies® and Quizdom®, are primarily used to facilitate the flow of information between teacher and student. •Tools for presentation, including presentation software such as Powerpoint® and Keynote®, online presentation tools such as Prezi®, Empressr®, Sliderocket®,

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	Glogster®, and SlideShow®, interactive white boards such as Promethean® and Smart Board® and video sharing such as Youtube®, TeacherTube®, and Flickr®, are primarily used by the teacher or student to present new information or share learned knowledge. •Tools for collaboration, including wikis such as Wikispaces®, PBWiki® and Google Sites® and real time document suites such as Google Docs®, are primarily used for collective construction and display of new knowledge. •Tools for organization, including graphic organizers, charts, tables, graphs, and mindmaps such as Microsoft Office®, iWork®, Gliffy®, Popplet®, and Creately® and timelines such as Timetoast® and Dipity®, are primarily used to organize new information in meaningful ways and make connections to prior knowledge. •Tools for interaction, including various educational interactives such as Quizlet®, Pixton®, IBM's Many Eyes®, and Intel's Thinking with Technology® tools, are primarily used for critical-thinking, active engagement with content and application of knowledge. Grouping technology tools by purpose helps pre-service teachers plan with technology in mind. For example, when they learn how to effectively deliver new content, they learn how it can be done through various presentation technology tools. As they learn how to design activities to guide student learning, they learn about interactive technology tools that help accomplish this goal. Candidates also review the latest research on educational technology in the classroom and adapt lessons for English learners, special populations, GATE students, and struggling readers. All candidates who complete program prerequisite courses (EDSC 310, 320, 330 and 340) participate in online discussion forums throughout the semester using text based means through Moodle and software programs such as VoiceThread and Adobe Connect; candidates unitize Word Processing and PowerPoint, Prezi, and SlideRocket in the development of all assignments.
California State University, Long Beach	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 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 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. Candidates in all programs have first-hand experience of the "digital divide" and 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 provide 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. Student teaching also provides opportunities for candidates to demonstrate mastery of Excel software to create databases, charts, and graphs to record and analyze student data.
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 general 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 dispositions. 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,

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	and other related technologies. Intern candidates receive additional support from on-site support providers while they are teachers of record in their classrooms. 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, Webct or Blackboard to post assignments, support structured on-line discussions, show videos, have live conferences through Elluminate and a variety of other applications. The university and the MDECOE have significantly increased the push toward using technology for instruction over the past five years. All syllabi, handouts or paperwork must be posted on line via Moodle. Several teacher education faculty provide professional development in technology to the university such as online professional development for all faculty and staff and university-wide workshops on Elluminate. The Secondary Education department offers a masters in Educational Technology. Many courses are provided either entirely on line or in hybrid form. Technology is also used in assessing all teacher preparation candidates through PACT (Performance Assessment for California Teachers) in which Task Stream is used for the submission of Teaching Events.
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. In addition, all TPAs for all students are submitted via TaskStream, which include their uploading of documents and lesson plans, floor plans, assessments and a 20 minute video of instruction of students.
CalState TEACH	Technology Best Practice In December 2012, CalStateTEACH was designated an Apple Distinguished Program for its innovative design and implementation of a one to one iPad mobile learning initiative. The Apple distinguished program recognizes outstanding programs that demonstrate visionary leadership, innovative learning and teaching, compelling evidence of success, and exemplary learning environments.

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	The CalStateTEACH Program includes different types of technologies and formatting to prepare candidates to teach a growing number of technology proficient students. CalStateTEACH students and faculty interact online in a custom learning management system (LMS) designed to foster rich communication, effective learning, and timely evaluation. System highlights include a flexible work folio system tied to dynamic curriculum, standards-based lesson/unit plan builder, and an observation tool for video or on-site faculty observations of candidate teaching. An advanced video annotation system allows students and faculty to comment and reflect on their teaching performance. The CalStateTEACH website is fully compatible with the iPad. CalStateTEACH uses both Facebook and Twitter. Using social media allows interaction with teacher candidates in alternative formats. Faculty and teacher candidates can share experiences and pictures to clarify and enhance the curriculum. Social media is also used as a means of communication between teacher candidates by sharing ideas, pictures, and links, developing 21st century classrooms. The iPad provides continuous access to the tools of teacher preparation and is the candidates' window to both personal and professional social networks. It has become the hub of CalStateTEACH instruction, in academic coursework, as well as, in the classrooms where candidates practice teaching and collaborate with school site mentors. Candidates read their e-Texts on the iPad, access the LMS through it, use productivity apps to create new content, create lessons, teach with it, record their lessons, and communicate with faculty on it. CalStateTEACH candidates utilize the iPad to present content to children and to support children in making and demonstrating content. The expectation of using personal mobile devices within the classroom invites innovation from teacher candidates. For instance, K-12 students do research in small groups on a historical figure and prepare an iPad video presentation of their research. Other candidates incorporate iPads into their lessons and introduce useful apps to their cooperating teachers while collaborating with them to integrate the iPad into their joint lessons. In reading, for example, candidates create media presentations that practice skill building, vocabulary development, fluency and comprehension. For all candidates, rural and urban, e-Supervision is a powerful tool for learning, whether it is synchronous using video conferencing software or asynchronous with recorded video. CalStateTEACH has provided innovative online tools to faculty and candidates: My Teaching Video ©, a video annotation tool, allows both candidates and faculty to examine and comment on candidates' teaching performance. The Observation Event ©, a faculty and technology coordinator created e-Supervision software, streamlines the work of faculty and deepens the reflective process for candidates. CalStateTEACH faculty expand their skills and knowledge by attending relevant training, conferences and symposia. In addition, they come together for intensive professional development twice each year for sessions that promote creativity and innovative thinking while introducing and assessing the latest technologies. Faculty routinely collaborate with peers with new uses of technology, providing avenues for experimentation and reflection. Faculty share in leadership through the creation of iBooks and iTunes U courses, creating new models of educational technology integration that foster creative critical thinking, group problem solving and collaboration, and reinforce core and interdisciplinary content knowledge. CalStateTEACH's mobile initiative has earned support from rural and urban school partners, school districts and county offices of education, where teacher candidates gain clinical experience and practice teaching. Our partners are committed to, and excited about, the professional development the mobile initiative provides and the expertise teacher candidates bring to their schools.
Chapman University	The educational application of technology is a theme integrated throughout credential courses. There is also a specially designed course which provides an overview of the range of educational application of technology including computer literacy, adaptive technology, computer-assisted instruction, telecommunications, electronic grade books, problem solving, teacher utilities, networked learning environments, simulations, word processing, computer managed instruction, test construction, computer maintenance, the electronic scholar, lesson authoring, and schools of the future. Emphasis is on making significant changes in teaching and learning through technology by providing a match between instructional strategies and relevant technologies
Claremont Graduate University	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

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	Teachers in a Pre-Internship Teaching Experience and in this intimate context being trained in the effective use of technology. During the Fall, candidates work with their Faculty Advisers (their field supervisors who also teach their classes at CGU) to look at school-specific 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 operations; 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 space 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.
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.
Fortune School of Education (Project Pipline)	ED 309: Technology in the Classroom (30 hours) is a course that Multiple Subject interns take in Year 1, Single Subject interns take in Year 2, and Education Specialists take in Year 3. This course is an introduction to teaching teachers how to integrate technology and the applications of technology which will assist in effective learning within the school environment. Interns experience instructional applications on the computer and learn about a variety of educational software.In addition, different uses for technology have been implemented in our pedagogy for the Pre-Service and District Intern courses
Fresno Pacific University	The program prepares teachers to integrate technology effectively into curricula and instruction by requiring candidates to take EDUC 644,Teaching with Technology. In this course candidates learn the basics of using technology; using technology to support instruction; integrating new technology into classroom practice. The program prepares teachers to meet the principles of universal design for learning by teaching candidates to provide flexibility in the ways information is presented to students, in the ways students respond or demonstrate their knowledge and skills, and in the ways students are engaged in instruction and learning. In addition, Universal Design helps candidates reduce barriers in their instruction, provide appropriate accommodations, supports, and challenges, and maintain high achievement expectations for all students, including students with disabilities and students who are English learners.

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	The education specialist program prepares candidates through the integration of technology throughout their program. Candidates are required to apply effective technology tools their own course requirements, e.g. Word, Excel, and PPT. As part of exiting the program, candidates are also required to develop an eportfolio and ewebfolio. These systems allow students to collect data which reflects their progress throughout the program, and in turn, to develop effective induction plans which address their area of need. In addition, candidates are prepared for us of technology in the classroom as it pertains to their education specialist credential area. Technology is interwoven in SED 714, SPEC 605, SPEC 606, SPEC 612, SPEC 613, SPEC 614, and SPEC 615. Candidates are introduced to and apply current assistive technology tools and strategies to meet the needs of their students.
High Tech High Communities	The HTH Intern program requires candidates to attend and pass two technology courses during the two year program. Each Intern designs and manages a digital portfolio which can be viewed at hightechhigh.org. HTH uses Powerschool to collect and analyze student test scores, grades, pass rates. Universal Design is introduced and explored with Education Specialists and our general education teachers in each of the courses required. It is measured in the Teaching Performance Assessment. In Induction, teachers are provided Learning Seminars that provide strategies and applications of how to use technology to improve learning in the classroom. For example, HTH is using ALEKS, Khan Academy and ST Math programs to supplement the math curriculum
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 websites in EDUC 102A 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 websites 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 websites that introduce, promote, and advocate for a variety of perspectives on reading. In EDUC 320A and EDUC 330A, candidates identify and explore websites for their particular subject content area and use the California Department of Education website 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.
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 technolgy competency test or completing a technology course (Education 285, Technology Skills for Educators) that includes basic technology and computer skills. The program entry level skills include the following: Each candidate demonstrates knowledge of current basic computer hardware and software terminology; demonstrates competency in the operation and care of computer related hardware (e.g. cleaning input devices, avoiding proximity to magnets, proper startup and shutdown sequences, scanning for viruses, and formatting storage media); implements basic troubleshooting techniques for computer systems and related peripheral devices (e.g. checking the connections, isolating the problem components, distinguishing between software and hardware problems) before accessing the appropriate avenue of technical support; demonstrates knowledge and understanding of the legal and ethical issues concerned with the use of computer-based technology; and uses computers to communicate through printed media (e.g. newsletters incorporating graphics and charts, course descriptions, and student reports). 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

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	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.
IMPACT (San Joaquin County Office of Education)	Two technology courses are required in addition to instructors integrating technology throughout non-technology courses.
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.
Los Angeles Unified School District	The District Intern Program prepares teachers to utilize technology effectively by integrating technology requirements within nearly every course throughout the program. Competency in utilizing technology is a common strand throughout each of the courses by learning how to assess the authenticity, reliability and bias of data gathered. Teachers are then able to determine how to utilize gathered data to drive classroom instruction. Finally, teachers learn to consider content to be taught and best learned by their students to support, manage and enhance student learning.
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, 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

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	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 using for purchase software and free shareware. Candidates in the Education Specialist Program learn how to use Aimsweb (a benchmark and progress monitoring system based on direct, frequent, and continuous student assessment) in order to monitor student achievement and to improve teaching and learning. This enables candidates to collect, manage, and analyze data to improve the teaching and learning for students with disabilities. Professional development continues to be provided to all teacher education faculty related to Universal Design for Learning. Students in the education specialist program use a lesson plan based on principles of Universal Design for Learning. Multiple and single subject programs have developed a new lesson plan that incorporates principles of Universal Design for Learning. The lesson plan is currently being piloted and will be implemented in fall 2013.
Mount St. Mary's College	Our programs prepare candidates to integrate technology effectively into their curriculum through modeling, practice, and exploration. Instructors 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. All instructors must minimally provide a syllabus on Angel. 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 30 hours of required coursework in technology where they learn how to analyze data. Most credential courses discuss data & analysis as a part of an assessment program. A computer lab is maintained by the department for the classes to use to research, prepare presentations, and collect data for class project and assignments. The department utilizes technology to collect data on course objectives and instructor success.
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. All candidates are expected to access and use technology in their completion of all coursework, field experiences and clinical practice. 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 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. Interns are encouraged to design technology-mediated and technology-enhanced instruction across subject matter areas for P12 students. All courses have embedded technology for use in the form of PP presentations, narrated PP presentations, Prezi presentations, Class Live Pro Interactive Suites, use of Video Streaming, Dropbox, Zoom, IMovie, VoiceThread, SKYPE exchanges, use of Smartboards in both university classrooms and P12 classrooms.
Notre Dame de Namur University	TaskStream training incorpoaated into PACT. Will be incorporated into SPED fall 2011
Orange County Office of Education	1.Review technologies that improve the quality of life of individuals with disabilities. 2.Analyze and reflect on best practices and research findings about the use of various technologies and design lessons accordingly. 3.Compile or locate a site/district directory of collaborative technology professionals available at his/her school site, within their district, and throughout the community as well as listing of local agencies available to both the instructional staff and the family.

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	4.Recognize and assess the relationship between various technologies and academic subject mastery. 5.Identify which technologies are appropriate for certain disabilities. 6.Adapt teaching tools for learning input and output: visual and auditory. 7.Demonstrate how to assess and select compatible software. 8.Use research and theory to conceptualize and implement a classroom technology program for his/her students. 9.Demonstrate an understanding of how to use age-appropriate technologies for augmentative and alternative communication, desktop publishing, and word processing. 10.Design a classroom environment that allows for increased mobility, computer access, and elimination of visual and auditory barriers. 11.Exhibit intellectual integrity, engage in a continuous program of professional development, demonstrate the ability to accept professional advice, and assess his/her progress. 12.Demonstrate the ability to link theory and research with practice and then reflect upon his/her practice. 13.Plan and use instructional strategies, activities, and materials that appeal to and challenge diverse interests, utilize individual strengths, and accommodate various styles of communication and learning. 14.Analyze, compare, and evaluate the roles of relevant technology for use in ongoing assessment and instruction. 15.Evaluate instructional software and develops lesson plans that incorporate software programs and other technologies.
Pacific Oaks College	General education candidates take a 3-unit course on integrating and utilizing technology in teaching. Special education candidates take a 2-unit course including the use of assitive technology.
Patten University	Prerequisite Basic Computer skills required. Level I embedded in Credential program as part of State SB 2042 program requirements. Level II required during Induction Program in preparation for Professional Clear Credential.
Pepperdine University	Teachers learn to integrate technology into curricula and instruction through their coursework. They also use technology to complete their Performance Assessment for California Teachers assignment which is an exercise in meeting all of these goals. Teachers video themselves teaching students and examine the video to analyze student outcomes and teaching quality.
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 City Unified School District	To support the Teacher Credentialing Technology Standards, the General Education Teacher Intern Programs (GETIP) addresses the General Knowledge and Skills (GKS) and Specific Knowledge and Skills (SKS) standards through the Level I technology course, MS/SS111 Teaching and Learning with Technology, and MS207/SS206 Using Technology in the Classroom. These courses provide candidates with a two year development of professional and personal technology competency that is aligned with the California Technology Standards for the Teaching Profession. Technology is embedded throughout the entire Professional Development Plan. Candidates are further expected to implement technology in their classrooms. Candidates with high level technology skills and proficiency may challenge the course. In addition, candidates having met the technology at a university are exempt from taking the Level I technology class. As candidates complete activities and projects assigned during coursework, they are required to use technology as a productivity and communication tool.

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	Candidates use electronic mailing to communicate with support providers, instructors, supervisors, colleagues, and parents. As candidates gain confidence and competency in their use and understanding of technology, they are encouraged to use technology to enhance teaching and learning. Candidates continue to develop and use skills to support teaching and learning with technology during the Level II technology course MS207/SS206 Using Technology in the Classroom and demonstrated their technology proficiency through the Performance Assessment for California Teachers (PACT) Teaching Event (TE) electronic portfolio and exit Interview. In MS103 Theory and Methods of Beginning Reading Instruction, MS105 Teaching Mathematics in the Bilingual Classroom, MS203 Assessment and Diagnosis, and MS204 Teaching Science in the Bilingual Classroom candidates use grade-level appropriate software to create lessons. In SS107 Second Language Acquisition and Academic Language Development, candidates audiotape and videotape student conferences that might include anecdotal records. In MS/SS111 Teaching and Learning with Technology, candidates develop competency in teaching and learning with technology that is aligned with the TPEs. Candidates are pre and post tested in this course in order to measure progress for meeting state technology standards. In MS204 Teaching Science in the Bilingual Classroom, candidates search for available online, age-appropriate materials for lesson plans and activities. In MS/SS109 Inclusion of Special Populations, candidates receive information on learning styles and recommend software programs to address learning styles. In SS202 History and Philosophy of Education, candidates use video to record classroom activities as evidenced of accountable talk. Candidates are provided opportunities to explore various viewpoints regarding the use of technology in the classroom. Through individual assignments and group discussions, they explore best practices and effective ways to implement technology to enhance teaching and learning. Throughout all coursework, interns incorporate current technologies when designing and implementing lessons, and are required to reflect on the effectiveness of the use of technology during their lessons. The technology strand is articulated throughout the two year Professional Development Plan. During technology coursework, candidates use a wireless mobile lab to complete assignments and projects. The use of this lab allows candidates to continue developing proficiency in information technology as it pertains to their profession and personal competencies. During the use of the mobile lab, candidates learn the basic terminology used in technology as well as the names and use of other peripheral devices. They demonstrate their ability to communicate effectively about technology using accurate terminology. As they become more competent in their use of technology, candidates are expected to transfer this knowledge to other coursework and their own classroom. Candidates receive direct instruction on how to troubleshoot common problems encountered with computer hardware, software programs, peripheral devices, and operating systems. Candidates create and store electronic documents and media on the programs' Share Point server location while developing their PACT electronic portfolio. Candidates use word-processing programs and templates to create short- and long-term lesson plans and assessment instruments, communicate via email and use the

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	internet for research and access to educational resources in all their courses. In MS102 Diversity and Teaching in the Urban Setting, MS103 Theory and Methods of Beginning Reading Instruction, MS107 Practice Teaching I, MS108 Practice Teaching II, MS206 Practice Teaching III, and MS207/SS206 Using Technology in the Classroom, candidates use a wireless mobile computer lab to complete course assignments. In MS/SS111 Teaching and Learning with Technology and MS206 Practice Teaching III candidates use a wireless mobile computer lab, troubleshooting problems encountered during the use of the lab. In MS110 Philosophical Foundations of Public Education, MS206 Practice Teaching III, SS105/106/201, Practice Teaching I, II, III, and MS207 Using Technology in the Classroom, candidates use a camcorder to record their instruction and interactions with the students which can then be edited through computer based technology. In MS/SS111 Teaching and Learning with Technology and MS207/SS206 Using Technology in the Classroom candidates are introduced to legal and ethical issues concerning the use of technology, and receive instruction on issues of cheating and plagiarism, copyright laws, and digital and print research citations in subsequent courses. They are given information about district procedures regarding the use of the district's network Candidates are also informed about the Acceptable Use Policy used in the district to obtain parental permission before students have Internet access or before they publish student work and/or photos taken in their classrooms. They are also instructed on district guidelines and procedures regarding the publication of students' work and photos taken in the classroom. Candidates learn to identify and explain important issues surrounding legal and ethical use of technology tools. They establish classroom procedures and policies to address those issues to elicit appropriate student use of technology. In addition during the technology course candidates complete assignments base specifically on legal and ethical issues pertaining to educational use of information technology.
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 into most courses throughout the program.
San Francisco State University	Integrating 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 Level One technology requirement to earn a preliminary credential. 2. Faculty and credential candidates in all courses use iLearn (https://ilearn.sfsu.edu), a Learning Management System (LMS)that SF State has adopted to enhance online student learning and collaboration. Whether an instructor uses iLearn to merely supplement a course or teach an entire class online, instructors may customize their use of iLearn features by mixing and matching technology that best fits the course objectives and student needs. Using this LMS becomes a model for candidates to use in K-12 schools. Instructors may use iLearn to enhance teaching and learning in the following ways: - Sharing resources and posting all course documents online. - Facilitating student interactivity and collaboration through assignments to participate in online Forums. - Assessing student performance online

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	- Gathering student feedback. 3. Secondary and Elementary Education Departments use the digital TaskStream System to upload candidate responses (which include student-teaching videos) to the Performance Assessment for California Teachers (PACT). This assessment is a culminating experience required by the State of California. All candidates in are required to purchase a TaskStream account during their first semester in the program. This on-line resource is used for the culminating assessment during the candidates' enrollment in their second semester final student teaching seminar. Other resources available to candidates using TaskStream are outlined below: - 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 University	Students in the Credential program must fulfill basic technology requirements either through coursework or our technology exam as a prerequisite to entering our program. These prerequisite requirements verify each candidates proficiency in the use and trouble shooting of technologies, tools and resources commonly found in educational settings. These technologies, tools and resources include, but are not limited to, computers, LCD projectors, email, Internet websites, and common software (word processing and spread sheets). Once they have begun the credential program, they get additional instruction and assessment embedded in their methods course, foundations courses, and field experience. In the more applied setting, candidates learn to use technology, tools and resources meaningfully in classroom settings. They learn to: •use new video technologies and editing software for course projects •search for, critique and integrate online resources like online video demonstrations, digital archives, lesson plans, and educational websites •develop lessons around technologies and software like podcasts, video, projectors, smart boards and presentation software •use standard software for recording, managing and reporting grades and/or to prepare reports •use common communications programs like listservs, groups, and social networking sites Our program does not currently have embedded instruction in universal design for learning (UDL), however, our plan is to integrate instruction in this area into EDSE 192: Mainstreaming the exceptional student.
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-

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	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 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.
Stanislaus County Office of Education	Intern teachers take one technology class (SEI 752/852 Educational and Assistive Technology) during the second year of their two year program. Interns learn how technology can be used to enhance instruction and promote personal productivity. Privacy, copyright, safety and acceptable use policies are covered throughout the course. Interns also learn how to utilize technology to collect and analyze data to improve instruction. Universal Design principals and the use of high and low assistive technology equipment and materials are reinforced throughout the course
Touro University	Touro University-California's Graduate School 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

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	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 Graduate School 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 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 TECHNOLOGY 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

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	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.
University of California, Berkeley	In keeping with State and CTC standards and requirements, we teach courses on technology that prepare students to communicate through a variety of electronic media; to design, adapt, and use lessons to promote information literacy; to optimize lessons based on technology available in the classroom or school setting, etc. Students are taught the use of electronic research tools and the ability to assess the authenticity, reliability, and bias of the data gathered. Students also learn to analyze best practices and research on the use of technology to deliver lessons that enhance student learning. Our program faculty use data, such as the PACT assessment, to evaluate the effectiveness of our teacher training programs, and to identify areas that may need improvement. 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, Irvine	In the single subject program, a two-unit course on Literacy and Technology emphasizes the knowledge and expertise that a typical teen brings to the classroom from the high-tech world they inhabit. This course teaches about blogs and wikis, games and knowledge tools; and the candidates learn how to use technology for modern communication, conducting knowledge searches and creating products, and keeping up with the constantly moving horizon of technology. In addition, they consider the impact of technology deprivation on students in high-poverty settings and learn about the ethical aspects of technology use. By the time they complete the program, UCI candidates have been exposed to technology in courses at the university, in the technology course, and in the field. The generation coming into the teaching profession are primed to incorporate technology into their teaching lives.
University of California, Los Angeles	The following intern courses address these elements: X 333.8 Educational Technology X 428.6 Technology with Diverse Learners X 424.667 Response to Intervention (RTI) X 428.5G Assessment of Students X 428.5 Academic Assessment of Students with Special Emphasis on Special Needs Students X 328.8 Special Needs Learners X 428.4 Dev Safe Learning & Positive Behavior X 426.3 Foundations & Methods of ELL X 315 Principles and Methods for Teaching Reading
University of California, Riverside	Each candidate must show evidence of receiving instruction in the basic use of technology in an educational setting through one of several methods. They must either pass an approved basic technology course, pass the state approved exam for "Preliminary Educational Technology" or satisfactorily complete the Graduate School of Education's "Technology Workshop." 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.
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

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	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. Future plans include developing faculty capacity during 2013-14 to support candidates' understanding of principles of hybrid and blended online learning for K-12 students. Activities will include providing opportunities for faculty to examine current research and practice in the field, to visit K-12 classrooms using hybrid/blended learning, and to consult with faculty at UCSD and elsewhere who have developed expertise in this area. As an outcome of this faculty professional development, candidates will learn to design hybrid or blended learning opportunities for their K-12 students and be expected to employ these strategies in selected lesson and unit planning as part of their methods coursework and field experiences.
University of LaVerne	The teacher education program integrates technology into teaching practice through communication and learning activities that serve curriculum objective 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 content include the use of interactive whiteboards, participatory student response systems, mobile learning tools, media-rich learning resources, collaborative tools (wikis, blogs, etc.), web site creation, electronic rubric creation, electronic teaching portfolios, data aggregation and syndication, etc. 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 criteria which surpass the State's required Level I technology skills. 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 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.

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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 Francisco	The special education program integrates training on technology for teacher use, student use, and assistive technologies. Interns receive instruction on use of audio/visual equipment such as wireless microphones, video cameras, and editing software. They create video projects, use presentation software, and classroom presentation devices. Interns learn to use concept mapping software, build websites that provide limited access to selected Internet sites for their students, use online freeware for students to practice new skills, learn how to determine appropriateness of web resources, learn how to create lesson plans and curriculum units using available technologies, develop assessments, and build student activities and web quests using web-based tools. They learn to use formal assessment software for determining students' academic levels and curriculum based measurements for formative assessments. They also receive direct instruction on the appropriate uses for assistive technologies such as specialized keyboards, listening stations, spell checkers, assistive writing and word prediction software. During the program interns create technology portfolios that demonstrate their proficiency in these areas
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. Candidates are given opportunities to use a smartboard and clickers in a demonstration room in the Center for Teaching and Learning. During internship, candidates use information technology systems in one public school for managing and analyzing data such as STAR testing, benchmark assessments, and content specific data management systems.
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

Provide the following information about your teacher preparation program. Please note that choosing "yes" indicates that your teacher preparation program would be able to provide evidence upon request.

	Does your program prepare general education teachers to:			**Does your program prepare special education teachers to:**		
Institution	**teach students with disabilities effectively**	**participate as a member of individualized education program teams**	**teach students who are limited English proficient effectively**	**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	Yes	Yes	Yes
Azusa Pacific University	Yes	Yes	Yes	Yes	Yes	Yes
Bay Area School of Enterprise (REACH Institute)	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 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
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	Yes	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
Dominican University of California	Yes	Yes	Yes	Yes	Yes	Yes
Fortune School of Education (Project Pipeline)	Yes	Yes	Yes	Yes	Yes	Yes
Fresno Pacific University	Yes	Yes	Yes	Yes	Yes	Yes
High Tech High Communities	Yes	Yes	Yes	Yes	Yes	Yes
Holy Names University	Yes	Yes	Yes	Yes	Yes	Yes
Humboldt State University	Yes	Yes	Yes	Yes	Yes	Yes
IMPACT (San Joaquin County Office of Education)	Yes	Yes	Yes	Yes	Yes	Yes

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Institution	**teach students with disabilities effectively**	**participate as a member of individualized education program teams**	**teach students who are limited English proficient effectively**	**teach students with disabilities effectively**	**participate as a member of individualized education program teams**	**teach students who are limited English proficient effectively**
La Sierra University	Yes	No	Yes	Not applicable	Not applicable	Not applicable
Los Angeles Unified School District	Yes	Yes	Yes	Yes	Yes	Yes
Loyola Marymount University	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
Orange County Office of Education	Yes	Yes	Yes	Yes	Yes	Yes
Pacific Oaks College	Yes	Yes	Yes	Yes	Yes	Yes
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 City Unified School District	Yes	Yes	Yes	Yes	Yes	Yes
San Diego State University	Yes	Yes	Yes	Yes	Yes	Yes
San Francisco State University	Yes	Yes	Yes	Yes	Yes	Yes
San Jose State University	Yes	Yes	Yes	Yes	Yes	Yes
Sonoma State University	Yes	Yes	Yes	Yes	Yes	Yes
St. Mary's College of California	Yes	Yes	Yes	Yes	Yes	Yes
Stanislaus County Office of Education	No	No	No	Yes	Yes	Yes
Touro University	Yes	Yes	Yes	Yes	Yes	Yes
University of California, Berkeley	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	Yes	Yes	Yes
University of California, Riverside	Yes	Yes	Yes	Yes	Yes	Yes
University of California, San Diego	Yes	Yes	Yes	Yes	Yes	Yes
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 Francisco	Yes	Yes	Yes	Yes	Yes	Yes
University of the Pacific	Yes	Yes	Yes	Yes	Yes	Yes
Whittier College	Yes	Yes	Yes	Not applicable	Not applicable	Not applicable

Program name	Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
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.	Special education training brings together the candidate, his university and district field supervisors, university resources, and representatives of the partnering local district's Office of Special Education in a monthly seminar to implement the special education candidate's official Professional Development Plan. The Plan address the candidate's need to excel as a practitioner, assure an informed and reflective integration of theory, best practices, and the education specialist's practice in the classroom, and assess his practice in the achievement of his students. The candidate is asked to reflect on, analyze, and develop his own informed and assessed "best practice," shown through a summative Professional Portfolio. Specific coursework also focuses on planning, modifications and delivery, using IEP-driven assessments for identification and assessment of progress. Specific seminars target assessments of English Language learners and teaching strategies that are successful for ELL students with special needs. Through coursework and supervised field experience, candidates are prepared to actively participate in IEP meetings, and to effectively write and implement IEP goals. In the academic year 2010-11, Alliant had its Autism Authorization program approved by the state of California. This addresses an additional state requirement that special education teachers are well-prepared to teach students with Autism. It also reflects the need for well-prepared special education teachers during a time when the number of students diagnosed with Autism is increasing.
Azusa Pacific University	We have fully integrated strategies and methods for meeting the needs of special needs students in general education classes. Response to Intervention (RtI) is covered along with the IEP process. Course assignments are designed to measure students' skills and competencies and are uploaded into TaskStream for scoring. The Teacher Education Program continued to use the Concentrated Instructional Modules (CIMs) curriculum implemented and developed in 2009 to provide effective strategies for teaching culturally, intellectually and linguistically diverse students. The CIMs curriculum is embedded in the program coursework as outlined below: 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	All of the courses in the special education specialist program are updated and aligned to the CTC standards and the programs were approved by the state. Each candidate in the program has access to an advisor and university mentor throughout the credential program. The scope and sequence of the program includes how to develop, implement and participate in an IEP in each of the four modules. In addition, the special education department ensures program effectiveness through the collection of data and examination of all courses through the use of an evaluation survey, comprehensive exam, signature assignments, as well as external feedback from employers and supervisors. The data collected informs program improvement planning.

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	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	
Bay Area School of Enterprise (REACH Institute)	Participants receive direct instruction on the needs of English Learners and students with special needs in multiple semesters within the two-year program course sequence. These special populations are especially a strong focus in the summer preservice course before participants begin the school year and in the second semester of the first year when the entire semester is a close look at "Equity and Universal Access." However, the needs of these special populations are discussed in the context of the other courses as well. In addition, individualized coaching is provided during the full two-year program to improve participants' effectiveness with these populations in their on-site teaching assignments. Participants must pass the California Teacher Performance Assessments (CalTPA) in order to earn course credit, and these standardized assessments require demonstration of the ability to gather pre-assessment data about focus students from these populations, differentiate a lesson plan and/or assessment to meet the needs of these focus students, defend their choices with strong rationale, and reflect upon the effectiveness of their actions.	
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. Student teaching placements for general education candidates must include opportunities to work with students with special needs. Candidates complete the Teaching Performance Assessment (TPA) tasks that require them to demonstrate competency in making accommodations for students with special needs. 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. Student teaching placements for general education candidates must include opportunities to work with English learners. Candidates complete the Teaching Performance Assessment (TPA) tasks that require them to demonstrate competency in making accommodations for English learners.	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.

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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: - 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	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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	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. 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.

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		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 State Polytechnic University, Pomona	STUDENTS WITH DISABILITIES Teacher candidates in the Multiple (elementary) and Single (secondary) Subject 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 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. LIMITED ENGLISH 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	STUDENTS WITH DISABILITIES Teacher candidates in the Multiple (elementary) and Single (secondary) Subject 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 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. LIMITED ENGLISH 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

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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 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	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 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.

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	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.	
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. In the Single Subject (secondary education) program candidates also take a course specifically designed to address the teaching adaptations, modifications and IEP requirements associated with middle and high school students. For students who have limited English skills, candidates all complete a prerequisite course about English learning where the development progress of English learners, assessment and strategies for teaching English learners are emphasized. The Single Subject program has a course accompanying the credential program teaching the specific skills for secondary educators. Multiple and Single Subject Programs (elementary and secondary education) teach universal design as a strategy for lesson planning 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.	Special education teachers take prerequisite courses (16 units) on students with disabilities that prepare them to understand all categories of disabilities, strategies for teaching and introduction to IEP components and processes; on working with English learners; on diversity in schools; on observing and guiding behavior; and on learning theory and development. During the Special education program (36 units), candidates take specific coursework on the legal aspects of special education, managing learning environments, curricula and assessment, literacy, the process of IEP development, and student teaching in two different settings and grade levels.
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	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

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	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 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.	•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 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

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		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 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 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 disability specific assessment courses and curriculum, instructional methods, and strategies courses. Intern candidates are required to enroll in supervised fieldwork each semester, candidates receive extensive experience in teaching students with disabilities effectively. Site Administrators, District Support Providers, and University Field Supervisors collaborate closely to support their learning each semester. 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 students who are limited English proficient 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, Fresno	Interns in the elementary and secondary credentials programs have required courses in both teaching students with special needs as well as teaching English Learners. EL and special needs strategies are also infused in all other required coursework.	All Special Education Interns take required courses in teaching students with disabilities and in teaching English Learners. Students also have training on working within an IEP team in their coursework as well as "hands-on" experience in their internship placements. All course syllabi and field placement expectations are available for review on our accreditation website at http://www.fresnostate.edu/kremen/about/accreditation.html
California State University, Fullerton	Our general education program, single subject (secondary education), uses a variety of strategies to teach students with disabilities effectively. The CSUF Single Subject Credential Program provides teacher candidates with strategies to support students with disabilities by doing the following:	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-

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	•Providing a session during the seminar week of EDSC 440 conducted by a SPED expert. Teacher candidates learn about strategies to support and assess learning for student with Special needs. • Utilizing lesson plan formats always include plans to support students with special needs. •Integrating supports for students with special needs within several pre-requisite courses, including 340 and 410 •Requiring students to complete TPAs that address the needs of students with special needs.	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).
California State University, Long Beach	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. All 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. At the prerequisite level, 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	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,

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	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.	candidates participate in the creation and facilitation to a K-12 student's IEP during their intern teaching experience.
California State University, Los Angeles	The credential program prepares general education teachers to teach students with disabilities with a variety of approaches. The teacher candidates take a foundation course in special education and concepts of accommodations/modifications and differentiated instruction are then revisited in methodology courses and applied as part of the California Teacher Performance Expectations and Assessments. Content related to teaching students who are English language learners is strongly infused within methodology courses, and further emphasized in reading, writing and language arts methods classes. Supervised clinical field experiences provide additional opportunities for general education candidates to teach students with disabilities and students who are English language learners under the supervision of a master teacher and a university faculty supervisor.	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. In 2011-12 an online course was added to deepen candidates' ability to integrate the IEP and academic content standards for education specialist candidates. Intern 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 th 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 programs.	Candidates in the Education Specialist programs are required to complete two (2) levels of course work series in order to earn a preliminary and clear credential. They are also required to take three (3) courses on teaching English Language Learners.
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	The Preliminary and Clear 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

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	education which includes IEP participation. State standards require that teaching candidates do fieldwork in settings serving English Language Learners (ELL) and students with special needs. The setting must be indicated on the student teaching evaluation form. In addition, fieldwork forms have many items where supervisors must evaluate candidates on their ability to differentiate instruction, to use effective strategies with ELL and students with special needs. The PACT assessment 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.	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 at the 3rd or 4th semester of student teaching or practicum. 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 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.	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..
California State	CSUSB's general education teachers' experience varies based on their supervision experiences and placements. Typically, our candidates receive a lot of experience	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

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University, San Bernardino	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.	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 University, Stanislaus	MSCP and SSCP teach students about IEP's. As interns are the teacher of record they would participate in them. We have special courses designed to accomodate students with special needs: Special Education, EL, and IEP.	Students complete relevant coursework and practica. EDSE 4210 Reading & Language Arts in Special Ed EDSE 4450 Teaching Students with Mild/Moderate Disabilities EDSE 4440 Teaching Students with Moderate/Severe Disabilities EDSE 4915/4916 Internship Program
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	

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	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 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	

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	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. 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.	

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	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. 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	

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	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 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 language learners and students with disabilities.	The program prepares special education students to teach students with disabilities by providing a series of courses and experiences that address fully the educational needs of students who are characterized by mild to moderate and moderate to severe disabilities. Each candidate learns how to facilitate the development of literacy (listening, speaking, reading, and writing) not only for native English speakers, but also for those whose primary language is other than English. The coursework teachers candidates the characteristics of students with disabilities, effective teaching strategies, how to work with diverse populations, as well as the legal aspects and requirements of special education. The coursework includes a study of the theories, practices, and ethical issues regarding the modification of behavior to facilitate learning. Furthermore, candidates develop the skills to use and communicate assessment results. Students learn how to make appropriate recommendations for report writing and for 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

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		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 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. Candidates 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	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 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

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	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. 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.	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, 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

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		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 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

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		for education specialists, we utilize a modified version of the CA 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.
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 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	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 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

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Fortune School of Education (Project Pipline)	The Pre-Service course, Module A4, English Language Learners, is a 30-hour course designed to equip potential teachers prior to entering the district intern program with the knowledge and skills to effectively organize and implement instruction for English learners, provide theory and research on second language acquisition and learning; and methodology, history and policy issues related to second language teaching and learning; English language development strategies, and socio-cultural implications. It will additionally provide strategies, methods and standards for meeting the needs of EL students. The district intern course work continually re-visits instructional practices for supporting language acquisition for EL students. The district intern credential candidates will master instructional strategies and design lessons in their Classroom Management course; these practices will be repeated in this course to insure that lessons are designed for successful use in the English language development classrooms. The course content for single subject participants will address issues practiced in the Reading and Writing in the Content Area course to focus on literacy instruction and assessment of English learners. The multiple subject participants will receive the same support in their Reading Instruction Pre-Service course. The Pre-Service course, Module A5, Teaching Exceptional Children, draws together divergent perspectives on a variety of issues including the history and development of special education, family involvement, placement, assessment, appropriate strategies, and students with disabilities from diverse cultures. The course also serves in providing an overview of the various exceptionalities; students who are learning disabled, behavior and emotional disorders, communication disorders, hearing impaired, visually impaired, students with autism, orthopedically and health impaired, and gifted and talented. The basic 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, 504 services or gifted and talented education students access the core curriculum. Participants will be introduced to appropriate instructional materials and technologies to meet the needs of students with special needs in both the general and special education classrooms	Please see the following course descriptions that describe how our program prepares special education teachers: Education Specialist Mild/Moderate, Module A6: Developing IEPs - 20 classroom hours Course Description: This course is designed to offer interns a deeper understanding of the different types of disabilities and an understanding of the methods, mechanisms and materials involved in developing their respective IEP's. Interns will examine the legal requirements and the primary components of the individualized education plan (including IEPs, IFSPs, and ITPs). Interns will identify the legal requirements of an IEP, analyze IEPs, and develop IEP goals, objectives, and outcomes for program planning. ESMM 702: Strategies for Teaching Special Needs Students – 30 classroom hours Course Description: This course addresses instruction and curricula required to meet the needs of diverse learners in the content areas of science and social studies as well as other subjects. It emphasizes six key principles to direct teachers through the design of instruction and curriculum to ensure that diverse learners succeed in the classroom. It includes strategies for modifying instruction for English language learners. The Pre-Service Module A4 course, English Language Learners, is designed to equip intern teachers who are teachers of record and are credential candidates with the knowledge and skills to effectively organize and implement instruction for English learners, provide theory and research on second language acquisition and learning; and methodology, history and policy issues related to second language teaching and learning; English language development strategies, and socio-cultural implications. It will additionally provide strategies, methods and standards for meeting the needs of EL students. The district intern credential candidates will master instructional strategies and design lessons in their Classroom Management course; these practices will be repeated in this course to insure that lessons are designed for successful use in the English language development classrooms. The course content will address issues practiced in the Reading Instruction course to focus on literacy instruction and assessment of English learners. The Pre-Service Module A5 course, Teaching Exceptional Children, familiarizes

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		participants with the basic 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, 504 services or gifted and talented education students access the core curriculum. Participants will be introduced to appropriate instructional materials and technologies to meet the needs of students with special needs in both the general and special education classrooms
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 for the Preliminary Education Specialist programs are scrutinized for their academic and field-based performance, as they attain the knowledge and skills that are required by law for their professional responsibilities. Courses specific to the needs of students with English language acquisition needs are imbedded in the program; language acquisition for literacy strategies are integrated in all courses of the program. Candidates must demonstrate their abilities to implement effective and appropriate instructional environments and strategies for the purpose of developing language acquisition of the populations they serve. Courses specific to the needs of students with atypical social, language and behavior development are imbedded in all Preliminary Education Specialist programs to provide candidates the opportunity to expand knowledge and develop skills necessary to address these needs in the field for the populations they serve. In addition to curriculum courses, courses specific to legal and ethical requirements, case management roles and responsibilities, and transition needs of special education populations are imbedded in the program. IEP process and team performance are integrated throughout coursework in Preliminary Education Specialist programs. Candidates must complete field-based demonstrations of legal and ethical responsibilities for establishment of effective instructional environments, planning for and implementation of individualized goals and strategies relative to IEP documentation, and effective case management including collaborative service models for the populations served.
High Tech High Communities	All Intern coursework and pre-service learning is designed to provide opportunities for Interns to learn and demonstrate their knowledge and skill in supporting both EL and mild/moderate students who hold IEPs. Interns participate as members on SSTs and IEP meetings. With supervised assistance they manage IEP meetings. Once they receive a preliminary credential they conduct IEP meetings. EL students are identified through the state CELDT exam. Coursework provides theory and applied learning to address support of EL	All Intern coursework and pre-service learning is designed to provide opportunities for Interns to learn and demonstrate their knowledge and skill in supporting both EL and mild/moderate students who hold IEPs. Interns participate as members on SSTs and IEP meetings. With supervised assistance they manage IEP meetings. Once they receive a preliminary credential they conduct IEP meetings. EL students are identified through the state CELDT exam. Coursework provides theory and applied learning to address support of EL

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	students K-12. Interns are the teacher of record as they complete their Intern program. They, with supervision from their on-site Mentor, apply instructional strategies on a daily basis to support EL using SDAIE and ELD instruction.	students K-12. Interns are the teacher of record as they complete their Intern program. They, with supervision from their on-site Mentor, apply instructional strategies on a daily basis to support EL using SDAIE and ELD instruction. Specialized Education Specialist coursework extends the Education Specialist Interns working knowledge of the law, assessment process, and differentiated instruction to meet the needs of students with identified learning needs.
Holy Names University	The mission of Holy Names University credential programs is to prepare teachers for urban schools, we believe it is essential that every candidate in our program be well-equipped to teach English Learners. All programs are infused with English Language Development and teaching to content and language objectives. In addition, English Learners are molded and observed in the field, written in lesson plans and practiced by candidates. In EDUC 103, candidates study the State'S English Learners 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	The candidates in the Education Specialist Mild Moderate Program take several courses to acquire the before mentioned skills. In EDUC 261, students learn about the characteristics of students in the thirteen disability categories recognized in the Federal Law. In EDUC 267, students learn the theory and practice needed for effective collaboration for the education of students with disabilities. In this class, students participate in a mock IEP and SST. In EDUC 103, candidates study the State's English Learners Standards and review the Reading/Language Arts standards, in order to understand the goals and characteristics of school programs designed 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 263, candidates are introduced to theories, issues, strategies and materials related to assessment and instruction of students with reading difficulties. Specific methods of instruction 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 the development of Individual Educational Plans (IEPS).

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	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 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 extracurricular activities.	
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. 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	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 Special Education Program prepares candidates to use research-based practices. The program focuses on preparing successful special education teachers who model advocacy for their students and work within an expanded educational community student support system of parents, colleagues, and community members. Through their written and oral communication skills, they demonstrate sound subject matter knowledge and pedagogical methods. They model respect for and rapport with diverse student, parent, and community populations. Credential candidates in the program: (a) understand the characteristics of special education students with disabilities, (b) utilize informal and formal assessment tools to identify individual student strengths 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.

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	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.	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 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

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		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 •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 Candidates are well prepared to teach limit English proficiency students. Coursework includes an examination of bilingual and ESL models,

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		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, 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.
IMPACT (San Joaquin County Office of Education)	Course work and practicum supervision/mentoring & coaching is provided throughout the duration of the program.	Course work and practicum supervision/mentoring & coaching is provided throughout the duration of the program.
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 do not offer this program currently.

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	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.	
Los Angeles Unified School District	The District Intern Program prepares general education teachers for teaching of all students, including special populations such as students with disabilities, behavior plans, students with limited English proficiency, and gifted and talented students in the general education classroom. Each general education teacher learns how to differentiate instruction to ensure that all students have access to the core curriculum. District Intern teachers further apply their knowledge and skills gained from program coursework as they participate in various capacities in their school's Student Success Team, AB 504 process, individualized education program team, and language appraisal team.	The District Intern Program prepares special education teachers in the area of curriculum, instruction, behavior, and support for students with disabilities on both general and special education school sites for students with mild/moderate and moderate/severe disabilities who may also be limited English proficient. District Intern teachers further apply their knowledge and skills gained from program coursework as they participate in various capacities in their school's Student Success Team, AB 504 process, individualized education program team, and language appraisal team.
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.
Mount St. Mary's College	Our revised 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.) All lesson plans throughout the programs include adaptations for both language learners and 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	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

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	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, 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.	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, collaboration, and the application of knowledge and skills in settings that demonstrate effective practices. Working in partnership with schools and communities, the program 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

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		#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 were 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 (# 1-3) 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 a designated course devoted to the teaching of English language learners and strategies and methodologies are integrated throughout all other methods classes. Seminars for the practicum include presentations and discussions on special education issues.	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	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,

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	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 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. Furthermore, candidates are expected to observe and learn how Individualized Education Program teams work and participate in them as appropriate during their student teaching and/or internship.. During coursework, general education candidates need to learn about multiple disabilities and how to implement RTI in response to needs of special needs students, co-teaching for inclusion. Their Clinical Practice placements require that candidates be placed in public educational settings that are considered diverse as per the multiple learner profiles of the P12 students they serve.	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 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	Various methods courses and EDU 4107 Teaching English language learners
Orange County Office of Education	Due to the decreased trend in hiring, the general education teacher preparation program was deactivated. There are teachers in our program who hold general education credentials. Those students are taught through our special education programs as enrolled interns. The descriptions of program preparation follows in the special education teachers segment	District Interns are "teacher of record" in their classrooms. The induction is built into the program, as such, intern teachers are applying theory at the same time they are taking courses that includes: 1) IEP instruction, practice and application; 2)special ed. in a diverse society studies historical perspectives and state and federal laws including legal decisions that affect bilingual education and ELD programs. In addition the courses examines the roles of administration, teaching staff, instructional aides, as well as the family structure and community resources; 3)English language methodology presents theoretical knowledge and practical skills. The course focus on models and methods of English language acquisition and instruction with the interns learning multiple methods to assess language proficiency and ways to use assessment results to plan effective instruction. Unit and lesson plan development will be highlighted for a

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		continuum of students' language proficiency levels. Basic approaches and a variety of strategies for modifying content and instruction for English learners will be presented. Classroom management issues with specific strategies for student grouping, organizing to differentiate instruction, and utilizing specialists and paraprofessionals are addressed.; 4)classroom management for special ed. the intern learns the continuum of behavioral assessments and possible resulting modification plans. The compilation of Behavior Intervention Plans (BIP) as developed through the modus of Individualized Education Program (IEP) teams are discussed in relation to interagency collaboration and the Functional Analysis Assessment (FAA) process. Particular attention is given to supporting and expanding student self-help through functional communication strategies (self-regulatory, social pragmatic, academic study skills, and use of assistive and augmentative communication systems) and the generalization of said strategies to allow for greater access to public education and community settings. Teacher strategies are also offered (integration, corrective, non-aversive, and crisis management procedures) in an attempt to modify target behaviors.; 5)reading/language arts for special ed. provides candidate with systematic, explicit instruction to meet the needs of the full range of learners including English language learners and students who have varied reading levels and language backgrounds. ; 6)curriculum and strategies for special ed. examines curriculum and instructional strategies to support students with mild/moderate disabilities for success in the core curriculum, content areas, and transition planning. The intern examines current research that supports "best practices", selects curriculum, and implements IEP goals and objectives that reflect the California Content Standards and also implements instruction with modifications, accommodations, and strategies for differentiation for the specific disability, individual differences, and the needs of second language learners. The California Performance Expectations are addressed/embedded throughout the course.; 7)assessment and measurement which uses various types of assessment procedures to demonstrate skill in evaluating, selecting, administering, and interpreting assessments and processes in terms of a range of socio-economic, cultural, linguistic, and other considerations of relevance to students with mild/moderate disabilities.; 8)collaboration and consultation skills covers issues and problems in collaboration and effective communication with regular and special education colleagues, students with disabilities and their families, other caregivers, and outside agencies are modeled. The course emphasizes the

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		development of cross-cultural communication skills and building partnerships with other stakeholders, particularly at the site and district level. Interns are observed by a practicum supervisor and mentored for the entire length of the program by their supervisor. Course instructors are practitioners in the special education field and are available on a one-on-one basis for any questions or guidance.
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, candidates are authorized to teach English Learners - this training is embedded in 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 these are also intergrated in coursework throughout the program.
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	This is done through the coursework and is identical to what is taught in the traditional program.	
Point Loma Nazarene University	Throughout credentialing coursework, candidates are introduced to and required to display an understanding of meeting the needs of SWD and limited English proficient students. All candidates enroll in EDU 602 Foundations of Special Education, which specifically addresses meeting the needs of SWDs and the individualized education program (IEP) team process. All candidates enroll in EDU 601 Language Acquisition, which specifically addresses meeting the needs of limited English proficient students.	Candidates for special education receive instruction through a CCTC approved special education preparation program for servicing either students with mild/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

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		Improvement.
San Diego City Unified School District	Title II General Ed and English Learners The Professional Development Plan is structured to ensure that candidates have multiple systematic opportunities to learn how to effectively teach English learners. Although all coursework is infused with strategies for addressing the needs of English learners, specific courses address this standard in depth. MS100 Introduction to Teaching and Learning in the Elementary Classroom, MS103 Theory and Methods of Beginning Reading Instruction, MS104 Bilingual Education and Second Language Acquisition and MS106 Theory and Methods of Reading/Language Arts Instruction provide Multiple Subject/BCLAD candidates with intensive instruction in reading/language arts methodology and second language acquisition. SS107 Second Language Acquisition and Academic Language Development was designed to explicitly address the needs of English learners in the secondary classroom. In SS104 Pedagogical Preparation in Single Subject Content Instruction (math/science) candidates learn to deliver content-based lessons specifically targeted for English Learners. The four semesters of Practice Teaching provide systematic opportunities for candidates to design and deliver instruction that addresses the academic and linguistic needs of students and make content comprehensible to English learners. The program lesson planning expectations each semester of Practice Teaching build on each other with increased complexity. In Practice Teaching I and II daily lesson plans include content and language objectives with corresponding differentiated questions and prompts. By Practice Teaching III and IV, candidates are writing lessons that contain key components of the SIOP model of sheltered instruction to include target academic language, identified language demands, opportunities for listening, speaking, reading, and writing, and formal and informal assessments. As candidates progress through each semester of Practice Teaching, the support providers coach candidates in the design and delivery of their lesson plans. Through fieldwork support providers reinforce the learning strategies and methods that candidates learn in their courses. They provide individualized support in classroom organization and management through demonstration lessons of instructional practices to promote English language development. Support providers work with candidates to write and teach lessons that address different levels of English proficiency in their classroom. They have multiple opportunities to assist candidates in modifying lessons by viewing instructional	The District Intern Program for Education Specialists prepares teachers to deliver and coordinate special education services that provide student access to the general education curriculum in the least restrictive environment. In the credential coursework, candidates become familiar with the California Content Standards in Reading/Language Arts, Mathematics, History/Social Studies, and Science. Candidates plan and deliver lessons based on the content standards and develop Individualized Education Program (IEP) goals based on these California content standards and identified student need. Candidates learn, practice, and receive coaching on a variety of instructional strategies to promote student access to the general education curriculum in a variety of service delivery models including the co-teaching in the general education classroom. Candidates complete two credential courses which provide an in-depth coverage of four models of co-teaching: supportive, parallel, complementary, and team teaching. In addition, candidates learn skills and strategies for collaborating with general education teachers and other member of a student's IEP team. Competencies related to teaching English learners are addressed within each of course in the three-year Professional Development Plan. In 2007, credential courses revised to embed the California Commission on Teaching (CCTC) Program Standards for teaching English learners. CCTC approved the amended program in July 2007. Candidates completing the SDUSD Education Specialist credential program earn a Clear Education Specialist with authorization to teach English learners.

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	practices through the lens of the English learner. Support providers demonstrate effective strategies for the candidates and coach them in how to use materials, methods, and strategies to meet the needs of English learners. Candidates are trained to use ongoing assessment, formal and informal, to guide their instructional decisions. Support providers assist the candidates in developing the art of observing their students and using informal assessments such as taking anecdotal notes, reading conferring notes, devising student surveys and questionnaires, and keeping running records. Using information from the California English Language Development Test (CELDT) and other formal assessments of the English proficiency levels of their students, candidates design and teach lessons that lead to the rapid acquisition of their students' listening, speaking, reading, and writing skills in English. General Ed and Special Ed The General Education Teacher Intern Programs (GETIP) has integrated the preparation to teach special populations in the general education classroom into all coursework. Preparation occurs throughout the program, not in just one isolated course. Integration is facilitated through the Practice Teaching seminars for Multiple Subject/BCLAD and Single Subject candidates, thus providing a logical link between coursework and the application of knowledge, skills, and strategies in the classroom. Support providers reinforce this application during the candidates' fieldwork through observation of the candidates teaching their students with disabilities. During post observation conferences, support providers and candidates discuss the candidates' performance, focusing on students' strengths and exceptional needs, and which instructional skills and strategies would be most beneficial in helping students access the core curriculum. MS/SS109 Inclusion of Special Education Populations provides the majority of instruction to candidates for teaching special populations. By the end of this course candidates acquire the basic knowledge, skills and strategies for teaching special populations. Candidates demonstrate an understanding of the general education teacher's role and responsibilities in the Individual Education program (IEP) process, including identification, referral, and assessment, implementation and evaluation. They gain basic knowledge and skills in assessing the learning and language abilities of special populations in order to identify students for referral to special education programs and gifted and talented education programs, the ability to differentiate the curriculum and make modifications and	

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	adaptations as appropriate for individual student needs and provide strategies for enhancing social acceptance of students with special needs. Throughout the Professional Development Plan additional time is provided to prepare candidates to teach special population students both in the coursework and the field. During Practice Teaching seminars, candidates review guidelines and principals for working with special populations. As candidates begin to work with special populations in their respective classrooms, seminar time is spent problem solving and revisiting best practices. Support providers assist candidates in the field to guide them in following all state and federal laws, differentiating their teaching strategies to meet the needs of special populations in the general education classroom, and developing •skills to plan and deliver instruction to those identified as students with special needs that will provide these students access to the core curriculum, •skills to plan and deliver instruction to those who are identified as gifted and talented that will provide these students access to the core curriculum, and •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 learn 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, •candidates learn the skills to plan and deliver instruction to those who are identified as gifted and talented that will provide students access to the core curriculum, and •candidates learn the 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.	
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	IEP development is incorporated into generic courses and key advanced methods	SPED only: IEP development is incorporated into generic courses and key

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State University	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 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	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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	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 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	Interns and candidates in the traditional program are required to take a number of courses that have incorporated two specific standards with all assignments aligned to meet these standards. The California Commission on Teacher Credentialing (CCTC) standards are the following: 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

Program name	**Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act,* and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**	**Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act,* and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**
	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 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.	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-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

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		The primary course for addressing the content of this standard is EDSE 192 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. 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

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		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. 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 192 is the expectation that candidates will be able to analyze non discriminatory assessment, including sensitivity to cultural and linguistic factors. In addition, in EDSC 162, candidates learn about assessing language needs through the use of appropriate assessment tools, e.g. CELDT. 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 192 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

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		provide these students access to the core curriculum. One competency in EDSC 192 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 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).
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	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

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	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.	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 two kinds of lessons: lessons that meet the content learning needs of English learners, and English language development lessons for English learners.	Education Specialist candidates take highly specialized courses to prepare them to teach both students with disabilities and English Learners.
Stanislaus County Office of Education	This program does not prepare general education teachers.	Intern candidates take coursework in regards to Special Education Law, IEP Development, Collaboration, Instruction and Curriculum Development and Instructing and Developing IEPs for English Language Learners. Practicum Supervisors check off observed competencies for the Education Specialist credential that includes but is not limited to IEP development and instruction for students with disabilities and English Language Learners.
Touro	Touro University's multiple and single subject teacher credential program	The design of all three teacher preparation programs (Multiple Subject, Single

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University	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 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	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 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 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

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	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 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	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 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 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

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	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 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	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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	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 (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. .	

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	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 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.	
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, Irvine	UC Irvine teacher preparation is grounded in the central belief that if we prepare our candidates to be effective with the struggling student, they are ready to face the challenges of the workplace, whether it be in an urban or rural school, in a school in an at-risk environment or an elite neighborhood. Whether the struggling student has fallen behind because of low income or frequent school changes, is an English learner or a student with disabilities, our candidates are prepared by and assessed in their clinical experience and coursework to make the instructional decisions that teachers face every day in the classroom. Most struggling students have literacy challenges, so each program is focused on literacy development across courses, but there are also separate courses that delve into language acquisition theory, reading, and educational equity. Since 2003, when an academic language component was introduced in the Performance Assessment for California Teachers (PACT), clinical faculty have engaged in an ongoing exploration of academic language research in order to make this complex construct as transparent as possible. The work of Scarcella, Zwiers, and Gandara, to name a few, is used to unpack the complex interactions of culture, economic status, and language development.	

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	Candidates are assessed in their courses when they create artifacts grounded in clinical practice. For example, in the secondary course on language acquisition, candidates conduct an in-depth analysis of one learner's current language contexts and abilities, situate the data in research on language acquisition, and write a lesson that meets the needs of this particular language learner. Similarly, in the final project of the multiple subject course on language acquisition, they carefully examine a grade-level topic and determine how they will assess students' experiential background and prior knowledge in order to plan a lesson that will activate and build on this prior knowledge while supporting English language development and/or academic language proficiency. The lesson planner promotes the development of practices that support language learners and special needs students with the following questions: 1.Describe the cognitive task related to the content learning objective: 2.Language Demands: How will students be communicating in relation to the content in the cognitive task? Receptive – listening, reading, and viewing: Productive – speaking and writing: 3.Describe the genre of the chosen language demand. 4.What key language skill(s), related to one of the language demands above will you assist students in developing during the lesson? 5.What instructional strategies will you use to support the development of academic language skills (related to the identified language demand above). Include strategies you will use to meet the needs of individual or groups of students with varying language abilities. Between the PACT and the Lesson Planner, both formative and summative assessment occurs to shape the practice of our candidates to consider the language demands of a given lesson whenever they plan instruction. All candidates take a separate special education course that identifies the learning disabilities most commonly found in mainstream classrooms and prepares them to participate meaningfully in the IEP process. They encounter special needs students in their clinical placement. In fact, secondary student teaching includes an Academic Support Placement where the candidate works closely with individuals and groups in a classroom where the curriculum has been modified to meet the needs of the students. Also, on a daily basis, the UC Irvine lesson planner promotes the development of practices that support both language learners and special needs students. The ability to differentiate instruction is	

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	assessed in the PACT when they select a struggling student and analyze his or her performance during the three- to five-day learning segment. While we have not yet introduced the model of Universal Design for Learning, our practices for instructional design map readily onto the three main principles of Universal Design; namely, providing multiple means of 1) representation, 2) action and expression, and 3) engagement. In the future, we plan to share University Design principles with our candidates. Without a doubt, our teacher preparation programs meet the criterion of being "closely linked with the needs of schools and the instructional decisions new teachers face in the classroom."	
University of California, Los Angeles	X 328.8 Special Needs Learners X 428.4 Dev Safe Learning & Positive Behavior X 428.5G Assessment of Students X 428.9 Effective Communication & Collaborative Partnerships X 426.1 Language & Language Development X 426.3 Foundations & Methods of ELL X 426 Culture & Inclusion	X 328.8 Special Needs Learners X 428.4 Dev Safe Learning & Positive Behavior X 428.9 Effective Communication & Collaborative Partnerships X 426.1 Language & Language Development X 426.3 Foundations & Methods of ELL X 426 Culture & Inclusion X 428.5 Academic Assessment of Students with Special Emphasis on Special Needs Students X 429.20A Characteristics of Students with ASD X 428.445 Academic Strategies, Including RTI for Students with (EBD)
University of California, Riverside	UCR's program assures that prospective teachers' training is closely linked with the needs of the school and the challenges new teachers face in the classroom by having the student teachers actively teach under a mentor for the entire school year in classrooms full of diverse learners. We equip them for this by giving them theory and practical instructional strategies for teaching English learners, students with diverse cultural and economic backgrounds, and students with varied learning styles and ability levels. The student teachers then have many opportunities to put their university training into practice, respond to feedback from students and mentors, and reflect and improve. We emphasize the complexity of teaching in response to CA standards and education law by requiring lesson planning that explicitly addresses these requirements. This includes addressing the requirements of their students' IEP's and academic language instruction that utilizes SDAIE strategies. Additionally, our program integrates the student teachers into the school community by requiring that they attend back to school night, faculty and department meetings, parent conferences, and some extra curricular events.	The Special Education programs are based on the integration of theory and practice and educate candidates in the characteristics of learners and issues in curriculum and instruction, as well as the practical necessities of the classroom. Candidates study various means of adapting lesson and curriculum. Coursework includes assignments that require development of individualized education program (IEP) goals and opportunities are provided to communicate with parents and other professionals involved in implementing the IEP goals. 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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	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.	
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 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 combining them. Students have required practicum experience and/or classroom activities and must create related notebooks. Students are required to simulate, attend, and critique IEP meeting. Students are required to reflect on videos relating to adapting curriculum and instruction. Students must show 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	

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	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.	
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 of 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 Francisco	A description of how our program prepares general education teachers to teach students with disabilities and English Language Learners can be found in the report for our Traditional Program.	Our spiraled curriculum spreads instruction out throughout the two years, beginning with basic knowledge and skills, then providing increased depth and breadth of pedagogical and academic content knowledge, as well as specific knowledge and skills for special educators. Interns receive multiple levels in modules on disabilities, special education law, case management, formal and informal assessment, classroom management, IEPs, transition, consultation and collaboration, working with paraprofessionals, strategies and interventions for various disabilities, social skills, and behavior management. They also receive multiple levels of instruction on early literacy, basic reading skills, academic literacy, basic and advanced writing, basic and advanced mathematics, science,

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		and social science. In addition, these modules are infused with instruction on lesson planning, how to meet state content standards, language acquisition, working with English language learners, culturally responsive pedagogy, and vocational and life skills. In their field experiences, our fieldwork coordinator, fieldwork supervisors, and district support providers help Interns develop specific skills for content area instruction, monitoring student learning, making content accessible to diverse learners, using developmentally appropriate teaching practices, planning instruction and time, creating appropriate social environments, meeting professional, legal, and ethical obligations, and planning for professional growth. Interns are assessed on the 13 state Teaching Performance Expectations through goal setting activities, supervisor observations, administrator and self-evaluations, and electronic portfolios with artifacts demonstrating this achievement.
University of the Pacific	All general education-Multiple Subject, Single Subject and Educational Specialist candidates take a course in Teaching Exceptional Learners and Teaching English Learners. The course in teaching exceptional learners includes information on IEPs and how school teams are typically arranged. The role of the classroom teacher in an IEP meeting and in implementing an IEP is presented. The responsibilities of the general education teacher at an IEP are presented and discussed. A simulation of an IEP typically occurs in this course. Students are informed about RTI. The course on Teaching English Learners is a comprehensive course on SIOP and SDAIE methods and assessments, in particular. Courses have content related to "academic language" development.	Special Education candidates have such specific coursework as curriculum and instruction for students with mild to moderate or moderate to severe disabilities, advanced programming, positive behavior support, a survey of exceptional needs and disabilities, and teacher-family partnerships. All candidates take a Teaching English Learners course with candidates in general education. All candidates participate in one or more IEPs.
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. 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	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 to develop a sound understanding of first and second language processes and researched-based strategies for working with English Learners.

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	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.	

Provide any additional information that describes your teacher preparation program(s).	
Institution	**Contextual Information**
Azusa Pacific University	Azusa Pacific University (APU) is an evangelical Christian University 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. Six-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, Special Education Mild to Moderate and Moderate to Severe teacher preparation. Teacher credentialing programs are offered on the Azusa Campus and seven regional centers.
Brandman University	During the Fall of 2010, a new Dean for the School of Education at Brandman University was appointed and quickly realized that the university had a long history of providing high quality teaching and services credential programs across the 19 campuses in California and that Brandman graduates were highly sought after by their local school districts and county offices. However, what was less obvious was a systematic and holistic process for gathering and analyzing data for the important purpose of continuous program improvement. Data collection and analysis processes were certainly in place, but varied by program and while some assessment data was collected from all candidates in a given program other data was collected using a sampling approach. A significant amount time during the first year of this deanship was spent identifying the gaps, developing new processes for systematic and comprehensive data collection, review, and course/program revision processes.
California Baptist University	In December 2013, we submitted our Biennial Program Reports in compliance with the CA Commission on Teacher Credentialing standards. This report assesses student responses upon program completion and one year later. We also 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
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.” All educator preparation programs are at the post-baccalaureate level as prescribed by the State of California. 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

Provide any additional information that describes your teacher preparation program(s).	
Institution	**Contextual Information**
California State University, Channel Islands	CSUCI Mission Statement Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines though integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives. California State University Channel Islands, the newest CSU campus prepares educators for careers in teaching elementary, secondary and special education students. All areas of study within the Education program at California State University Channel Islands are united in a single goal: to prepare future equators and educations learners to be facilitators of learning. Our shared purpose is to ensure that all of our graduates are well prepared to succeed by helping them to establish strong foundational knowledge, skills, and dispositional beliefs. To achieve this goal, educations faulty share the privileges and responsibilities
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. Special Education transition points are linked to early fieldwork and final fieldwork whereas candidates' coursework and assessment requirements must be met before acceptance into fieldwork. Interns (Alternative Program) in Multiple Subject, Single Subject, and Special Education work full-time in a classroom as the 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 Administrator. All candidates have extensive opportunities to study and apply the state-
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 service 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.

Provide any additional information that describes your teacher preparation program(s).	
Institution	**Contextual Information**
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: CTC
California State University, Sacramento	All credential programs at Sacramento State, particularly those housed within the College of Education, honor our professional bond with the community. Five themes guide this philosophy of community engagement, illustrated by the acronym TEACH: T = Transformative Leadership, Learning and Leadership Roles E = Equity and Social Justice A = Active Civic Engagement C = Collaboration and Communication H = Human Differences and Diversity As educators committed to equity and social justice, we promote positive social change in our schools and communities from the local to the state to the federal level. Faculty and staff create a welcoming teaching, learning, and working environment, one that will enable our candidates to acquire the knowledge, skills, and dispositions necessary to be successful.
California State University, San Bernardino	California State University San Bernardino, part of the California State University System, is a comprehensive public institution located 70 miles east of Los Angeles. CSUSB is an Hispanic Serving Institution and strives to have its university community represent the demographics of its region which encompasses 27,000 square miles. Nearly 15,000 CSUSB students are enrolled in bachelor's and master's degree programs in the Colleges of Arts and Letters, Business and Public administration, Social and Behavioral Sciences, Education, and Natural Sciences. The College of Education offers post-baccalaureate credentials and master's degrees, as well as a new education doctoral program in educational leadership which began September 2007. State-accredited by California's Commission on Teacher Credentialing and nationally accredited by the National Council for Accreditation of Teacher Education (CTC and NCATE continuing accreditation in 2009).
CalState TEACH	The CalStateTEACH Program CalStateTEACH (http://calstateteach.net) is an online, site-supported teacher preparation program that is eco-sensitive and techno-inventive. An effective combination of candidate contact with faculty, on-site mentors and peers, as well as online independent learning has helped to establish and maintain CalStateTEACH as an extremely successful program. CalStateTEACH prepares creative, collaborative and reflective teachers who understand the important relationships among technology, content, and pedagogy. In 2010, the CalStateTEACH Program Faculty and Administration created its blueprint for transformation; incorporating 21st century knowledge and skills, research in cognition and brain function, and the revolutionary interface of the iPad. The program developed a new conceptual framework and launched a one-to-one mobile learning initiative dedicated to preparing tomorrow's teachers and reducing the digital divide across urban and rural California.

Provide any additional information that describes your teacher preparation program(s).	
Institution	**Contextual Information**
Chapman University	Chapman University in Orange County, California, founded in 1861, is a private university with seven schools and five colleges and enrolls more than 6,000 undergraduate, graduate and law students, about 4500 at the undergraduate level and more than half of whom are women. The university offers 46 undergraduate and 17 graduate areas of study. The students are served by over 600 faculty members and slightly more than half are full-time, yielding a student/faculty ratio of 14:1 with an average class size of 23. The university seeks overall to provide personalized education with a goal of preparing inquiring, ethical and productive global citizens. The College of Educational Studies (CES) prepares professionals to work as educators in K-12 schools, community settings and other service organizations. Students select one or more of the CES's 11 program options within the common framework of its vision, mission, values and principles. The CES, which has a staff of 48 (35 faculty), enrolls nearly 700 students
Claremont Graduate University	The CGU TEIP has historically been an internship only program. We believe that the strong support our interns receive while they take coursework and learn to teach assists them in making sense of their academic work in light of their teaching practice. Research done over the past 20 years has shown that over 90% of our graduates remain in the profession after 5 years. This retention rate is much higher than the state average. We do acknowledge that our internship program is highly rigorous, and while we still believe the internship is preferable over the standard student teaching placement, we are coming to consider residency programs as a strong alternative to both. We have a small residency program and those students are reported on in our Traditional Program Report. A year-long residency allows teaching candidates to take their coursework while working closely with a university trained Master Teacher.
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.
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. The program solicits employer feedback by inviting all employers to complete a survey when they attend the spring FPU Job Fair. The Survey was developed by the department Chair, Linda Hoff. The survey utilizes variables that pertain to employers' perception of how effectively FPU has prepared new teachers in key areas of teacher expertise (examples: Prepared teachers to teach English learners and exceptional learners, prepared students to use technology effectively). Findings from this survey are shared with community members and educational advisors who attend campus functions.

Provide any additional information that describes your teacher preparation program(s).	
Institution	**Contextual Information**
High Tech High Communities	The HTH District Intern program is a fully accredited teacher preparation program. Our program meets the same preconditions, common standards, and program standards that all IHE preparation programs in CA meet. HTH is held to the same accreditation and reporting requirements. Interns who complete the program are issued a CA preliminary credential. HTH has been approved to offer the multiple subject credential, Single Subject credentials in ELA, Mathematics (foundational and specialized), all Sciences (foundational and specialized), History/Social Science, Art, Spanish, Mandarin and PE. HTH received final approval to offer an Education Specialist District Intern credential. HTH Interns must meet prerequisites prior to entering the program. These include: CBEST, CSET, undergraduate transcripts from an accredited college, livescan, CPR, and US Constitution. The program is two years in length. To graduate from the program and receive a preliminary CA credential, Interns must pass 40 units of coursework.
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 Accreditation
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. Interns are registered in practicums for the full-year and are assigned a supervisor that works with them throughout the program. Supervisors make weekly contact and regularly scheduled observations with interns. Interns meet every third week for a seminar to discuss such topics as behavior management,differentiation, core standards, special education, inclusion and technology integration.
National University	Recreation-1,Integrated Studies-1,Kinesiology-6,ASL-1,Environment Economics, Policy and Mgt.-2,Child and Family Studies-2,Music-4,Industrial Arts-2,Social Services-1,Urban Studies and Planning-1,Real Estate-1,Criminal Justice-2,Child Development-2,Speech-Language Pathology Audiology-1,General Africana Studies-1,Art-3,Deaf Studies-1,American Studies-1,Graphic Communication-1,Chicano Studies-1,Legal Studies-1,Advertising-1,Behavioral Science-1.

Provide any additional information that describes your teacher preparation program(s).	
Institution	**Contextual Information**
Orange County Office of Education	Our program is an alternative credential program. Teachers are the “teacher of record” in a classroom at the same time they are earning their credential. Practicum takes place during the program, over three semesters. Some terminology in this report may not translate to the alternative program vocabulary. The OCDE District Intern Program has plans for a 2012-13 survey for self-evaluation purposes. In 2010 we implemented the new CTC standards for special education, including the autism certification. The program is now a 2 year Preliminary Education Specialist Credential program. We are also approved to offer a Clear/Induction program. From a Spring 2010 survey, we have found that districts and interns have a need for Moderate/Severe and Autism Added Authorization for Special Education instructors. The program received state approval to add those program for the 2010-2011 school year. We have a small cohort of Moderate/Severe Education Specialist interns.
Pepperdine University	The Graduate School of Education and Psychology (GSEP) University Intern Program (UIP) embodies the mission of Pepperdine University and GSEP. The GSEP UIP mission is to address the shortage of qualified elementary and secondary teachers in underserved local communities by preparing interns for service and leadership. This is achieved by developing interns' multicultural proficiency and professional competency. The UIP also facilitates the entrance of "the change of career" student into the teaching profession.
San Francisco State University	The Graduate College of Education at SF State is accredited by the California Commission on Teacher Credentialing (CTC). The program assessment system is described and results are available at the following link: http://coe.sfsu.edu/ncate Biennial Reports filed by programs are also available at the above URL.
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. Data are combined and reported in the Traditional Report.
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. Within this program, students complete 120 hours of course work that will enable them to become intern eligible at the end of their first semester if they have met other intern eligibility requirements (CSET/subject matter competency, CBEST, US Constitution, employment within a district in their subject matter area). Starting the Summer Semester 2013, Touro University California's Graduate School of Education will start a new dual-techer credential program that allows student to obtain and Education Specialist and Multiple Subject or Single Subject Credential

Provide any additional information that describes your teacher preparation program(s).	
Institution	**Contextual Information**
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 UCLA Extension Intern Credential programs focus on developing social justice educators throughout the state in both urban and rural low-performance schools. With this goal at the forefront of our program philosophy, our general education and special education teacher preparation curriculum is blended with a few content area specializations specific to multiple subject, single subject, and special education. It is our belief that all teachers are special education teachers in that many students do not have the benefit of receiving special services due to lack of resources. Further, our programs emphasize differentiated instruction, culturally-inclusive positive behavior support, and teacher advocacy.
University of LaVerne	The University of La Verne Teacher Education Program is approved under the California SB2042 requirements. The university if now an NCATE accredited teacher preparation program. Methodologies are integrated throughout to deliver comprehensive instruction to English learners 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.
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 mild/moderate education specialist as well as preliminary multiple and single subject credential, school counseling, and school administrator credentials. Our programs emphasize preparation to serve children in multicultural and multilingual urban schools. Consistent with the mission of the University, our programs aim to develop educational leaders who work for justice for all people and who will shape a multicultural world with creativity, generosity, and compassion.
University of the Pacific	The teacher education programs for Multiple and Single Subject 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 and to build on field based experiences. A majority of our students are undergraduates, so we have sequenced courses for the typical junior and senior year. These sequenced courses are then available for the post-bachelor's degree student pursuing a credential or a credential and Master of Education degree. Some post-bachelor's degree candidates who have some past experience with youth or with classroom experience may be successful in obtaining an internship, rather than student teaching. A course on Evidence Based Practices in Autism has been added and taught for two years for the Education Specialist program. All programs were reviewed by NCATE and the California Commission on Teacher Credentialing in April 2011.